Millennial leaders and leadership development in a multi-generational workforce

Carolyn Easton[1,*], Renier Steyn[2]

[1] Graduate School of Business Leadership, University of South Africa, Midrand, South Africa, Orcid: 0000-0002-3180-9254

[2] Graduate School of Business Leadership, University of South Africa, Midrand, South Africa, Orcid: 0000-0002-2446-3662

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Abstract

The millennial generation is regarded as different to the previous generations in the workplace. This makes them different as leaders in the workplace, thereby having implications for their leadership development and training. This is valuable given that millennials are currently the largest generation in the workplace and the leadership pipeline for the previous generations especially the Baby Boomer generation who have begun retiring. Organisations need to consider whether traditional leadership approaches in the workplace remain relevant for millennial leaders. In the study, five articles were written to address parts of the problem. The first article focused on millennials having different cultural values when compared to Generation X and Baby Boomer generation. The second and third articles focused on differences in leadership styles and effective leadership styles respectively when comparing millennial leaders to the previous generations. The fourth article looked at whether leadership training by South African business schools is suitable for millennial leaders. The last article focused on what millennial leaders want from leadership development and training. In this paper, the aim was to integrate the findings of these articles to present a narrative for a specialised and tailor-made leadership development and training strategy for millennial leaders in the workplace.

[1]*Corresponding Author

*carolyneaston58@gmail.com

[2] steynr@unisa.ac.za

1. Introduction

1.1. Background

A generation is a group of individuals who are born within the same time-period, having the same lifestyles, and sharing life occurrences with each other (Parveen & Vanaja, 2019; Treffler & Herzig, 2018). Researchers commonly apply the early 1980s to early 2000s as the birth year period for the millennial generation (Putri, Dhewanto, & Nurdayat, 2020) and for purposes of this study conducted on millennials, the time frame of 1980 to 2000 has been adopted. The current multi-generational workplace has four generations with the newest generation being identified in the literature as post Millennials (2000 +) or Generation Z (Jones, Murray, & Tapp, 2018). Prior to Generation Z entering the workplace, the workplace was categorised by three generations, namely the Baby Boomer generation (born between 1946 and 1964), Generation X (born between 1965 and 1979) and Generation Y, also known as millennials (born between 1980 and 2000) (Kaifi, Nafei, Khanfar, & Kaifi, 2012). For purposes of this study, Generation Z has been excluded. This is because this generation does not as yet have a significant representation in the workforce (Jones, Murray, & Tapp, 2018). Based on their birth years, the millennial generation has predominantly contributed towards the fast growing workforce for the past years and this contribution continues to increase over time (Pratama, Nasution, & Absah, 2019; Putri, Dhewanto, & Nurdayat, 2020).

Diversity exists between generations because people from different generations, who did not grow up in the same period, have different experiences and memories (Campbell, Campbell, Siedor, & Twenge, 2015; Treffler & Herzig, 2018) and these events and social conditions in turn shape their values and behaviors (Noonan, Bunn, & Shearin, 2019) including their expectations and preferences in the workplace (Otieno & Nyambegera, 2019). Millennials have their own views of the ideal work environment emanating from their own set of values and explanations, including that of authority (Rony, 2019). When further considering Millennials as leaders in the workplace, this understanding of differences in values becomes valuable when considering that their approach as leaders, or their leadership traits does encompass their own characteristics and values (Casey, 2015; Medyanik, 2016).

Millennials' view of leadership in the workplace is causing a disturbance amongst traditional managerial practices, creating a leadership challenge in the workplace where traditional leadership methods are becoming less effective for the younger generation (Darby & Morrell, 2019; Heyns, Eldermire, & Howard, 2019; Kornelsen, 2019). This is the time for researchers to continue identifying and analysing the predominant leadership paradigm for this generation (Andert, Alexakis, & Preziosi, 2019) and in a tailor-made approach (Kosterlitz & Lewis, 2017).

1.2. Problem Statement

The research problem emanates from the millennial generation being the largest workforce in the workplace and also fast becoming the leadership pipeline for the previous generations, especially the Baby Boomer generation who are reaching retirement age. It is also believed that millennials are regarded as being different from the previous generations, Generation X, and the Baby Boomer generation, through their unique values, attitudes, and workplace behaviours they display. This in turn is believed to also have an impact on the way they want to lead and be developed as leaders, with the result that traditional leadership development approaches may no longer be relevant for this generation. Thus, not enough is known about this generation and their interaction with the workplace to adequately manage leadership development and training programmes for millennial leaders.

1.3. Research objectives

The objective of this paper is to integrate the findings of the five articles written to address parts of the research problem in the study. Each article was aligned to a separate research objective as follows:

- To test the assumption of differences between the millennial generation, Generation X, and the Baby Boomer generation in the cultural values they hold (article 1).
- To test the assumption of differences between the millennial generation, Generation X, and the Baby Boomer generation in the ways they lead their subordinates and identify the leadership styles used frequently by millennial leaders (article 2).
- To test the assumptions of differences between the millennial generation, Generation X, and the Baby Boomer generation in the ways they perceive leadership effectiveness and identify the leadership styles that millennials associate with leadership effectiveness (article 3).
- To understand the format as well as suitability of leadership training offered by business schools in South Africa for millennial leaders (article 4).
- To explore what millennial leaders in the workplace, want as leadership development and training (article 5).

Integrating these findings will provide a comprehensive and multidimensional understanding of leadership development and training for millennial leaders in the workplace.

2. Literature Review

The literature suggests that the millennial generation are different from the older generations in the workplace through their values, attitudes and workplace behaviours. Millennials are seen as being protected by their parents as a ‘baby-on-board’ generation through rules given by their parents which

governed their behaviour expectations (Gardner, 2016). They also received 'helicopter parenting', by receