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Generation Y workplace needs and preferred leadership styles

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GENERATION Y WORKPLACE NEEDS AND

PREFERRED LEADERSHIP STYLES

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Abstract

By the year 2020, Generation Ys (Gen Ys), born 1981–1999, will far outnumber any other generation in the workplace, making it imperative for employers to understand their needs. Thus, an organization's future vitality is dependent on its ability to work effectively with Gen Ys. Although Gen Y characteristics and needs are documented in existing literature, leadership styles and approaches that best support such needs are not clear. Therefore, this study sought to answer two questions: What are Gen Y's needs in the workplace? What type of leadership best supports these needs? Data were collected from 135 Gen Y employees working in the United States across a variety of industries, from technology to nonprofit sectors. One hundred twenty-five online surveys were completed, and 10 face-to-face interviews were conducted. Flexibility and challenging work were found to be the highest priority needs of Gen Y employees, followed by a second tier of needs: access to up-to-date technology, open communication, collaboration and teamwork, an adequate compensation package, growth and development, and a hospitable culture. It was found that Gen Ys prefer to work for someone who incorporates a participative leadership style. It was concluded that Gen Y employees have high expectations for their employers, posing a challenge for organizations to accommodate all needs. They insist on a workplace that allows for their participation. Retention will be increased by ensuring growth and development opportunities.

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Chapter 1: Introduction

As U.S. workforce demographics are shifting, concern over the implications has grown. Meister and Willyerd (2010) presented demographics in their book, *The 2020 Workplace: How Innovative Companies Attract, Develop, and Keep Tomorrow's Employees Today*, which include the following:

- In 2020, 50% of the U.S. workforce is expected to be 40 years of age or older, a 33% increase since 1980.

- The number of workers aged 55 and older will grow from 13% of the labor force in 2000 to 20% in 2020.

- Generation Ys will be entering the workforce in record numbers.

- Gender composition will change as more women are entering and remaining in the workforce.

With today's workforce spanning four different generations, it is critical that employers understand the strengths and challenges inherent to a multigenerational workplace. With the entry of Generation Y (Gen Y) to the working world, the workforce contains the following generations: Traditionalists (born 1925–1945), Baby Boomers (born 1946–1964), Generation X (born 1965–1980), and Generation Y (born 1981–1999) (Spiegel, 2013). Since Gen Ys will enter the workforce in record numbers by 2020 and outnumber any other generation, there is a strong focus on understanding their unique needs.

> Every day, leaders and managers in organizations of all shapes and sizes in just about every industry all over the Western world tell me stories about working with the new generation of young employees—the so-called Generation Y—that suggest this might be the most difficult generation to manage. (Tulgan, 2009, p.13)

Many share Tulgan's sentiment as Gen Y (also known as the Millennials) is a new and unique breed of employees. Born after 1980, Gen Ys are stereotyped as being high maintenance, impatient, demanding, and entitled (Giang, 2012). Tulgan described that they grew up in the Decade of the Child, over-supervised by their parents who continuously built up their self-esteem. Every step of the way, Gen Y parents have guided, directed, supported, coached, and protected them. Their childhood was defined mostly by the 1990s, and they are reaching adulthood amid the profound changes of the 2000s—the era of uncertainty. With so much velocity in globalization, technology, information, and on-demand everything, Gen Y has experienced a true generational shift, far different than the Baby Boomers or Generation X.

As this new breed enters the workforce fast and furiously, it is critical for employers to understand how to effectively engage and retain them. By 2020, Gen Y will far outnumber any other generation, placing pressure on employers to overhaul many traditional practices. As Baby Boomers retire, Gen Ys will be working for the next several decades, making it essential for employers to understand their needs. And although employee engagement and retention has been an ongoing issue for many companies worldwide, employers have implemented policies that typically address engagement under one umbrella—as if there is no employee differentiation across generations (Gilbert, 2011). This, coupled with Gen Y's different outlook on employer expectations, creates challenges on the job. Some argue that this confident, technology-savvy generation does not adapt well to traditional leadership styles (e.g., top-down, where "leaders" do not discuss company business with employees lower on the chain of command) ("Pied Piper to the Y Generation," 2010). Rather, Gen Ys are

spontaneous, interactive, and want to be heard. Thus, an environment that is highly collaborative and non-hierarchical is conducive to meeting Gen Y's needs.

A 2007 study by the University of Southern California's Center for Management Communication Conference Board (n.d.) found that job satisfaction for workers under the age of 25 was at record lows, with fewer than four out of 10 reporting that they are satisfied with their current jobs. Additionally, a 2008 study by Experience, Inc., revealed that 70% of Gen Ys leave their first job within two years. Although these statistics reveal challenges for employers, they present an opportunity for this study to answer the following question: What type of leadership best supports the needs of Gen Ys in the workplace?

Purpose of Research

This research project is an exploration of the type of leadership that most effectively meets Gen Y needs on the job. Specifically, this study addresses the following questions:

- What are Gen Y's needs in the workplace?

- What type of leadership best supports these needs?

Although there is some debate about the exact parameters of different generations, this study uses Spiegel's (2013) definition of Gen Y as people born 1981–1999.

Importance and Significance of the Research

Gen Y plays a significant role in the workforce population. According to the U.S. Bureau of Labor Statistics (2012), Gen Y will comprise more than 40% of the U.S. workforce by 2020, far outnumbering any other generation. In addition, employers say

concessions are necessary in order to retain the best of this breed as they bring fresh skills into the workplace (e.g., they are tech-savvy, socially interconnected, and collaborative) (Kwoh, 2012).

With the long-established expectations of a Baby Boomer environment (one of the generations that preceded Gen Y), many employers are not prepared for how to manage the unique characteristics of Gen Y (*High Turnover Costs*, 2011). With current Gen Y low job satisfaction and therefore high turnover, the costs associated with time, resources, and productivity quickly add up. According to Experience, Inc., it costs approximately $24,000 or more to replace a Gen Y employee. This figure takes into account the hiring costs, training costs, and learning costs associated with turnover, revealing how the total cost of turnover easily exceeds the cost to recruit (*Microsoft Student to Business*, n.d.). Thus, it is in the best interest of employers to understand Gen Y engagement, not only for sustainability and productivity, but also to impact the bottom line.

Research Setting

A total of 135 Gen Y employees were the subjects of this study: 125 survey respondents and 10 interview participants. At the time of survey implementation and interviews, these subjects were full-time employees working in the United States and across various industries: healthcare, energy and utilities, professional services, consumer goods, technology, financials, industrials, education, consumer services, nonprofit, government, and human resources.

The survey asked respondents to rate the level to which they agreed with statements around five key areas: technology, flexibility, communication, collaboration

and teamwork, and challenging work. Considering such needs, participants were then provided six leadership descriptions and asked to rank the different styles based on what they believed would best serve their workplace needs.

Interview participants were asked to describe their top needs on the job as well as deterrents. In addition, they were asked to describe their ideal manager. Similar to the survey, participants were asked to rank six different leadership styles based on what they believed would best serve their needs in the workplace and provide a rationale as to why.

Quantitative data were collected via rating statements within the survey and ranking leadership preferences across both the survey and interview. Qualitative data were collected through survey open-ended responses and in-person interviews.

Thesis Outline

This chapter presented shifting U.S. workforce demographics, particularly by the year 2020. Four different workplace generations were introduced, including Generation Y. Several authors were cited to present existing stereotypes about Gen Ys. It built a case for understanding their needs and leadership preferences based on the impact they have and will continue to have in workplace. In addition, this chapter described the purpose of the research study, its importance, and the research setting as well as provided an outline for the remainder of the thesis.

Chapter 2 provides a review of the existing literature in seven different areas related to leadership and Gen Y. The topic areas reviewed are leadership, traditional leadership theories, contemporary leadership theories, summary of leadership theories, Gen Y characteristics, Gen Y needs in the workplace, and the gaps in knowledge that

exist in identifying specific leadership styles that most effectively meet Gen Y needs. This review reveals that much research has been conducted on Generation Y, on their needs, and on leadership styles, although still leaving an opportunity to link these three elements.

Chapter 3 is an overview of the study methodology. This chapter consists of an outline of the research design, a description of the research sample and setting, an explanation of the data collection methodology including a description of the survey and interview questions, an overview of the data analysis process, and a description of steps taken for the protection of human subjects.

Chapter 4 presents findings of the study and describes the data collection results. The first section presents mostly quantitative survey findings based on five key areas—technology, flexibility, communication, collaboration and teamwork, and challenging work—and leadership preferences. The second section presents qualitative data gathered during face-to-face interviews with the research participants, including information on top needs, deterrents, characteristics of an ideal manager, and leadership rankings.

In Chapter 5, an analysis of what the research findings may mean to managers working with Gen Y employees is discussed and conclusions are drawn. Limitations are detailed. Recommendations for managers are made along with recommendations for organization development consultants working to help these managers. The chapter closes with suggestions for future research.

Chapter 2: Review of Literature

This research project is an exploration of the types of leadership styles that most effectively meet Generation Y (Gen Y) needs on the job. This study addresses the following questions: What are Gen Y's needs in the workplace? What type of leadership best supports these needs?

A review of existing literature addressing these questions was conducted. The information was then organized into seven specific categories as follows: leadership, traditional leadership theories, contemporary leadership theories, summary of leadership theories, Gen Y characteristics, Gen Y needs in the workplace, and gaps in knowledge that exist in identifying specific leadership styles that most effectively meet Gen Y needs.

Leadership

Since the concept of leadership is not easy to define, a number of definitions currently exist in the field. According to Northouse (2013) and Parry and Bryman (2006), although some ideas diverge, overlap exists around the following elements:

- Process: leadership is an interactive process that occurs between leaders and followers.

- Influence: leadership involves influencing followers.

- Groups: leadership influences an organized group.

- Common goals: leaders and followers have common goals and/or a mutual purpose.

In a 2009 report entitled "Leadership: Current Theories, Research, and Future Directions," Avolio, Walumbwa, and Weber explained that leadership is an ever-

changing and complex process. Researchers have identified a trend that the field is evolving, taking more of a holistic approach by looking at multiple dimensions outside of the leader, such as work setting, context, interaction, and culture. As such, this has given rise to a "new" (relative to the traditional styles) genre of leadership theories.

Traditional theories focus on a leader's inherent or acquired capabilities. Such leadership theories place responsibility on the leader without considering what the dynamic of followers might be. In addition, some of the traditional theories view effective leadership as a formula: If certain variables are met, such as specific traits or skills, then one possesses the requirements to be an effective leader. Other traditional theories describe effective leadership as being dependent on additional factors, such as subordinate needs, a situation's demands, or a leader-follower dynamic.

In contrast, a more contemporary view of leadership includes a moral dimension, emphasizing effective leaders as having the ability to inspire, motivate, and transform others. Such theories also focus on managing emotions, feelings, and personalities—also termed "soft leadership"—and using tools such as awareness, empathy, and healing (Rao, 2013, p. 144). Research shows a plethora of leadership theories, many of which have similar characteristics and integrate different approaches. For the purposes of this literature review, the following types described are foundational across scholarly research and practitioner perspectives.

Traditional Leadership Theories

Early theories described leadership from the point of view of the leader. Widely recognized ones include the following:

- Trait Approach: The traits of an individual determine effective leadership. Because this theory focuses on one's personal attributes, leadership effectiveness is largely fixed: one has the distinct traits or does not. Such traits include intelligence, self-confidence, determination, integrity, and sociability (Northouse, 2013; Rowe & Guerrero, 2013).

- Skills Approach: The skills and abilities of an individual determine leadership effectiveness. This approach focuses on one's competencies which, unlike the Trait Approach, can be developed. This theory is best represented by Katz, who in 1974 described effective leadership as being dependent on three skills: technical skills, human skills, and conceptual skills. Technical skills are the knowledge and proficiency in a specific type of work. Human skills are the ability to work with people, and conceptual skills are the ability to work with ideas and concepts (cited in Rowe & Guerrero, 2013).

- Style Approach: The behavior of an individual determines leadership effectiveness. There are two general kinds of behaviors: task behaviors and relationship behaviors. Task behaviors help team members achieve their objectives, while relationship behaviors help subordinates feel comfortable with themselves and others in a given situation. Effective leaders combine these two types of behaviors to influence others to reach their goals (Northouse, 2013; Rowe & Guerrero, 2013).

- Situational Approach: The ability to adapt to the developmental needs of subordinates determines leadership effectiveness. This approach stresses the need to assess the competence and commitment of followers in order to

determine the appropriate leadership style (Northouse, 2013; Rowe & Guerrero, 2013).

- Contingency Theory: Effective leadership is contingent on matching a leader's style to the right setting. There are two main styles: task motivated and relationship motivated. Task motivated is concerned with reaching a goal, while relationship motivated is concerned with interpersonal relationships (Northouse, 2013; Rowe & Guerrero, 2013).

- Path-Goal Theory: Effective leadership involves the ability to motivate followers to accomplish their goals by making an associated path clear and easy by removing obstacles. This approach is derived from expectancy theory, which suggests that subordinates will be motivated if they feel competent in a job, if their efforts will be rewarded, and if their payoff is valuable (Northouse, 2013; Rowe & Guerrero, 2013).

- Leader-Member Exchange Theory: Effective leadership depends on the strength of interactions between leaders and followers. This theory views leadership as a two-way process, stressing that effective communication between the two groups influences subordinates' responsibility, decision-making, and performance (Northouse, 2013; Rowe & Guerrero, 2013).

- Autocratic Leadership: Effective leadership is one where the leader has individual control over all decisions based on his or her own judgment. This view of leadership does not solicit input from group members. Rather, the leader dictates what, how, and when things are completed (Lewin, Lippit, & White, 1939).

- Laissez-Faire Leadership: Effective leadership is one where the leader is very hands-off, allowing group members to make decisions. The leader provides very little guidance, if any, as group members are expected to solve problems on their own (Lewin et al., 1939).

- Participative Leadership: Effective leadership is one where the leader involves group members in decision-making, although ultimately the leader has the final say. In this type of leadership, group members are encouraged to share ideas and be creative (Lewin et al., 1939).

Contemporary Leadership Theories

In contrast, a new leadership paradigm gained popularity beginning in the early 1980s. This genre includes the following widely recognized theories:

- Transformational Leadership: Effective leadership depends on one's ability to inspire followers to accomplish great things. This theory views leadership as a process, influencing people to accomplish more than what is usually expected of them. It concerns a leader's emotions, values, ethics, standards, and goals and how these can be adapted to the needs and motives of subordinates (Avolio et al., 2009; Northouse, 2013).

- Servant Leadership: Effective leadership depends on the leaders' ability to place the good of their followers over their own self-interests. In addition, it places importance on subordinates' development. This theory describes effective leaders as demonstrating the following towards their subordinates: strong moral behavior, attentiveness to needs, empowerment to make decisions, and development of full human potential (Avolio et al., 2009; Northouse, 2013).

- Authentic Leadership: Effective leadership depends on the leaders' ability to be authentic, transparent, morally grounded, and responsive to their followers' needs. This theory describes effective leaders as having the following skills: ability to be self-aware, genuine, mission driven, and focused on results as well as the ability to set a moral standard (Avolio et al., 2009; Northouse, 2013).

- Team Leadership: Effective leadership depends on one's ability to help a team accomplish goals by monitoring, diagnosing, and taking the appropriate action for the group. This theory describes effective leaders as having behavioral flexibility, problem-solving skills, and discretion when determining a solution (Rowe & Guerrero, 2013).

- Psychodynamic Approach: Effective leadership depends on one's ability to determine what personality types are suited to particular positions or situations. This theory stresses the importance of awareness of self and others in order to better understand one's own behavior as well as the responses received from others (Avolio et al., 2009; Northouse, 2013).

Summary of Leadership Theories

Table 1 summarizes the outlined leadership theories and includes additional details.

In short, traditional leadership theories place responsibility on the leader, focusing on their skill set and capabilities. In contrast, more contemporary leadership theories include a moral and emotional dimension, focusing on a leader's ability to motivate, grow, and transform individuals.

Table 1. Summary of Leadership Theories

Theory	Description	Characteristics	Additional Details
Traditional Leadership Theories			
Trait Approach	Traits determine leadership effectiveness.	Focused on personal attributes of an individual, such as —Intelligence: intellectual ability —Self-confidence: ability to be certain about one's competencies and skills —Determination: desire to get the job done —Integrity: quality of honesty and trustworthiness —Sociability: inclination to seek out pleasant social relationships Traits are fixed; therefore, the belief is one has elements to be an effective leader or does not.	—Leader-centered perspective —One of the earliest theories of leadership
Skills Approach	Skills and abilities determine leadership effectiveness.	Focused on competencies of an individual, which can be learned or developed. Best represented by work of Katz in 1955 in three skills approach (Northouse, 2013). Effective leadership depends on —Technical skills: knowledge/proficiency in a specific type of work or activity —Human skills: ability to work with people —Conceptual skills: ability to work with ideas and concepts The importance of each skill varies between management levels	—Leader-centered perspective
Style Approach	Behavior of individual determines leadership effectiveness.	Focused on what leaders do and how they act. Two general kinds of behaviors. An effective leader combines both to influence subordinates to reach their goals. —Task behaviors: facilitate goal accomplishment/ help members achieve their objectives —Relationship behaviors: help subordinates feel comfortable with themselves/each other/the situation	—Leader-centered perspective
Situational Approach	The ability to match one's style to the developmental level of subordinates determines leadership effectiveness.	Focused on adapting leadership to competence and commitment of followers. Approach has a directive and supportive dimension, each applied appropriately based on how competent and committed employees are to perform a task. No single best style of leadership; it depends. Widely accepted is Hershey-Blanchard's situational leadership model, which rests on leadership style and individual/group's maturity level (Northouse, 2013).	—Leader/follower context perspective contingent on adaptation

Table 1 (Continued)

Theory	Description	Characteristics	Additional Details
Traditional Leadership Theories			
Contingency Theory	The ability to match one's style to appropriate situations determines leadership effectiveness.	Focused on adapting leadership to different situations. Leader-match theory: Effective leadership is contingent on matching a leader's style to the right setting. Different styles: —Task motivated: concerned with reaching a goal —Relationship motivated: concerned with interpersonal relationships No single formula for effective leadership; depends.	—Leader/follower context perspective
Path-Goal Theory	The ability to motivate subordinates to accomplish goals determines leadership effectiveness.	Focused on the relationship between leader's behavior and characteristics of subordinate and work setting. Theory places emphasis on motivating subordinates. Derived from expectancy theory, which suggests subordinates will be motivated if they feel competent, if they feel their efforts will be rewarded, and if they find the payoff for their work valuable.	—Leader/follower perspective, contingent on adaptation
Leader-Member Exchange Theory	The strength of leader/follower interactions determines effective leadership.	Focused on the interactions between leaders and followers, stressing effective communication. Theory views leadership as a process and assumes that the quality of exchanges between leaders/followers influences subordinates' responsibility, decision-making, and performance	—Leader/follower perspective, contingent on effective communication
Autocratic Leadership	The ability for a leader to have ultimate control over all decisions without soliciting group input determines effective leadership.	Focused on a clear division between the leader and follower. Theory places emphasis on the leader setting clear expectations for what needs to be done, when, and how, making decisions independently of others. Input is not solicited from group members.	—Leader-centered perspective
Laissez-Faire Leadership	The ability for a leader to be very hands-off, leaving all decisions up to the group, determines effective leadership.	Focused on the lack of direction or guidance provided by the leader. Responsibility for decisions is left to group members.	—Leader-centered perspective —Also known as "delegative leadership"
Participative Leadership	The ability for a leader to involve employees in decision-making, although having ultimate control, determines effective leadership.	Focused on the leader encouraging group members to participate. Leader provides guidance and solicits input from group members, although ultimately has the final say.	—Leader/follower perspective, contingent on employee involvement —Also known as "democratic leadership"
Contemporary Leadership Theories			
Transformational Leadership	The ability to inspire followers to accomplish great things determines effective leadership.	Focused on adapting to the needs and motives of followers in order to transform them and the organization. Views leadership as a process that changes and transforms people. Leaders enhance motivation, morale, and performance of subordinates. Concerns emotions, values, ethics, standards, and long-term goals.	—Leader/follower perspective contingent on ability to transform —Part of "New Leadership" paradigm, giving attention to charismatic elements of leadership. —Also referred to as charismatic or inspirational leadership.

Table 1 (Continued)

Theory	Description	Characteristics	Additional Details
Contemporary Leadership Theories			
Servant Leadership	The ability to place the good of followers over one's own self-interest determines effective leadership.	Focused on leader's behaviors to serve subordinates and place their developmental needs first. Approach views leaders as demonstrating strong moral behavior towards followers, being attentive to their needs, and helping them develop their full human capabilities. Ten characteristics of servant leadership: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to growth of people, and building community.	—Leader-centered perspective —Has moral component similar to transformational (charismatic or inspirational) leadership
Authentic Leadership	The ability for leaders to be authentic, transparent, morally grounded, and responsive to their subordinates' needs determines effective leadership.	Focused on whether leadership is genuine or real. Traits of an authentic leader include ability to be self-aware, genuine, mission driven, and focused on results. Also sets a moral standard for others to follow.	—Leader-centered perspective —One of the newest theories in leadership research; still in formative phase and will likely change.
Team Leadership	The ability to help a team accomplish goals by monitoring, diagnosing, and taking the appropriate action determines effective leadership.	Focused on leader's adaptation to a team's or group's needs. Assumes effective team leaders to have behavioral flexibility, problem-solving skills, and keen discretion when determining the best solution.	—Leader/group context perspective
Psychodynamic Approach	The ability to determine what personality type is better suited to particular positions or situations determines effective leadership.	Focuses on personality types and awareness of self and others. Approach assumes various personality types are better suited to particular leadership positions or situations. Assessment tools such as Myers-Briggs can gauge personality types (Myers and Briggs Foundation, n.d.). Stresses the importance of awareness of one's own personality type and those of subordinates in order to better understand their own behavior and the responses received from others.	—Leader/follower perspective, contingent awareness

A 2001 study conducted by Ehrhart and Klein suggests that the more attracted a follower is to a specific leader's values and characteristics, the more likely the follower will "(a) seek work for that leader, (b) be satisfied working for that leader, (c) form a leader-follower relationship with that leader, and (d) perform well under the supervision of that leader" (p. 175). Thus, for the purposes of this research project, Gen Y

characteristics and needs on the job will be explored in order to identify what types of leadership styles are most effective for addressing these needs.

Gen Y Characteristics

Born 1981 through 1999, these young, tech-savvy, multi-tasking professionals are changing the workplace. About 78 million strong and making up about one fourth of the U.S. population, Gen Ys are flooding the workforce in record numbers (Spiegel, 2013). This generation has been shaped by events and trends such as 9/11 and terrorism, Columbine, technology-based social networking, and a strong emphasis on social responsibility (Espinoza, Ukleja, & Rusch, 2010). As such, a set of unique characteristics defines this generation, therefore impacting their needs in the workplace. The following characteristics are common across multiple authors and studies of this cohort:

- Technology-savvy: Gen Ys grew up in the age of technology. Between being on their iPhones, iPads, and iPods, they are connected 24/7 and are quick and efficient in finding and sharing information (Pew Research Center, 2010). This is the first generation that has come into the workplace with more knowledge about technology than those who were there before them (Murphy, 2008; Spiegel, 2013).

- Positive self-esteem: Gen Ys grew up in child-centric homes with parents who constantly praised, nurtured, and rewarded them. Thus, the continuous positive reinforcement translated into a can-do, winning attitude about themselves and their capabilities. Gen Ys grew up largely protected from any feelings of negative

self-worth, thereby influencing their perception of their capabilities (Murphy, 2008; Spiegel, 2013).

- Feedback: Gen Ys appreciate constant feedback and open dialogue. Being raised in environments where they were given a large amount of attention, they became accustomed to being heard and having their opinions matter (Tulgan, 2009).

- Immediacy: With technology enabling Gen Ys to access information within a few keystrokes and clicks, they became accustomed to getting information fast as well as moving fast. This group operates on speed and quickly becomes impatient when situations do not progress as desired (Murphy, 2008).

- Communication: Gen Ys have a strong curiosity and need to understand not just what decisions are made, but why they are made. Growing up, much attention was focused on them, providing the space to voice their opinions and be heard. Therefore, they have a strong desire to be included in decisions and be kept informed of important information (Espinoza et al., 2010; Spiegel, 2013).

- Team environments: Generally, Gen Ys worked in groups and teams while in school, sports, and community activities. Therefore, they are very comfortable with team input and feedback. Hobart and Sendek (2009) found that 61% of their Gen Y respondents preferred to work in teams as they feel collaboration contributes to a better work product.

- Diversity and inclusion: Gen Ys are the most ethnically diverse generation in U.S. history. A 2010 Pew Research Center study conducted on Gen Ys found that only 61% of members identified themselves as Caucasian. As such, Gen Ys are

open-minded and accepting of those different from them. They were taught to be inclusive of others.

- Civic-minded: Gen Ys want to contribute. Thus, it is common to find this group spending time outside of work volunteering for different events or causes (Espinoza et al., 2010; Hobart & Sendek, 2009). This group has been raised to feel passion for their environment, helping communities and becoming productive global citizens.

- Achievement: Gen Ys are continuously looking for ways to work smarter, not harder and are very driven to succeed. Thus, they are interested in processes that work to speed up their interactions. Additionally, they are the most educated generation in American history, largely driven by the demands of a knowledge-based economy (Hobart & Sendek, 2009; Pew Research Center, 2010).

Gen Y Needs in the Workplace

According to a 2011 study by Steelcase Workspace Futures, Gen Ys are the fastest growing segment of the workforce and almost twice the population of Gen X (born 1965–1980). As such, their impact on the workplace is profound. Furthermore, with the retirement of Baby Boomers (born 1946–1964), the labor shortage will only be exacerbated in the coming years. According to The Future of Work Institute, between 1990 and 2025, the labor force growth rate will plummet from 11.9% a year to .2% due to fewer entrants and Baby Boomers retiring (cited in Spiegel, 2013). This, coupled with the cost of losing employees, makes it imperative for organizations to understand Gen Y needs in the workplace. Employers have no choice but to modify business culture and

modify the way they traditionally managed employees to accommodate Gen Y's expectations. Gen Ys have a unique set of needs on the job, such as the following:

- Flexibility: Gen Ys want flexibility in all aspects of their work, such as schedules, management of time, methods, and processes used to accomplish their goals. *PwC's Next Gen: A Global Generational Study* (2013) found that 64% would like to occasionally work from home, and 66% would like to shift their work hours).

- Work-life balance: Hand in hand with flexibility is work-life balance. This is considered a "must have" for this group (Steelcase Workspace Futures, 2011). When seeking a job, Gen Ys consider how well it fits into their lives, the quality of their work, and the tone of the environment. The *PwC's Next Gen* study (2013) found that Gen Y employees were willing to exchange a portion of their pay and pace of promotion for fewer working hours). Additionally, Gen Ys value the opportunity to participate in community.

- Transparency and communication: Gen Ys grew up surrounded by instability: They saw their parents lose job security, watched the fall of corporate giants like Enron, and experienced tragedies such as 9/11 (Families and Work Institute, 2002; Steelcase Workspace Futures, 2011). As such, their skepticism has taught them to question everything. In order for Gen Ys to establish trust on the job, relationships must be open, honest, and transparent, something they highly value. If information cannot be shared, an explanation as to why is desired. Additionally, Gen Ys favor clear direction and guidance from managers. Explicitly stating expected outcomes or clearly defined criteria (also known as rubric thinking) works well for this group as it sets expectations for what is needed to

complete a task. Their participative mindsets expect to have two-way dialogue from leaders, allowing them space to be heard (Spiegel, 2013).

- Collaboration: Gen Ys have grown up in a digitally interconnected world. Thus, they are collaborative and crave connections. As a group that is comfortable in team environments, they understand the value of diversity of thought (Hobart & Sendek, 2009; Spiegel, 2013; Tulgan, 2009).

- Challenging and meaningful work: Gen Ys are looking for self-fulfillment, not just work. They are prone to becoming easily bored and therefore crave stimulation and challenging work (Murphy, 2008; Spiegel, 2013; Steelcase Workspace Futures, 2011). The more connected they are to their environment, the more motivated they are to do a good job.

Gaps in Knowledge

The literature review explored the gaps in knowledge that exist in the identification of the specific leadership styles that best meet the needs of Gen Ys in the workplace. Although there is a plethora of research done in the areas of leadership and Gen Ys on the job, the link between the two is not clear. Due to the rapidly changing workforce and Gen Y's unique needs, there is strong interest in this topic as companies will have no choice but to interact with this generation. Learning how to adopt a leadership style that best meets Gen Y needs will serve both the employee and the company.

In summary, the literature review suggests that the two key questions posed by this study are worthy of further research and analysis.

Chapter 3: Methodology

This research project explored Gen Y needs in the workplace and the preferred leadership styles that best support these needs. This study sought to answer the following questions: What are Gen Y's needs in the workplace? What type of leadership best supports these needs?

This chapter consists of an outline of the research design, a description of the sample and research setting, an explanation of the data collection process, an overview of the data analysis process, a description of steps taken for the protection of human subjects, and a short summary.

Research Design

In an attempt to determine Gen Y needs on the job and preferred leadership to support these needs, the study was designed using a blend of quantitative and qualitative methods through a survey and in-person interviews. This allowed for various forms of analysis, including data triangulation, a technique that uses multiple sources to confirm data on a research topic.

Quantitative data were collected via a Qualtrics survey where respondents were asked to answer questions around three major sections: demographic information, needs in the workplace, and preferred leadership styles. To explore their needs, they were asked to indicate their level of agreement across a variety of statements in the areas of technology, flexibility, communication, collaboration and teamwork, and challenging work.

Qualitative data were collected by conducting a structured interview with selected participants in a face-to-face meeting. Interview questions were designed to further

assess and give context to employees' thoughts around what leadership styles best serve their needs on the job. A five-question interview protocol was used as a guide. In addition, leadership cards were created as visual tools to assist participants with sorting and identifying their preferred ranking.

Research Sample and Setting

The population of this study consisted of 135 Gen Y professionals working within the United States and across a variety of industries, including healthcare, energy and utilities, professional services, consumer goods, technology, financials, industrials, education, consumer services, nonprofit, government, and human resources. This comprised 125 survey participants and 10 interviewees, all born between the years of 1981 and 1999 and working full time in the United States. Table 2 lists the number of participants and their respective industries.

Table 2. Research Sample by Industry

Number of Participants	Industry
23	Healthcare
22	Energy and Utilities
19	Professional Services
13	Consumer Goods
11	Technology
10	Financials
9	Industrials
9	Education
5	Consumer Services
4	Nonprofit
4	Government
3	Human Resources
1	Media
2	Other

Survey sample. At the beginning of the project, a professional and personal network of Gen Y employees was contacted. More than 200 Gen Ys were emailed requesting survey participation. Then, a snowball sampling technique was used to increase participation. In addition, some participants voluntarily forwarded the survey invitation to Gen Ys within their own network, also increasing participation.

A total 150 respondents started the survey, and 125 surveys were completed. Nearly two thirds (65.6%) of the respondents were female, and 74.4% of all respondents were aged 28 to 32 (see Table 3). Nearly two thirds (63.2%) had bachelor's degrees and 24.8% had master's degrees. Nearly all (95.0%) were employed full time. Nearly two thirds (61.6%) had been in their current position for one to three years. Participants were from a range of industries, including healthcare (17.6%), energy and utilities (15.2%), and professional services (14.4%).

Table 3. Survey Participant Demographics

Gender	%
Male	34.4%
Female	65.6%
Age	
18–22 years	2.4%
23–27 years	23.2%
28–32 years	74.4%
Educational Attainment	
High school	4.0%
Trade school	1.6%
Associate's	4.8%
Bachelor's	63.2%
Master's	24.8%
Doctorate/Professional	1.6%

N = 125

Employment Status	%
Full time	95.0%
Other	5.0%
Tenure	
1–3 years	61.6%
4–6 years	28.0%
7 or more years	10.4%

Industry	%
Healthcare	17.6%
Energy and Utilities	15.2%
Professional Services	14.4%
Consumer Goods	10.4%
Technology	8.0%
Industrials	7.2%
Financials	7.2%
Education	5.6%
Consumer Services	4.0%
Nonprofit	3.2%
Government	3.2%
Human Resources	2.4%
Other	1.6%

Interview sample. Ten in-person interviews were conducted. Participants represented various positions and industries (see Table 4). Four of the 10 had been in their current positions for seven years or more. Seven of the 10 held bachelor's degrees.

Table 4. Interviewee Participant Demographics

Title	Industry	Years of Service at Current Job	Educational Attainment
• Analyst (2) • Teacher (2) • Consultant (1) • Investment Banking Officer (1) • Network Engineer (1) • Occupational Therapist (Pediatric) (1) • Project Manager (1) • Video Editor (1)	• Utilities (3) • Education (2) • Healthcare (1) • Media (1) • Financials (1) • Professional Services (1) • Technology (1)	Less than 1 year (2) 1–3 years (2) 4–6 years (2) 7+ (4)	Bachelor's (7) Master's (1) High School (1) Trade (1)

$N = 10$

Data Collection

Data were collected using a survey questionnaire and an in-person interview format.

Survey. An email was sent to Gen Y professionals within the researcher's professional and personal network. This email included background on the research project, outlined what information was requested, and attached the survey link (Appendix A). In addition, this information was also posted to the researcher's social media profile (e.g., Facebook, LinkedIn, and Yammer) to encourage participation in the study. The survey (Appendix B) was open for an initial period of three weeks and was

reassessed at the third week to remain open for an additional one week. Weekly reminder emails were sent that included the survey link (Appendix C).

Survey questions were created for this study based on existing literature on Gen Y needs and common leadership theories. Using a Likert scale, survey participants were asked to rate their level of agreement (1 = strongly disagree, 5 = strongly agree) across a variety of statements related to workplace needs. The objective was to determine what Gen Y workplace needs are, based on the level of importance they placed on the specified statements. Table 5 provides a summary of the survey statements and their corresponding area of need.

Participants were then provided a list of six leadership styles and their characteristics—three traditional and three contemporary—and were asked to rank based on their preference given their workplace needs (Table 6). The objective was to determine which leadership styles best support Gen Y workplace needs.

Table 5. Summary of Survey Statements and Corresponding Need

Statement	Identified Area of Need
1. Organization is up-to-date on the latest and greatest technologies. (Murphy, 2008; Steelcase Workspace Futures, 2011)	Technology
2. Organization allows me to utilize the latest and greatest technologies. (Murphy, 2008; Steelcase Workspace Futures, 2011)	Technology
3. Organization allows me to make recommendations on new and existing technologies. (Spiegel, 2013)	Technology
4. Organization allows me to shift my own working hours as desired. (*PwC's Next Gen*, 2013; Spiegel, 2013)	Flexibility
5. Organization allows me to work from home. (Spiegel, 2013)	Flexibility

Table 5 (Continued)

Statement	Identified Area of Need
6. Organization gives me the ability to manage my own workload. (Espinoza et al., 2010; *PwC's Next Gen*, 2013)	Flexibility
7. Organization provides paid volunteer hours. (Espinoza et al., 2010)	Flexibility
8. Organization encourages discussion and dialogue across various levels of management. (Spiegel, 2013)	Communication
9. If information cannot be shared, it is important for me to work for an organization that provides explanations as to why. (Lancaster & Stillman, 2010; Murphy, 2008)	Communication
10. Organization provides clear direction and guidance for assigned tasks/projects, as opposed to figuring it out for myself. (Murphy, 2008; Spiegel, 2013)	Communication
11. Organization seeks my input and includes me in decisions that may impact me. (Spiegel, 2013)	Communication
12. Organization allows me to work with others on assignments, rather than individually. (Spiegel, 2013; Steelcase Workspace Futures, 2011)	Collaboration and Teamwork
13. Organization culture promotes collaborating with others, interdepartmentally or cross-functionally. (Spiegel, 2013; Tulgan, 2009)	Collaboration and Teamwork
14. Organization allows for healthy debate amongst various stakeholders in order to contribute to a better work product. (Murphy, 2008)	Collaboration and Teamwork
15. Organization challenges me regularly, and work is mentally stimulating. (Hobart & Sendek, 2009)	Challenging Work
16. I feel connected to my work and motivated to do a good job. (Murphy, 2008; Spiegel, 2013)	Challenging Work
17. Organization allows me to take on different project roles as desired to further my development. (Spiegel, 2013; Steelcase Workspace Futures, 2011)	Challenging Work

Table 6. Summary of Leadership Styles and Characteristics

Style	Characteristics
Autocratic (Lewin et al., 1939)	• Leader has individual control over all decisions based on his or her own judgment • Leader does not solicit input from group members • Leader dictates what, how, and when things are completed
Participative (Lewin et al., 1939)	• Leader involves group members in decision-making process, although ultimately has the final say • Group members are encouraged to share ideas and be creative
Laissez-Faire (Lewin et al., 1939)	• Leader is very hands-off, allowing group members to make decisions • Leader provides very little guidance, if any • Group members are expected to solve problems on their own
Transformational (Avolio et al., 2009)	• Leader focuses on adapting to the needs and motives of followers in order to transform the organization • Leader is concerned with emotions, values, ethics, standards, and long-term goals • Group members are challenged to take ownership of their work
Servant (Avolio et al., 2009)	• Leader shares power with group members and serves their needs • Leader demonstrates strong moral behavior towards group members • Group members' developmental needs are the highest priority so as to operate at their full potential
Authentic (Avolio et al., 2009)	• Leader demonstrates strong self-awareness and focuses on exhibiting genuine behaviors • Leader is concerned with emotions, vulnerability, integrity, and moral standards that group members can follow

Interviews. A five-question interview guide was constructed to collect data from each participating Gen Y professional. Appendix D contains the consent form, and the interview guide is included in Appendix E. To obtain participants, a network of Gen Y professionals was convenience sampled. For those who agreed to participate, a meeting was coordinated at their convenience. A total of 10 interviews were completed. To assist with data collection, interviews were audio-recorded and transcribed.

The objective of the interview was to allow participants to provide more in-depth responses related to their workplace needs and leadership preferences as well as freedom in how they answered the questions. The first question targeted top needs and deterrents on the job. The second question asked participants to describe their ideal manager, to think of characteristics and traits. The third question presented tangible leadership style cards and asked participants to rank them based on their preference (Appendix F). The fourth question asked participants to explain if their current jobs were addressing or failing to meet their needs. The fifth and final question asked for any comments or concerns.

Data Analysis

Once the data collection was completed, mean scores were calculated across each statement, then across each area need (e.g., technology). Area needs (i.e., technology, flexibility, communication, collaboration and teamwork, and challenging work) were determined to be important or not important based on their mean. Additional analysis (e.g., analysis of variance or post-hoc analysis) was conducted if differences were found between workplace need and gender, age, tenure, or industry. The top three

and bottom three leadership preferences were analyzed based on the ranking participants assigned.

In addition to the quantitative data cited above, the findings collected from survey open-ended responses on leadership style rankings and interviews were analyzed for common themes. These qualitative data were then used to supplement, compare, and clarify the quantitative data in an attempt to answer the following two questions:

- What are Gen Y's needs in the workplace?

- What type of leadership best supports these needs?

Protection of Human Subjects

Approval to conduct the proposed research study was obtained from Pepperdine University's Institutional Review Board on December 17, 2013 (Appendix G). The training course, "Protecting Human Research Participants," offered by the National Institutes of Health Office of Extramural Research was also completed on November 28, 2012 (Appendix H).

Prior to collecting any quantitative or qualitative data, participants were given information about the research project, including its purpose and importance, affiliation, and participant terms and rights.

Survey. An introductory email was sent to Gen Y professionals explaining details about the study and attaching the survey link (Appendix A). Once clicked, the first page of the survey provided additional details on the study and required participants to provide their consent in order to access the survey. See Appendix B for complete survey questions.

Interview. An interview consent email was sent to select Gen Y professionals that provided details about the research project and outlined their rights as participants (Appendix D). A reply to this email indicating a "Yes" was required in order to participate in the study. Once written consent was given, a meeting was coordinated at the participant's convenience.

Terms, rights, and confidentiality. Participant terms and rights that were outlined in both the consent page/form of the survey and interview indicated that participation was completely voluntary; participants could decide to withdraw from the study at any point without risk or penalty. There were no costs to participants other than the time taken to complete the survey and/or take part in the in-person interview.

All responses were kept confidential. Only aggregated data were reported in the research and in the possible future publication of results. The data were maintained securely during the data collection. Once data collection was complete, all data were stored in a locked file cabinet at a secured facility. Data will be kept in a select location for five years following the study and then destroyed. A copy of the study will be provided to individual participants upon their request.

Summary

This chapter provided an overview of the research methodology consisting of research design, research sample and setting, data collection, data analysis, and a description of steps taken for the protection of human subjects. Chapter 4 provides an analysis of the collected data.

Chapter 4: Results

The purpose of this study was to explore what types of leadership styles best serve the needs of Generation Y (born 1981–1999) employees in the workplace. This study sought to answer the following questions: What are Gen Y's needs in the workplace? What type of leadership best supports these needs?

This chapter presents the results of the study. Survey findings are presented first, followed by a report of the interview findings. The chapter closes with a summary of findings compared across various themes, highlighting areas of agreement and difference.

Survey Findings

Survey participants were asked to identify their workplace needs by indicating their level of agreement in five key areas using a Likert scale: technology, flexibility, communication, collaboration and teamwork, and challenging work. Considering such needs, participants were then asked to rank six different leadership styles based on what they believe would best serve their workplace needs.

Technology needs. Respondents were asked to report on the importance of technology in the workplace (see Table 7) on a scale of 1 to 5, with 1 = strongly disagree and 5 = strongly agree. On average, respondents generally agreed that it is important that their organization be up-to-date on the latest technologies ($M = 3.86$, $SD = .85$), allow them to use the latest technologies ($M = 3.94$, $SD = .83$), and allow for their recommendations on existing and new technologies ($M = 3.81$, $SD = .80$). No differences in technology scores were found based on gender, age, educational attainment, tenure, or industry.

Table 7. Technology Needs

Item	Mean	SD
Organization is up-to-date on the latest and greatest technologies	3.86	.85
Organization allows me to utilize the latest and greatest technologies	3.94	.83
Organization allows me to make recommendations on new and existing technologies	3.81	.80
Overall	3.87	.66

N = 125; 1 = Strongly Disagree, 5 = Strongly Agree

Flexibility needs. Respondents were asked to report on the importance of

flexible work arrangements in the workplace (see Table 8) on a scale of 1 to 5, with 1 =

strongly disagree and 5 = strongly agree. On average, respondents agreed that it is

important to have flexible work hours (*M* = 4.12, *SD* = .82) and the ability to manage

their own workload (*M* = 4.22, *SD* = .85). Participants provided highly varied responses

(ranging from strongly disagree = 1 to strongly agree = 5) in two areas: whether it is

important that their organization provide employees with paid volunteer hours (*M* = 3.14,

SD = 1.16) and whether it is important that their organization allow them to work from

home (*M* = 3.61, *SD* = 1.06). No differences in flexibility scores were found based on

gender, age, tenure, or industry.

Table 8. Flexibility Needs

Item	Mean	SD
Organization allows me to shift my own working hours as desired	4.12	.82
Organization allows me to work from home	3.61	1.06
Organization gives me the ability to manage my own workload	4.22	.85
Organization provides paid volunteer hours	3.14	1.16
Overall	3.77	.69

N = 125; 1 = Strongly Disagree, 5 = Strongly Agree

Responses regarding the importance of paid volunteer hours significantly differed

based on educational attainment, $F(2,122)$ = 3.956, p < .05. Significant differences also

were found in responses regarding the importance of overall flexibility based on educational attainment, $F(2,122) = 4.459$, $p < .05$ (see Table 9). For this analysis, three educational groupings were examined: (a) respondents with high school or some additional training ($n = 10$), (b) respondents with bachelor's degrees ($n = 67$), and (c) respondents with advanced degrees ($n = 30$).

Table 9. Analysis of Variance: Flexibility Needs

		Sum of Squares	*df*	Mean Square	*F*	Sig.
Paid volunteer hours	Between Groups	10.195	2	5.097	3.956	.022
	Within Groups	157.213	122	1.289		
	Total	167.408	124			
Flexibility	Between Groups	4.056	2	2.028	4.459	.014
	Within Groups	55.497	122	.455		
	Total	59.553	124			

Table 10 shows that, on average, respondents with high school, some college/ vocational, or associate's degrees disagreed that having paid volunteer hours was important in the workplace ($M = 2.31$, $SD = 1.25$), although there was substantial variability in their responses, ranging from 1 = strongly disagree to 5 = strongly agree. Those with bachelor's degrees ($M = 3.23$, $SD = 1.18$) and those with advanced degrees ($M = 3.27$, $SD = .98$) were neutral about this aspect.

Post-hoc analysis (see Table 11) revealed that the responses for paid volunteer hours among those without bachelor's degrees was significantly lower than those with bachelor's degrees (mean difference = -.92, 95% CI -1.73, -.11; $p < .05$) and

significantly lower than those with advanced degrees (mean difference = -.965, 95%

CI -1.85, -.11; $p < .08$).

Table 10. Flexibility Descriptive Statistics by Educational Attainment

		N	**Mean**	*SD*
Paid volunteer hours	High school, some college/vocational, associate's	13	2.31	1.25
	Bachelor's	79	3.23	1.18
	Advanced	33	3.27	.98
Flexibility	High school, some college/vocational, associate's	13	3.2500	.68465
	Bachelor's	79	3.8513	.65843
	Advanced	33	3.7955	.70836

Table 11. Post-Hoc Analysis of Flexibility Scores by Educational Attainment

Dependent Variable	(I) Education	(J) Education	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Paid volunteer hours	High school, some college/ vocational, associate's	Bachelor's	-.920[*]	.340	.021	-1.73	-.11
		Advanced	-.965[*]	.372	.028	-1.85	-.08
Flexibility	High school, some college/ vocational, associate's	Bachelor's	-.60127[*]	.20187	.010	-1.0802	-.1223
		Advanced	-.54545[*]	.22085	.039	-1.0695	-.0214

*The mean difference is significant at the 0.05 level.

Similarly, overall flexibility scores were significantly lower for respondents with

lower educational attainment (*M* = 3.25, *SD* = .68) compared to respondents with

bachelor's degrees (*M* = 3.85, *SD* = .66), mean difference = -.60; 95% CI -1.08, -.12,

$p = .01$ and compared to respondents with advanced degrees ($M = 3.80$, $SD = .71$),

mean difference = -.55, 95% CI -1.07, -.02, $p < .05$.

Communication needs. Respondents were asked to report on the importance of

communication practices in the workplace (see Table 12) on a scale of 1 to 5, with 1 =

strongly disagree and 5 = strongly agree. On average, respondents were rather neutral

about wanting clear direction and guidance for assigned tasks and projects ($M = 3.67$,

$SD = .99$). They were in agreement with the following: It is important that their

organization encourages dialogue across various levels of management ($M = 4.58$,

$SD = .53$); if information cannot be shared, explanations are desired ($M = 4.22$,

$SD = .79$); and it is important that the organization seeks input and includes employees

in decision-making ($M = 4.43$, $SD = .64$). No differences in communication scores were

found based on gender, age, educational attainment, or tenure.

Table 12. Communication Needs

Item	Mean	SD
Organization encourages discussion and dialogue across various levels of management	4.58	.53
If information cannot be shared, it is important for me to work for an organization that provides explanations as to why	4.22	.79
Organization provides clear direction and guidance for assigned tasks/projects, as opposed to figuring it out for myself	3.67	.99
Organization seeks my input and includes me in decisions that may impact me	4.43	.64
Overall	4.23	.47

$N = 125$; 1 = Strongly Disagree, 5 = Strongly Agree

Responses regarding the importance of clear direction and guidance for

assigned tasks and projects significantly differed based on industry, $F(12,112) = 2.224$,

$p < .05$ (see Table 13).

Table 13. Analysis of Variance: Desire for Clear Direction and Guidance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	23.394	12	1.949	2.224	.015
Within Groups	98.158	112	.876		
Total	121.552	124			

Table 14 shows that respondents from consumer goods felt neutral towards the importance of getting clear direction and guidance for assigned tasks/projects ($M = 3.00$, $SD = 1.16$) while respondents from consumer services agreed that getting clear direction is important ($M = 4.40$, $SD = .89$).

Table 14. Desire for Clear Direction and Guidance by Industry

	N	Mean	SD
Consumer Services	5	4.40	.89
Technology	10	4.20	1.03
Healthcare	22	4.14	.71
Education	7	4.00	.82
Human Resources	3	4.00	.00
Other	2	4.00	1.41
Energy and Utilities	19	3.74	.81
Government	4	3.50	1.00
Industrials	9	3.44	1.13
Financials	9	3.33	1.00
Nonprofit	4	3.25	.50
Professional Services	18	3.22	1.06
Consumer Goods	13	3.00	1.16

$N = 125$; 1 = Strongly Disagree, 5 = Strongly Agree

Post-hoc analysis revealed that the only significant difference that existed across industries was that respondents in healthcare placed higher value on the importance of direction ($n = 22$, $M = 4.14$, $SD = .71$) compared to respondents from consumer goods ($n = 13$, $M = 3.00$, $SD = 1.16$), mean difference = 1.14, 95% CI .03, 2.25, $p < .05$ (see Table 15).

Table 15. Post-Hoc Analysis for Clear Direction and Guidance by Industry

(I) Industry	(J) Industry	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Healthcare	Consumer Goods	1.136*	.327	.039	.03	2.25

*The mean difference is significant at the 0.05 level.

Collaboration and teamwork needs. Respondents were asked to report on the importance of collaboration and teamwork in the workplace (see Table 16) on a scale of 1 to 5, with 1 = strongly disagree and 5 = strongly agree. On average, respondents generally agreed that it is important they work with others on assignments ($M = 3.74$, $SD = .80$). In addition, they were in agreement that it is important to have healthy debate in order to produce a better work product ($M = 4.08$, $SD = .76$) and a culture that promotes collaborating with others, interdepartmentally or cross-functionally ($M = 4.22$, $SD = .68$). No differences in collaboration and teamwork scores were found based on gender, age, educational attainment, tenure, or industry.

Challenging work needs. Respondents were asked to report on the importance of challenging work in the workplace (see Table 17) on a scale of 1 to 5, with 1 = strongly disagree and 5 = strongly agree. On average, respondents agreed or strongly agreed that it is important to have challenging work ($M = 4.61$, $SD = .41$). Scores ranged from 4.54 ($SD = .65$) for organization "allows me to take on different project roles as desired to further my development" to 4.73 ($SD = .46$) for feeling connected to their work and motivated to do a good job. No differences in challenging work scores were found based on gender, age, educational attainment, tenure, or industry.

Table 16. Collaboration and Teamwork Needs

Item	Mean	SD
Organization allows me to work with others on assignments, rather than individually	3.74	.80
Organization culture promotes collaborating with others, interdepartmentally or cross-functionally	4.22	.68
Organization allows for healthy debate amongst various stakeholders in order to contribute to a better work product	4.08	.76
Overall	4.01	.57

N = 125; 1 = Strongly Disagree, 5 = Strongly Agree

Table 17. Challenging Work Needs

Item	Mean	SD
Organization challenges me regularly and work is mentally stimulating	4.58	.56
Organization where I feel connected to my work and motivated to do a good job	4.73	.46
Organization allows me to take on different project roles as desired to further my development.	4.54	.65
Overall	4.61	.41

N = 125; 1 = Strongly Disagree, 5 = Strongly Agree

Summary of needs. Overall, survey participants generally agreed that

technology, flexibility, communication, collaboration and teamwork, and challenging

work are important in the workplace.

Preferred leadership style. Respondents were asked to report on the

leadership styles they preferred in managers based on their needs in the workplace

(see Table 18). Respondents were asked to rank six leadership styles from 1 to 6.

Roughly three quarters (77.6%) of respondents gave participative leadership a ranking

of 1, 2, or 3; and 73.8% gave transformational leadership a ranking of 1, 2, or 3.

Authentic leadership was rated 1, 2, or 3 by 65.4% of respondents. Only 14.1% of

respondents gave autocratic leadership a ranking of 1, 2, or 3. Table 19 reports the

detailed ranking for all six leadership styles. No differences in leadership preference
scores were found based on gender, age, or tenure.

Table 18. Preferred Leadership Rankings: Top and Bottom Rankings

Style	Top 3 Ranking	Bottom 3 Ranking
Participative	77.6%	22.4%
Transformational	73.8%	26.2%
Authentic	65.4%	34.6%
Servant	43.9%	56.1%
Laissez-Faire	25.2%	74.8%
Autocratic	14.1%	85.9%

$N = 107$

Table 19. Preferred Leadership Styles Ranked: Survey Results

Style	1	2	3	4	5	6
Participative	36.4%	27.2%	14.0%	16.8%	5.6%	0.0%
Transformational	25.2%	26.2%	22.4%	16.8%	7.5%	1.9%
Authentic	19.6%	20.6%	25.2%	18.7%	10.3%	5.6%
Servant	14.0%	14.0%	15.9%	27.2%	16.8%	12.1%
Autocratic	2.8%	4.8%	6.5%	6.5%	16.8%	62.6%
Laissez-Faire	1.9%	7.4%	15.9%	14.0%	43.0%	17.8%

$N = 107$

Respondents were asked to provide an explanation as to why they chose to rank
in this particular order (see Table 20). Of the 50 respondents who provided comments,
19 (38%) discussed the idea of leaders respecting and involving employees. This
included ideas such as the importance of the leader hearing others ($n = 7$) and inviting
new ways of thinking ($n = 3$). At the same time, nine participants stressed that
involvement needed to be balanced with the leader having the ultimate control over the
decisions. For example, one respondent shared, "Where it is not always possible to

hand over decision-making power, I think it is important to at least hear and understand

different voices in different positions so that the leader can make the best decision."

Table 20. Rationale for Leadership Style Rankings: Survey

Rationale	*N*
Leader Respects and Involves Employees • Importance of leader having ultimate control (9) • Importance of hearing others (7) • Importance of new ways of thinking (3)	19 (38%)
Leader Supports Growth (13)	13 (26%)
Leader is Personable (12)	12 (24%)
Leader Provides Hospitable Environment • Importance of collaboration (3) • Importance of accountability (3)	6 (12%)

N = 50

In addition, 13 (26%) stated they prefer a leader who supports growth. One

respondent shared, "I think they are both important in the same organization for different

instances. Most of the time I prefer a servant leadership because it focuses on

developing the group members." Twelve (24%) shared they prefer leaders who are

personable, meaning they are friendly, pleasant, and easy to get along with as people.

Six (12%) cited the importance of their leader providing a hospitable environment that

promotes collaboration (n = 3) and accountability (n = 3).

ANOVA and post-hoc analysis revealed that respondents in the healthcare

industry more strongly preferred participative leadership than did participants in the

professional services industry. Whereas 63.2% of healthcare respondents gave this

style a ranking of 1 and the remaining 36.8% of healthcare respondents gave it a

ranking of 2, respondents from the professional services industry had widely varying

preferences for this style (see Table 21). The ANOVA and post-hoc results are

presented in Tables 22 and 23.

Table 21. Preference for Participative Leadership by Industry

Industry	N	1	2	3	4	5	6
Healthcare	22	63.2%	36.8%	0.0%	0.0%	0.0%	0.0%
Professional Services	18	25.0%	18.8%	25.0%	12.4%	18.8%	0.0%

N = 107

Table 22. Analysis of Variance: Preference for Participative Leadership by Industry

	Sum of Squares	*Df*	Mean Square	*F*	Sig
Between Groups	39.180	12	3.265	2.318	.012
Within Groups	132.409	94	1.409		
Total	171.589	106			

Table 23. Post-Hoc Analysis: Preference for Participative Leadership by Industry

(I) Industry	(J) Industry	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Healthcare	Professional Services	1.444*	.403	.029	.08	2.81

*The mean difference is significant at the 0.05 level.

ANOVA and post-hoc analysis additionally revealed that respondents with a high

school diploma, some college/vocational training, or an associate's degree more

strongly preferred participative leadership than did participants who had a bachelor's

degree. Whereas 80% of less educated respondents gave this style a ranking of 1 and

the remaining 20% gave it a ranking of 2, respondents with a bachelor's degree had

widely varying preferences for this style (see Table 24), ranging from assigning a 1 to 5

ranking. The ANOVA and post hoc results are presented in Tables 25 and 26.

Table 24. Preference for Participative Leadership by Educational Attainment

Educational Attainment	1	2	3	4	5	6
High school, some college/vocational, associate's degree	80.0%	20.0%	0.0%	0.0%	0.0%	0.0%
Bachelor's	25.4%	27.0%	20.8%	20.8%	6.0%	0.0%

Table 25. Analysis of Variance: Preference for Participative Leadership by Educational Attainment

		Sum of Squares	df	Mean Square	F	Sig.
Participative	Between Groups	15.655	2	7.827	5.221	.007
	Within Groups	155.934	104	1.499		
	Total	171.589	106			

Table 26. Post-Hoc Analysis: Preference for Participative Leadership by Educational Attainment

(I) Education	(J) Education	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
High school, some college/vocational, Associate's	Bachelor's	-1.152[*]	.415	.018	-2.14	-.17
	Advanced	-.567	.447	.417	-1.63	.50

*The mean difference is significant at the 0.05 level.

Interview Findings

Interview participants were asked to describe the top three to five things they would need in their "ideal" job (see Table 27). Of the 10 participants, eight cited having conducive home-work interface, which concerned factors such as work-life balance and having control over when, where, and how they worked. Participants cited their desires for flexible hours ($n = 5$), work-life balance ($n = 4$), working virtually ($n = 3$), flexible work

Table 27. Needs for "Ideal" Job

Needs	N
Conducive Home-Work Interface • Flexible hours (5) • Work-life balance (4) • Working virtually (3) • Flexible work approach (2) • Reasonable commute, location (2) • Satisfy personal needs and preferences (2)	8
Hospitable Culture • People are open, friendly (6) • People are helpful (4) • People are accountable (2) • Psychological safety (2) • People are like-minded, have similar philosophies (1)	7
Adequate Compensation • Competitive pay and compensation package (6) • Pay for performance (5) • Equitable compensation based on internal and external comparisons (1)	7
Growth and Development • Promotions (4) • Continuously learning and being challenged (3) • Professional development (2) • Having a mentor (3) • Education assistance (1)	7
Strong, Supportive Leader • Respects and involves employees (4) • Encourages growth and development (3) • Competent (2) • Personable (2) • Provides direction (1) • Fair and ethical (1)	5
Having an Impact	4
Appropriate Resources	2
Doing Meaningful Work	2
Job Stability	1
Clear Direction and Structure	1

$N = 10$

approach (*n* = 2), reasonable commute (*n* = 2), and satisfying personal needs and

preferences (*n* = 2). A video editor stressed his desire to manage his own hours:

> Schedule has to work for me. That means being flexible. If there are some days I need to come in later or earlier, as long as those hours are done, I feel like I should be able to do that.

A pediatric occupational therapist added that he wanted a reasonable workload

to allow for balance:

> Another thing in my ideal job would be a good work ratio to, work-life balance, where . . . all of my work is completed at the workplace [and] I don't have to bring work home. Something reasonable. I think just things that you can get completed in an eight-hour-day, 40-hour-a-week job.

A project manager expressed desire to take her own approach to her work,

rather than have it dictated: "Flexibility in how you do the work is really important to me

also because that enables me to be creative and bring myself to the table, instead of

doing it someone else's way."

A financial analyst emphasized the importance she placed on being comfortable

and being able to satisfy personal preferences while working:

> [I would like] the ability to come [to work] in comfortable clothes. Management shouldn't think that I'm just blowing [work] off . . . Why are you questioning [my work] if I'm in slippers or something? Having the meals being brought in would be nice. Just like what they do in Amazon, Facebook, to have snacks and medicine available could probably make or break the week. I think they just invest in their employees more, these tiny little things . . . making sure their needs are met. [Google] even has a shuttle service. Allowing power naps during the day goes to the fact that management has to trust you—not that you're just sleeping on the job, but sometimes we need to rest in the middle of the day.

Seven participants stressed the desire for a hospitable culture, meaning one

where people are open and friendly (*n* = 6), helpful (*n* = 4), and accountable (*n* = 2).

Participants also cited their desires for psychological safety ($n = 2$). A project manager described the type of people she would prefer to work with:

> A good work environment. So when I say that, I'm thinking from a people aspect. People are open, honest, easy to work with; they're not so "stuffy," I guess. I find that I encounter people that are very closed; they don't want to open up to you. They are just very PC, and just about the work.

A pediatric occupational therapist added his view on what a good team member looks like: "A good team member is one who is responsible, does their share of the work . . . ," "people who are willing to collaborate, share knowledge, and help you out."

Seven participants emphasized the importance of needing adequate compensation, meaning competitive pay and compensation package ($n = 6$) and pay for performance ($n = 5$). A pediatric occupational therapist stressed the importance of compensation, especially due to his personal investment in education:

> Another ideal thing would be getting paid well. Good compensation. Dollar and benefits and a good package just because I feel like the time that I've spent in school should pay its dividends because I've been in school 20-something years.

A project manager described the importance of equitable compensation and having incentives to perform well:

> . . . and, also, that they have a system in place to reward people monetarily for doing well, you know, on . . . say, they completed a large project, and they completed it on time, on budget, ahead of time, then [they'd get a] spot bonus. Then obviously the annual bonus is reflective of your performance the entire year or quarter or whenever they do their regular bonuses. So just an incentive system that incentivizes people to work harder . . . I think, also, the biggest thing about pay is it has to be fair across the board. Fair in terms of if I had to compare myself to someone outside the company, but also fair within the company. Like if someone in a different group always completes projects and always gets spot bonuses, but you're in a different group and you complete projects and you don't get spot bonuses, that's not fair.

A video editor added,

The fourth thing is the pay. [It] has to be enough so I can pay my mortgage and feed myself. I've always gotten less than the usual competitive rate. Pay in Latin American projects is always less. For us, there's no standard at all.

Seven participants cited their need for growth and development on the job, meaning promotions ($n = 4$), continuously learning and being challenged ($n = 3$), and professional development ($n = 2$). A project manager described the importance of getting promoted:

The next one I would say is room for growth. So when I say that, I mean promotions, and also having people that look out for you and groom you into the next position. I know every company says, oh we have room for growth, . . . [but] you can really tell if a company has a lot for room for growth by looking at how fast they move their people up. If promotions come once every five to 10 years and that's only 10% of the company's population, that to me is not a company that is growing compared to a company that moves 50% of their population every one to two years, as starting out in your career, where I'm at, that's something that I definitely look for.

A pediatric occupational therapist added his desire to grow: ". . . the ability to grow in the company and just move up the ladder and not be stuck in a position."

A consultant added what growth meant to her:

The third thing would probably be room for growth or room for development. So I think, at this point, every job that I've had has been a stepping stone for what's next. So just something that is good experience, marketable, and is part of a career path versus just a job. For me personally, I think at this point I'm more focused on lateral growth. So just the quality of my work versus what my title is. Developing new skill sets, being able to think critically about what I'm working on, and also finding personal fulfillment in what I'm doing. That might be a different category, but to me, it's the same as growing and developing.

Five participants cited their need for a strong, supportive leader, which included respecting and involving employees ($n = 4$), encouraging growth and development ($n = 3$), competency on the job ($n = 2$), and being personable ($n = 2$). An investment banking officer stressed the importance of his manager fighting for him:

Fights for you, internally with the firm. If I was senior, I would fight for my junior people, but sometimes in corporate America, everyone's just so focused on themselves and they forget that the senior people wouldn't be able to hold up the fort if it wasn't for [the junior people] . . . very hands-on, very informative.

A project analyst described her previous manager and how he was able to support her needs:

. . . he always encourages to go far and beyond and learn new things and bring anything new to the project. He was the kind of guy that said work smarter, not harder. So we found a better way as long as it made sense.

Next, participants were asked to describe the top three to five things that would deter them from accepting or staying at a job (see Table 28). Three major themes were evident. The first theme was lack of adequate compensation, which was cited by nine of the 10 participants. One teacher tied compensation to the security of his future:

Really low pay, I'd say no. I have said no. And if also, just realistically, this might go along with competitive wage, but if there was no benefits, no future, like, you know, the job I have now has a retirement plan and health coverage, and my future is secure. If I don't have a secure future, I wouldn't want that either. Compensation includes other things too. I guess that's a good way to put it.

A financial analyst also added the importance of pay to her: "Definitely pay, if it were too little I'd definitely look outside—75% base pay, 25% benefits/the rest."

A consultant described the value she places on compensation, which includes additional things than the dollar wage:

I think the third thing that would deter me is probably pay. If it's too low or structured in a way where I don't feel comfortable, then . . . It would definitely be the entire package (not just the dollar). Either competitive or they offer some sort of flexibility that doesn't really have a dollar attached to it but offers me a better quality of life, so it's kind of like, how do all the pieces work together.

Table 28. Job Deterrents

Deterrents	*N*
Lack of Adequate Compensation	9
Poor Home-Work Interface • Distance, long commute (4) • Lack of flexible work schedule (3) • Long work days, hours (1) • No work-life balance (1) • Undesirable physical space (1)	7
Inhospitable Culture • Toxic, negative environment (2) • Lack of respect from others (2) • Lack of help (1) • Not a "fit" with company culture (1) • Lack of personal connection with coworkers (1)	6
Poor Leadership • Lack of autonomy in performing the work (4) • Tyrant, dictator (2) • Lack of respect for leader (1)	4
Lack of Growth and Development • No room for growth, no growth opportunities (2) • Inequitable promotion (1) • Lack of education assistance (1)	4
Not Doing Meaningful Work	4
Lack of Direction and Structure • Lack of proper guidance, instruction (2) • Unachievable, unrealistic goals (1) • Lack of role clarity (1)	3
Company Treats Employees Poorly	2
Poor Company Reputation	1
No Job Security or Future	1
Lack of Appropriate Resources	1

N = 10

A second theme that was apparent across the interviews was poor home-work interface factors. Seven of the 10 interviews cited such factors would deter them from accepting or staying at a job, which included a long commute ($n = 4$) and lack of a flexible work schedule ($n = 3$). One teacher emphasized the importance of a convenient commute: "Can I say, if it was 50 miles away? The commute. If the commute was just totally unreasonable, I'd say no."

A network engineer explained the importance of flexibility in work hours: "Or even if they're not flexible with our hours. There are times where we have to work late, work the whole night. So the next day we could probably take the day off, something like that."

A consultant stressed the importance of the physical space she is working in:

> I think a big deterrent is work environment and that includes just the space, what the space is like, the physical space. If it's not something that's conducive to being productive, then I don't think, I think that would be a deal breaker to me.

A third theme raised in six interviews was around inhospitable culture, which included a toxic environment ($n = 2$) and lack of respect from others ($n = 2$). A teacher described her idea of a toxic environment: "So I wouldn't want to go into a negative environment where everyone is upset about issues about the school. It would make work really difficult."

A project manager mentioned culture fit as a deterrent: "Definitely if I don't match with the culture of the company."

A consultant added the importance of connecting with coworkers:

> So I think if you want to have a really technical conversation with someone, if you've been working for long enough, it's pretty easy to do that. But to be able to connect with them on a human level, like, I had a nice weekend or whatever, I

think that's really important to see where their communication skills lie, and at their core, what kind of people are you working with . . . I think environment also includes people. If it doesn't seem like I can connect with these people, that's definitely a deal breaker too. I think it's being able to have a normal conversation with people and kind of understand very basic things that they're telling me.

Participants were then asked to describe their ideal manager (see Table 29).

Four major themes surfaced. The first theme was the importance of a manager

respecting and involving employees, which was described by nine of the 10 individuals.

This incorporated listening to ideas and taking into account input ($n = 4$), supporting

employee decisions and allowing for autonomy ($n = 4$), acknowledging employees' work

and value ($n = 3$), and involving others in decision-making ($n = 2$). A pediatric

occupational therapist stressed the importance of listening:

My ideal manager would be someone who has active listening skills. Able to hear what I'm trying to say and actually go and act upon it. If it's suggestions, actually hear me out, not just say yes and not pay attention to what I'm saying.

A project manager described the importance of being supportive:

Someone who supports you in your decisions. Or, if you go to the manager and you say, no, I really don't want to do anything in my career, I just want to start having a family, then they'll be supportive of that too.

Another theme across seven interviews described their ideal manager as being

ethical, which included the concept of fairness and accountability of self and others. An

IT network engineer explained the importance of honesty in a manager: "Someone who

is honest, because there is a lot of politics at work. Tell us what's really going on with

our team."

Table 29. Characteristics of Ideal Manager

Characteristic	*N*
Respects and Involves Employees • Listens to ideas and takes into account input (4) • Supports employee decisions and allows autonomy (4) • Acknowledges employees' work and value (3) • Involves others in decision-making (2) • Fights for employees (1)	9
Ethical • Honest, ethical (7) • Fair (2) • Accountable for self and others (1)	7
Supports Growth • Helps, encourages employees' growth, challenges (5) • Provides guidance, teaches (4) • Provides constructive criticism (3) • Mentors employees (2) • Promotes (1)	7
Competent • Works hard and manages time effectively (2) • Professional (2) • Smart and knowledgeable (2) • Effective communicator, direct (2) • Brings value to the company (1) • Responsive (1) • Hires the right employees (1)	7
Personable • Open, approachable (5) • Understanding, empathetic (3) • Flexible, adaptable (1) • Encouraging (1) • Funny, witty (1) • Patient (1)	6
Provides Direction • Clarifies roles and responsibilities (2) • Makes decisions and stands by them (1)	3

Table 29 (Continued)

Chararacteristics	N
Knows and Accommodates Employees' Personal Needs	2
• Accommodates for a flexible work schedule (1)	
• Serves, caters to employees (1)	
• Has personal relationships with employees (1)	
Offers Resources	1
Offers Adequate Compensation	1

$N = 10$

A financial analyst added the importance of being fair:

The second thing is that the manager should be fair with everyone. That means more like grading performance appropriately. If someone isn't doing their job, that they say something to that person. If someone is doing their job really well, that they also give some kind of honor where it's due.

An additional theme across seven of the 10 interviews was the importance of having a manager who supports growth. This included being helpful and challenging employees ($n = 5$), providing guidance and teaching ($n = 4$), providing constructive criticism ($n = 3$), and mentoring ($n = 2$). A project manager described her ideal manager as one who mentors: "I think the ideal manager is someone who is more, like a mentor. Like they provide good, sound advice to you. They're always looking out for you."

A pediatric occupational therapist added that his ideal manager is one who can provide constructive criticism: ". . . [gives me praise] but also at the same time gives me constructive criticism, so if there's something I need to work on, just come and let me know."

Another major theme across seven of the 10 interviews was having a manager who is competent, which includes someone who works hard and manages time effectively ($n = 2$), is professional ($n = 2$), is knowledgeable ($n = 2$), and is an effective communicator ($n = 2$). A financial analyst mentioned the importance of knowing the job:

". . . they'd have to know their own job well; they'd have to know their own group well,

what they're supposed to do."

A teacher added having good time management skills:

Well I would say, one more thing is good time management. I think a couple of my principals probably don't have the best time management skills and have professional development times to go over, and being respectful of people's time.

Participants were then asked to consider their identified needs on a job,

deterrents, and characteristics of an ideal manager. Using these data, they were then

asked to rank their preferred leadership styles based on what they believe would best

serve their needs (see Table 30). Eighty percent ranked participative as 1, 2, or 3; 80%

ranked transformational as 1, 2, or 3; 70% ranked authentic as 1, 2, or 3; and 80%

ranked servant as 1, 2, or 3. All participants ranked both autocratic and laissez-faire as

4, 5, or 6. A project analyst explained her preference for a participative leadership style

and the importance of being heard:

[Participative], because leader involves all group members in decision-making although has the ultimate say. As a leader, I expect him to have the ultimate say, but I expect our input to be valuable to him, because at the end of the day, we're the ones that are doing most of the work. A lot of the time the workers know a lot of the process a lot better than they might have. I like the fact that they respect our opinions. We're encouraged to share our ideas because what we say, our input is valued. It's nice to know we're appreciated. I feel like I'm valued when I'm heard. When my input goes into whatever it is, I'm valued, I'm respected, he wants my opinion, and he wants my knowledge.

An investment banking officer added how he values a leadership style that

shares power:

Then sharing power with the group, and being able to work as a team. Because at the end of the day, whether I'm junior or senior, we're on the same team, we're doing the same product, it's the same goal. I'm not here to screw up for you to yell at me.

The overwhelming dissatisfaction with both autocratic and laissez-faire came out in the majority of the interviews. One financial analyst emphasized this theme by explaining,

> [I] didn't like that the leader has individual control over all decisions just because it feels like they're not thinking about their own employees. That's definitely something that just put me off. Definitely the bottom is the individual control thing, because I just feel like, okay, this person isn't paying attention to any of the interests of others.

A teacher added distaste for a hands-off leader:

> The things I consider more negative are laissez-faire where a leader has no say in what happens. I don't think that would be effective at all. Ideally, sure, that would be great. But realistically . . . I don't think that would be very effective.

Table 30. Preferred Leadership Styles Ranked: Interview Results

Style	1	2	3	4	5	6
Participative	50%	20%	10%	10%	10%	0%
Transformational	30%	0%	50%	20%	0%	0%
Authentic	20%	30%	20%	20%	10%	0%
Servant	40%	40%	0%	10%	10%	0%
Autocratic	0%	0%	0%	10%	0%	90%
Laissez-Faire	0%	0%	0%	10%	80%	10%

Note. Participants were able to give two or more leadership styles an equal ranking

As an explanation behind rankings, all 10 interviewees cited the importance of a leader respecting and involving employees (see Table 31). Of these, three cited a desire for balance between involving employees and providing direction. A pediatric occupational therapist described what is important to him in a leader:

> . . . what's important to me in a leader is for them to act like a leader, but at the same time still take into account that they're leading a group and it isn't just them. If it was just them, they would be an individual and not a leader. So, the reason why I chose participative was because that most sounded like the type of leader I'd want. I'd want a leader to hear what the group has to say and take into account, um, what everyone has to say; then he ultimately has the final say

because he's the leader. So he's able to bring everyone together, and then when everyone comes to a decision, he'll be the one to say, okay, this is our decision, just to have the final say that this is what we decided to do.

A consultant explained the concept of balancing leader authority with the team:

My overall thinking is that there definitely should be a balance between someone who is just completely dominant leader and someone who kind of defers to the team or puts the team first. So I feel like a participative, authentic, and transformational leader kind of finds that balance, maybe in different ways, but they do find that balance.

Another major theme that surfaced was the importance of having a leader who

provides direction ($n = 7$). This was described through contrasting a hands-off

leadership style ($n = 7$). A project manager justified her low ranking of laissez-faire:

"Basically they're very hands-off, and I think there are times when I would really need

the guidance and support of my manager. That is second to bottom."

Another theme that was evident was a leadership style that accommodates

employees' personal needs ($n = 6$). Participants specifically cited a desire for a servant

($n = 3$) and transformational leadership style ($n = 3$). A financial analyst added the

importance of sharing power and involving employees:

Then I put servant at the top because here it feels like when it says leader shares power with the group and serves their needs, it feels like they're really involving their employees. That can be both on an emotional level and business level. So, for me that's what makes me rank that as number one.

A teacher added the importance of focusing on long-term goals:

. . . long-term goals is kind of the key thing there. When a school does have a certain set of problems and we keep trying to do quick fixes and it's not all that effective, because we're not necessarily focusing on long-term goals. And that kind of struck me as, we need to have someone that has long-term goals in mind, so that's why I put that on top.

Table 31. Rationale for Leadership Style Rankings: Interview

Rationale	N
Leader Respects and Involves Employees • Involvement is desired (10) • Involvement must be balanced with direction (3)	10
Leader Provides Direction • Laissez-faire too hands-off (7) • Servant leadership: not enough leader power (1) • Transformational desired: leaders focus on long-term goals (1)	7
Leader Knows and Accommodates Employees' Personal Needs • Servant desired: leader serves group needs (3) • Transformational desired: adapts to employee needs (3) • Authentic undesired: leader about himself, not helping others (1) • Authentic desired: concerns employee needs (1)	6
Leader Supports Growth • Servant desired: employees' developmental needs are priority (5) • Autocratic undesired: stifles creativity (1) • Transformational desired: growth (1)	5
Ethical Leadership is Important • Desire ethics and moral behavior (3) • Don't forgo opportunities due to values (1)	4
Leader Personable	3
Leader Competence is Important	1

$N = 10$

Participants were then asked if their job is currently addressing their needs (see Table 32). Of those who mentioned they were somewhat satisfied, three explained this was due to having a strong leader, while two cited their satisfaction with current growth and development. A teacher expressed content with her principal due to the flexibility given:

> I think I currently have some flexibility because my principal isn't really a dictator where he expects us to just produce stuff, so we are allowed a level of flexibility as far as what we're able to teach and how we're teaching it.

A project manager added her contentment with growth opportunities:

I definitely have a lot of room to grow in this new position. So for me, I see the growth, and because I got this out of promotion, I also feel that they're trying to cultivate me and grow me.

Table 32. Benefits of Current Workplace

Benefit	N
Strong Leader	3
Growth and Development	2
Hospitable Culture	1

$N = 10$

Of those who cited they were somewhat dissatisfied with their current jobs, they discussed the things they would like to see changed (see Table 33). Nine explained the desire for better leadership. This included respect and involvement of employees ($n = 3$) and supporting growth ($n = 2$). In addition, three participants cited that they would like a more hospitable culture in order to be happy. An analyst discussed her desire for a change of leadership:

I need a whole new manager. Because I am like a third-party contractor, I don't feel like I have that support from my employer. I need support from my own direct manager, which I don't have. I don't have that support, and I don't feel like I'm protected, I don't feel like I'm valued. I feel like I get the runaround a lot from my employer/my manager.

A teacher added her desire for more collaboration at school: "We still don't do our best at collaborating and working on a common goal. I feel like we're always jumping from one thing to the next and we're not accomplishing as much as we could."

Table 33. Desired Changes in Current Workplace

Desired Changes	N
Better Leadership • Respect and involve employees (3) • Support growth (2) • Know and accommodate employees' personal needs (1) • Competent (1) • Provide direction (1) • Be personable (1)	9
Hospitable Culture	3
Conducive Home-Work Interface	1
More Resources, Help	1
Adequate Compensation	1
Clear Direction and Structure	1
Job Security	1
Offer Appropriate Resources	1

$N = 10$

Summary

This chapter confirmed the following workplace needs are important to Gen Ys:

- Flexibility: Survey participants cited the importance of having flexible work arrangements, which included hours, work-life balance, work approach, and commute/location. Eighty percent of interview participants ($n = 8$) cited flexibility as one of their top three to five needs for their ideal job.

- Challenging work: Survey participants strongly agreed this is important on the job. Thirty percent of interview participants ($n = 3$) cited continuous learning and being challenged as a top need on the job.

- Technology: Survey participants generally agreed it is important their organization be up-to-date on the latest technologies as well as allow for their recommendations on new or existing technologies. Interview participants did not report this as a top need.

- Communication: Survey participants agreed on the importance of their organization encouraging dialogue across various levels of management, seeking employee input, and providing explanations if information cannot be shared. Interview participants did not report this as a top need.

- Collaboration and teamwork: Survey participants generally agreed on the importance of working with others on assignments and engaging in debate within a culture that promotes collaboration. Interview participants did not report this as a top need.

- Compensation: Seventy percent of interview participants ($n = 7$) cited the need for adequate compensation as a top need, which included a competitive pay and compensation package, pay for performance, and equitable compensation based on internal and external comparisons. Survey participants were not asked questions regarding the importance of compensation.

- Growth and Development: Seventy percent of interview participants ($n = 7$) cited growth and development as a top need, which included promotions, continuous learning, professional development, having a mentor, and education assistance. Survey participants were not asked questions regarding the importance of growth and development.

- Hospitable Culture: Eighty percent of interview participants ($n = 8$) reported this as a top need, citing a desired environment that included people who are open, friendly, helpful, and accountable. Survey participants were not asked questions regarding the importance of a hospitable culture.

An important observation is the emphasis Gen Ys placed on the importance of flexibility and challenging work, both confirmed in survey and interview data. Gen Ys want flexibility in all aspects of their work, such as schedules, management of time, methods, and processes used to accomplish goals. As far as challenging work, this generation is prone to becoming easily bored and therefore craves stimulation. Technology, communication, and collaboration and teamwork were also confirmed as Gen Y workplace needs, although only by survey participants. Interview participants did not mention these as a top need on the job.

Participants revealed the strongest preference for a participative leadership style, followed by transformational, authentic, and servant styles. They emphasized a strong distaste for autocratic and laissez-faire styles. As a rationale for their ranking, participants cited the following attributes that are important in a leader:

- Respects and involves employees: Of the survey participants that provided open-ended comments ($n = 45$), 42% reported the importance of having a leader who respects and involves employees. All interview participants ($n = 10$) emphasized the same preference.

- Supports growth: Twenty-nine percent of survey participants who provided a rationale cited the importance of having a leader who supports growth. Fifty percent of interview participants ($n = 5$) also agreed.

- Provides direction: Seventy percent of interview participants ($n = 7$) cited the importance of having a leader who provides clear direction, justifying their dislike of laissez-faire, as this style is "too hands-off."

- Accommodates needs: Sixty percent of interview participants ($n = 6$) cited the importance of having a leader who accommodates employee's personal needs.

It was stated across several interviews that laissez-faire and autocratic styles did not take into account employees and their needs, which the remaining styles did. A theme that surfaced was the importance of having leaders who are not only concerned with themselves, but rather consider the needs and invest in the development of those being managed.

Table 34 provides a summary of findings across major themes. Areas of agreement and difference are highlighted.

Table 34. Summary of Findings by Themes

Theme	Survey Responses	Interview Responses
Areas of Agreement		
Flexibility	Participants agreed that it is important their organization provide flexible work arrangements (i.e., hours and workload).	80% of participants cited flexibility as a top need, which included hours, work-life balance, work approach, and commute/location.
Challenging work	Participants strongly agreed that it is important their organization provide challenging work.	30% of participants cited continuous learning and being challenged as a top need on the job.
Participative leadership	36% of participants ranked participative leadership as their top choice.	50% of participants ranked participative leadership as their top choice.
Laissez-faire leadership	43% of participants ranked laissez-faire leadership as their second-to-last choice.	80% of participants ranked laissez-faire as their second-to-last choice, citing this style as "too hands-off"

Table 34 (Continued)

Theme	Survey Responses	Interview Responses
Areas of Agreement		
Autocratic leadership	63% of participants ranked autocratic as their bottom choice.	90% of participants ranked autocratic leadership as their bottom choice.
Leader who respect and involves employees	Of participants who provided open-ended comments, 42% reported the importance of having a leader who respects and involves employees.	100% of participants mentioned the importance of having a leader who respects and involves employees.
Leader who supports growth	Of participants who provided a rationale for leadership ranking, 29% cited the importance of having a leader who supports growth.	50% of participants cited the importance of having a leader who supports growth.
Areas of Difference		
Technology	Participants generally agreed that it is important their organization be up-to-date on the latest technologies as well as allow for their recommendations on new and existing technologies.	Participants did not report technology as a top need on the job.
Communication	Participants agreed that it is important their organization encourage dialogue across various levels of management, seek employee input, and provide explanations if information cannot be shared.	Participants did not report technology as a top need on the job.
Collaboration and teamwork	Participants generally agreed that it is important they work with others on assignments, engage in debate, and work in a culture that promotes collaboration.	Participants did not report technology as a top need on the job.

Table 34 (Continued)

Theme	Survey Responses	Interview Responses
Areas of Difference		
Compensation	Survey did not ask questions regarding compensation; therefore, no relevant data were included in open-ended responses.	70% of participants cited adequate compensation as a need on the job, which includes competitive pay and compensation package, pay for performance, and equitable compensation based on internal and external comparisons.
Growth and development	Survey did not ask questions regarding growth and development; therefore, no relevant data were included in open-ended responses.	70% of participants cited growth and development as a need on the job, which includes promotions, continuous learning, professional development, having a mentor, and education assistance.
Hospitable culture	Survey did not ask questions regarding culture; therefore, no relevant data were included in open-ended responses.	80% of participants cited hospitable culture as a need, which included people who are open, friendly, helpful, and accountable; a place that provides psychological safety; and like-minded individuals.
Leader who provides direction	Survey did not ask questions regarding preferences for a leader who provides direction, and no relevant data were included in open-ended responses.	70% of participants cited the importance of having a leader who provides clear direction.
Leader who accommodates needs	Survey did not ask questions regarding preferences for a leader who provides direction, and no relevant data were included in open-ended responses.	60% of participants cited the importance of having a leader who accommodates employees' personal needs.

Chapter 5 will summarize the study, draw conclusions, discuss limitations, make recommendations to managers working with Gen Y employees as well as organization development practitioners helping such managers, and offer suggestions for future research.

Chapter 5: Summary, Conclusions, and Recommendations

This research project explored Gen Y needs on the job and the preferred leadership styles that best support these needs. The study sought to answer the following questions: What are Gen Y's needs in the workplace? What type of leadership best supports these needs?

This chapter is divided into six sections. The first section presents a summary of findings. Next, conclusions derived from the research study are presented and related to existing literature, after which limitations of this study are identified. The fourth section contains recommendations for managers interested in further understanding Gen Y workplace needs and preferred leadership styles and for organization development practitioners interested in helping managers use these data. This is followed by suggestions for future research possibilities and a summary.

Summary of Findings

The first research question asked: What are Gen Y's needs in the workplace?

The study revealed that flexibility, challenging work, technology, communication, collaboration and teamwork, compensation, growth and development, and a hospitable culture are important workplace needs for Gen Ys. Amongst all, flexibility and challenging work were perceived as more important than other considerations, as these were confirmed by *both* survey and interview data. The remaining needs described in the study were confirmed only by either survey or interview data.

The second research question asked: What type of leadership best supports these needs?

The study also revealed that Gen Ys prefer to work for a leader who incorporates a participative leadership style. This includes respecting and involving employees, supporting growth, providing direction, and accommodating needs. Participative was ranked as the top leadership style choice across both survey and interview data. Although transformational, authentic, and servant leadership styles were also highly rated, all interviewees reported the desire for involvement as the rationale behind their ranking. In support, the data revealed Gen Y's strong distaste for an autocratic or laissez-faire leadership style as the former does not allow for input while the latter is too hands-off.

Conclusions

A review of the research data and an examination of the study's key findings led to the drawing of three conclusions.

First, Gen Y employees have high expectations for their employers, posing a challenge for organizations to accommodate all needs. To keep this generation engaged on the job, employers must consider technology, communication, collaboration and teamwork, compensation, growth and development, a hospitable culture, participative leadership, and especially flexibility and challenging work.

This conclusion is supported by Tulgan (2009), who described Gen Ys as having high expectations not only for their employers, but for themselves as well and especially for their immediate bosses. He stated, "If you want high performance out of this generation, you better commit to high-maintenance management" (p. 26). They look to their managers to meet their basic needs and expectations, therefore freely making demands. Espinoza et al. (2010) also agreed, claiming Gen Ys are high performance

and high maintenance, wanting a say about when and how they work. By the year 2020, Gen Ys will be firmly entrenched in leadership positions, taking charge of and creating the workplace they have always wanted (Charney, 2013). Thus, if it has not already occurred, an inevitable shift will happen in which workplaces will be designed in a way that better accommodates Gen Y needs.

The conclusion about flexibility is supported by Cisco's 2012 report on flexible collaborative workspaces (*Cisco Trends in IT*), which describes a trend in Gen Y's desire for more flexibility on where, when, and how work gets done. This trend impacts the way work gets done, requiring companies to reconsider what flexibility looks like in the workplace. To accommodate this need, Cisco focused on redesigning its workspaces to support creating a culture of collaboration as well as creating practices and tools for flexible work styles. In addition, Espinoza et al. (2010) also supported this conclusion, arguing that Gen Ys place extreme value on work-life balance; have a desire to do what they want, when they want; and do not want to conform to office processes as long as work is completed.

Concluding the importance of challenging work to Gen Ys is in alignment with Deloitte's 2009 study of Gen Y employees (*Deloitte Generation Y*). This study reports that Gen Ys are eager to take on tough challenges and work towards ambitious goals. Espinoza et al. (2010) would agree, as Gen Ys want work that is challenging, yet on their terms.

Second, a key to effectively managing Gen Ys in the workplace involves allowing for their participation. Gen Ys want to work for someone who solicits and takes their

input into account. Creating a space where they can be heard and acknowledging their contributions is critical to establishing effective relationships with them in the workplace.

This conclusion is in alignment with Lancaster and Stillman (2010), who echoed that Gen Ys want to be heard: It is not about whether all their ideas are accepted, but rather about if someone is willing to hear what they have to say. They were raised to be collaborators and are now looking for leaders willing to collaborate with them on creating meaning in what they do. This conclusion is also supported by Spiegel (2013), who stated that Gen Ys bring a participative mindset to the workplace. She contends that this is partially due to their strong technological aptitude. Given they were raised in a digital age with the Internet, connectivity, and instant communication, they grew up educating their parents where information was insufficient. Such active participation influenced this need and translated into the workplace. Since Gen Ys are hungry for interaction and eager to contribute, their ideal boss is someone who is respectful of their ideas, someone who will listen without immediately dismissing their thoughts. The more connected and informed they feel, the more motivated they are to perform well.

Third, ensuring opportunities for growth and development can increase Gen Y retention on the job. Gen Ys want to learn and be challenged and therefore work for someone who will invest in their development.

Deloitte supported this conclusion in its 2009 study (*Deloitte Generation Y*), indicating that although Gen Ys expect competitive pay, they highly value meaningful development opportunities for greater advancement. Across 850 Gen Ys working at Fortune 500 companies, 63% cited the reason they chose their current employer was due to opportunities for growth and development. Spiegel (2013) also supports this

conclusion by citing that ongoing learning is part of the Gen Y mindset. A common complaint about the Gen Y worker is that loyalty to a job is absent and job-hopping is frequent. Tulgan (2009) disagreed with this, stating that Gen Ys in fact can be loyal, although only in a transactional sense—one where it is negotiated between themselves and their employer. Thus, it is vital that companies provide opportunities for Gen Ys to achieve professional growth and development.

Limitations of Methods

This study has four main limitations. First, it involved Gen Y full-time employees located only in the United States. It is therefore possible that the findings and conclusions of this study may not apply to other Gen Y employees based outside of the United States.

Second, a possible limitation is that since the study was led by a Gen Y person between the ages of 28 and 32 who solicited participation from her professional and personal network, the majority of participants fell into this age range. Therefore, the conclusions reached in this study may not apply to other Gen Y employees who fall outside of this age range, particularly ages 18 to 27.

Third, no mechanisms were in place to ensure survey participants did not submit multiple responses or duplicate data. Data collection methodology could have been enhanced by enabling a web or email collector, which would limit surveys to one response per computer. This would guard against "ballot stuffing" and ensure more reliable data.

Fourth and last, a control group comprised of Gen X subjects was not included in the study. Examining this group would allow for better recognition of differences across

generations in the workplace. Such analysis may reveal similarities or major differences regarding workplace needs and leadership preferences.

Recommendations

This section is divided into two parts. First is a listing of recommendations for managers interested in addressing Gen Y workplace needs as well as adapting a leadership style that best supports such needs. The second section explores key recommendations to organization development practitioners seeking to help managers create workplaces and craft leadership styles to best support Gen Y needs.

Recommendations to managers with Gen Y employees. It is recommended that managers of Gen Y employees consider the following:

1. Review the findings of this study regarding workplace needs and leadership preferences to gain or refresh knowledge about what Gen Ys value in the workplace. Using the list of needs identified (flexibility, challenging work, technology, communication, collaboration and teamwork, compensation, growth and development, and hospitable culture), managers would benefit by carefully reviewing and documenting what currently occurs in their workplace to support such needs. It would be worthwhile to spend time reviewing each, especially flexibility and challenging work, as all were cited as important to Gen Ys. Any needs with little or no supporting evidence might be opportunities for further exploration.

2. Incorporate aspects of a participative leadership style and exhibit the following specific desired qualities cited in the study:

a. Employee involvement: Given that Gen Ys want to be heard, managers would benefit by creating a space to meet with them regularly so as to provide an opportunity for sharing ideas and giving input. In addition, provide explanations: why decisions are made or not, why a task is requested to be done a particular way, or why something is a priority. Most importantly, listen. This cycle of communication will allow Gen Ys to feel they are involved and therefore their input is valued.

b. Growth: Develop and communicate a growth plan for Gen Y employees. Outline necessary skills and desired behaviors needed to meet requirements for the next level in their careers. During performance evaluation meetings, request documentation from Gen Y employees as to how they have met or exceeded such requirements, which will allow transparency for their growth on the job. Ensure work is challenging by giving stretch assignments.

c. Direction: Clearly define roles, responsibilities, and expectations for assignments. Be explicit about what is desired and provide ongoing feedback for additional guidance and support.

d. Accommodate needs: Listen to employees' needs. It would benefit managers to ask their Gen Y employees how they can support them in being successful. Work with them to move towards identified goals.

Recommendations to organization development practitioners. To address workplace needs, it is recommended that organization development practitioners seeking to help managers with Gen Y employees do the following:

1. Assess current workplace needs. Use the list of workplace needs as a checklist to audit what tactics, policies, or procedures the company currently has in place to support each need. Highlight any areas with limited or no information.

2. Conduct a brainstorming session to address gaps. For these areas, work with managers to brainstorm potential solutions. For instance, if flexibility is identified as a gap, some questions to ask might be: What does flexibility look like in the workplace? Can this be achieved through a policy (e.g., telecommuting) or another method? If hospitable culture were to be explored, it would be useful for practitioners to guide managers in thinking about what characteristics might make their company a more welcoming place for Gen Ys.

3. Conduct focus groups with Gen Y employees. Interview Gen Y employees to gather thoughts about what they would like to see implemented to further support their needs. Confirm or refute these findings against this research study as a way of determining Gen Y needs.

To address preferred leadership preferences, it is recommended that practitioners:

1. Highlight participative leadership style and attributes. Review main characteristics of this style with managers and emphasize Gen Y's desire to participate and share their ideas. Consider the study's findings around Gen Ys wanting involvement, growth, direction, and accommodation. Facilitate a group discussion to dialogue different ideas around what each manager can do differently to support such traits.

2. Conduct a large group session that includes both managers and Gen Ys to explore how the organization is doing. A useful framework would be the Start-Stop-Continue model for data generation and discussion. Put differently, this model explores what managers should start, stop, and continue doing to increase effectiveness.

Suggestions for Future Research

First, if this study were to be duplicated with a different sample, it would be valuable to attempt to capture a significant amount of data from the entire age range of Generation Y. For this study, nearly 75% of survey data were submitted by participants who fell into the 28 to 32 age range, therefore reflecting their needs and leadership preferences. Capturing more data from individuals 27 years and younger might have changed the results and therefore conclusions. Gathering such data might paint a more accurate picture of Gen Y's workplace needs and leadership preferences.

Second, a potentially helpful study would be one designed to compare the workplace needs of Gen Y males and females across a variety of industries. This might shed light on any potential differences between men and women in terms of workplace needs. A Gen Y female employee who is a doctor might have very different needs from a male employee who works in marketing.

Third and finally, a study designed to explore the leadership styles of companies with low turnover and a large Gen Y population might yield very interesting and useful conclusions. An area for exploration might be around what leaders at such companies are doing with Gen Y employees and whether this is different from how they treat other generations they manage and work with.

Summary

This chapter presented a summary of the research findings and discussed conclusions drawn from the research and how they relate to the literature of the field. Limitations of the study and recommendations for managers, organization development practitioners, and future research projects were also provided.

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Appendix A: Email Requesting Participation

Subject: Request for Survey Participation: Leadership and Gen Y Needs

Hi -

I hope this email finds you well. You're receiving this because you've been identified as a Generation Y professional in my personal/professional network. I'm hoping you can help support my thesis research by participating in a study (answers will not be attributed to individuals and data will be kept confidential).
Please read below for more information.

****

Dear Generation Y Professional,

You play an important role in the workforce population. By 2020, our generation— Generation Y (those born 1981–1999)—will comprise more than 40% of the U.S. workforce by 2020. This far outnumbers any other generation, making it imperative for organizations to understand our unique needs in the workplace.

As a fellow Generation Y professional, as well as a student in Pepperdine University's Master of Organization Development program, I am interested in exploring what type(s) of leadership styles best serve your needs in the workplace. Thus, I am seeking your participation in the following research study. Below is a link to a survey that will ask information around:

• Participant demographics
• Generation Y needs in the workplace
• Leadership characteristics and preferences

In order to access the survey, participants must first provide their consent to participate in the study. The survey takes approximately 10 minutes to complete. Participation is voluntary, and you may withdraw from the study at any time without penalty.

http://pepperdine.qualtrics.com/SE/?SID=SV_9EsmIxrvm4Pe3IN

Knowledge gained from this study will be useful to help determine if there is a link between leadership styles and Generation Y needs in the workplace. All data will be kept confidential. Only aggregate data will be reported in the thesis. Data collected will not be attributed to participants.

Thank you for your participation and support. A copy of the final research project will be provided upon request.

Melissa C. Cruz

Candidate, Master of Science in Organization Development
Pepperdine University
Graziadio School of Business and Management
24255 Pacific Coast Highway
Malibu, CA 90263

Appendix B: Generation Y Survey

Gen Y Survey Questions—Online via Qualtrics

DEMOGRAPHIC INFORMATION

Please select the appropriate answer:

- What is your gender?
  o Female
  o Male

- What is your current age?
  o 18-22
  o 23-27
  o 28-32

- Do you work full time?
  o Yes
  o No

- What industry do you work in?
  o Agriculture
  o Automotive
  o Biotechnology and Pharmaceuticals
  o Construction
  o Healthcare
  o Industrial and Manufacturing
  o Information Technology
  o Education
  o Engineering
  o Food & Beverage
  o Banking/Finance
  o Insurance
  o Marketing/Communications
  o Transportation
  o Government
  o Retail
  o Hospitality
  o Professional Services
  o Energy and Utilities
  o Nonprofit
  o Other (free form)

- Years of service at current job
  - 1-3 years
  - 4-6 years
  - 7+ years

- Highest level of education completed
  - Associate's
  - Bachelor's
  - Master's
  - Other (fill in)

GENERATION Y NEEDS ON THE JOB

Rate your level of agreement with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
TECHNOLOGY					
It is important for me to work for an organization that is up-to-date on the latest and greatest technologies					
It is important for me to work for an organization that allows me to utilize the latest and greatest technologies					
It is important for me to work for an organization that allows me to make recommendations on new and existing technologies					

Comments about this section? (open-ended)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
FLEXIBILITY/WORK-LIFE BALANCE					
It is important for me to work for an organization that allows me to shift my own working hours as desired					
It is important for me to work for an organization that allows me to work from home					
It is important for me to work for an organization that gives me the ability to manage my own workload					
It is important for me to work for an organization that provides paid volunteer hours (i.e., on company time, I can volunteer a set number of hours to a cause and still get paid)					

Comments about this section? (open-ended)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
COMMUNICATION					
It is important for me to work for an organization that encourages discussion and dialogue across various levels of management					
If information cannot be shared, it is important for me to work for an organization that provides explanations as to why					
It is important for me to work for an organization that provides clear direction and guidance for assigned tasks/projects, as opposed to figuring it out for myself					
It is important for me to work for an organization that seeks my input and includes me in decisions that may impact me					

Comments about this section? (open-ended)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
COLLABORATION/TEAMWORK					
It is important for me to work for an organization that allows me to work with others on assignments, rather than individually					
It is important for me to work for an organization whose culture promotes collaborating with others, interdepartmentally or cross-functionally					
It is important for me to work for an organization that allows for healthy debate amongst various stakeholders in order to contribute to a better work product					

Comments about this section? (open-ended)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
CHALLENGING WORK					
It is important for me to work for an organization that challenges me regularly and whose work is mentally stimulating					
It is important for me to work for an organization where I feel connected to my work and motivated to do a good job					
It is important for me to work for an organization that allows me to take on different project roles as desired to further my development					

Comments about this section? (open-ended)

LEADERSHIP STYLES

The following table summarizes six common leadership styles and their major characteristics. Rank your preference in terms of the styles that you believe would best serve your needs.

Style	Characteristics
Autocratic	• Leader has individual control over all decisions based on their own judgment • Leader does not solicit input from group members • Leader dictates what, how, and when things are completed
Participative	• Leader involves group members in decision-making process, although ultimately has the final say • Group members are encouraged to share ideas and be creative
Laissez-Faire	• Leader is very hands-off, allowing group members to make decisions • Leader provides very little guidance, if any • Group members are expected to solve problems on their own
Transformational	• Leader focuses on adapting to the needs and motives of followers in order to transform the organization • Leader is concerned with emotions, values, ethics, standards, and long-term goals • Group members are challenged to take ownership of their work
Servant	• Leader shares power with group members and serves their needs • Leader demonstrates strong moral behavior towards group members • Group members' developmental needs are the highest priority so as to operate at their full potential
Authentic	• Leader demonstrates strong self-awareness and focuses on exhibiting genuine behaviors • Leader is concerned with emotions, vulnerability, integrity, and moral standards that group members can follow

1. From the six listed, please rank them in preferred order, with 1 being the most preferred and 6 being the least.

   - Autocratic
   - Participative
   - Laissez-faire
   - Transformational
   - Servant
   - Authentic

2. Revisiting your top two, why do you feel these would best serve your needs? In what way?

   (open-ended)

3. Comments about this section? (open ended)

Thank you

Thank you for your participation in this study. If you have any additional questions or concerns, please email melissa.cruz@pepperdine.edu.

Appendix C: Example Reminder Email

Example Reminder Email

Subject: Final Reminder to Complete Survey: Leadership and Gen Y Needs

Last chance! This is a final reminder to participate in my thesis study by accessing the link below. The survey will close in the next few days.

http://pepperdine.qualtrics.com/SE/?SID=SV_9EsmIxrvm4Pe3IN

As a reminder, this survey explores Gen Y needs in the workplace and your preferred leadership styles. All data will be kept confidential. Only aggregate data will be reported in the thesis. Data collected will not be attributed to participants.

Your participation is greatly appreciated. Thank you (again) to those who have already completed the survey.

Sincerely,

Melissa C. Cruz

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Appendix D: Interview Consent Form—Sent via Email

Interview Consent Form—Sent via Email

Subject: Interview Consent for Thesis: Leadership and Generation Y Needs in the Workplace

Dear Gen Y Professional,

You are invited to participate in a one-on-one interview in support of Melissa Cruz's thesis through Pepperdine's Master of Organization Development Program. The purpose of this study is to explore what type(s) of leadership styles best serve the needs of Gen Y employees in the workplace.

Please read the following for more information on this research project. If you wish to participate in this study, please indicate so by replying "Yes" to this email.

++++++++++++++++++++++++++++

TITLE OF THE STUDY: Leadership and Generation Y Needs in the Workplace

Please understand your participation in the study is strictly voluntary. The following is a description of what your participation entails, the terms for participating, and a discussion of your rights as a study participant. Please read this information carefully before deciding whether or not you wish to participate.

RESEARCHER'S NAME & AFFILIATION: Melissa Cruz, Candidate for Master of Science in Organization Development at the Graziadio School of Business and Management, Pepperdine University, Malibu, CA, as part of a graduate program of study.

PURPOSE: The purpose of this study is to explore what type(s) of leadership styles best serve the needs of Generation Y employees in the workplace.

PROCEDURES: If you decide to participate in an interview, you will be asked to share perceptions of your needs as a Generation Y employee in the workplace and what type of leadership best serves these needs. The researcher will take notes, which will be stored in a secure place during the research and then destroyed. The interview will also be audio-recorded.

If you should decide to participate and find you are not interested in completing the interview, you have the right to discontinue at any point without being questioned about your decision. You also do not have to answer any of the questions that you prefer not

to answer. Terminating your participation at any time will not affect you professionally in any way.

PARTICIPATION: Participation in this study is voluntary. You are under no obligation to continue with this project and have the option to withdraw from the study at any time without penalty. Your job, or that of the researcher, will not be affected in any way by the refusal to participate or withdraw from the study.

RISKS AND BENEFITS: There are no direct benefits to you for participating in the study. You may, however, enjoy this opportunity to shed light on Gen Y needs in the workplace and the leadership styles that meet these needs. The data will be kept in a secure manner for five (5) years, at which time the data will be destroyed.

CONFIDENTIALITY: The results learned from the interviews may be published in the researcher's final thesis; however, you will not be identified by name. Only the researcher will have direct access to the data. The confidentiality of individual records will be protected during and after the study, and anonymity will be preserved in the publication of the results. No names will be used to identify anyone who takes part. No comments will be attributed to any individual. Your responses will be pooled with others and summarized only in an attempt to see themes, trends, and/or patterns.

QUESTIONS: If you have any questions regarding the information that I have provided above, please do not hesitate to contact me, Melissa Cruz, at melissa.cruz@pepperdine.edu or [deleted]. If you have questions about your rights as a research participant, contact Thema Bryant-Davis, Chairperson of the Institutional Review Board, Pepperdine University, at gpsirb@pepperdine.edu or (310) 568-2389.

Thank you for taking the time to read this information, and I hope you decide to participate.

Sincerely,

Melissa C. Cruz

Candidate, Master of Science in Organization Development
Pepperdine University
Graziadio School of Business and Management
24255 Pacific Coast Highway
Malibu, CA 90263
melissa.cruz@pepperdine.edu

CONSENT: By participating in this interview you are acknowledging that you have read and understand what your participation entails and are consenting to participate in the study.

Do you wish to participate in this study? Please reply to this email to indicate:

      _____   Yes, I wish to participate in this study.
      _____   No, I do not wish to participate in this study.

Appendix E: Interview Questions—In Person

Interview Questions—In Person

Demographic Information

1. Were you born between 1981–1999?

2. Do you work full time?

3. What is your title/what do you do?

4. What industry do you work in?

   (Examples: Agriculture, Automotive, Biotechnology and Pharmaceuticals, Construction, Healthcare, Industrial and Manufacturing, Information Technology, Education, Engineering, Food & Beverage, Banking/Finance, Insurance, Marketing/Communications, Transportation, Government, Retail, Hospitality, Professional Services, Energy and Utilities, Nonprofit, Other)

5. Years of service at current job

6. Highest level of education completed

Questions

- When thinking about your "ideal" job, what are the top 3-5 things you need? What are the top 3-5 things that would deter you from staying at or accepting a job?

- Describe your ideal manager. What type of person would you want to work for? What characteristics would this person exhibit?

- Looking at these six cards, rank your preference in order of the style you believe would best address your needs. Why did you rank them in this order? What about the first two stuck out to you?

- Do you believe your current job is addressing your needs? If so, how? If not, what would need to change?

- Additional comments/concerns?

Appendix F: Leadership Cards for Interviews

Leadership Cards for Interviews

Used for following in-person interview question:

Looking at these six cards, rank your preference based on which style you believe would best address your needs. Why did you rank them in this order? What about the first two stuck out to you?

Six cards will be created with the following information on the front and back:

Style (front of card)	Characteristics (back of card)
Autocratic	• Leader has individual control over all decisions based on their own judgment • Leader does not solicit input from group members • Leader dictates what, how, and when things are completed
Participative	• Leader involves group members in decision-making process, although ultimately has the final say • Group members are encouraged to share ideas and be creative
Laissez-Faire	• Leader is very hands-off, allowing group members to make decisions • Leader provides very little guidance, if any • Group members are expected to solve problems on their own
Transformational	• Leader focuses on adapting to the needs and motives of followers in order to transform the organization • Leader is concerned with emotions, values, ethics, standards, and long-term goals • Group members are challenged to take ownership of their work
Servant	• Leader shares power with group members and serves their needs • Leader demonstrates strong moral behavior towards group members • Group members' developmental needs are the highest priority so as to operate at their full potential

Style (front of card)	Characteristics (back of card)
Authentic	• Leader demonstrates strong self-awareness and focuses on exhibiting genuine behaviors • Leader is concerned with emotions, vulnerability, integrity, and moral standards that group members can follow

Appendix G: Pepperdine Institutional Review Board Approval

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

December 17, 2013

Melissa Cruz

Protocol #: O1213M02
Project Title: Leadership and Generation Y Needs in the Workplace

Dear Ms. Cruz:

Thank you for submitting your application, *Leadership and Generation Y Needs in the Workplace*, for exempt review to Pepperdine University's Graduate and Professional Schools Institutional Review Board (GPS IRB). The IRB appreciates the work you and your faculty advisor, Dr. Miriam Lacey, have done on the proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations (45 CFR 46 - http://www.nihtraining.com/ohsrsite/guidelines/45cfr46.html) that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b)(2) states:

> (b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:

> **Category (2) of 45 CFR 46.101**, research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: a) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

In addition, your application to waive documentation of consent, as indicated in your **Application for Waiver or Alteration of Informed Consent Procedures** form has been **approved.**

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a **Request for Modification Form** to the GPS IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the GPS IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an

Appendix H: Certificate of Completion for "Protecting Human Research Participants" Training

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Melissa Cruz** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 11/28/2012

Certification Number: 1054768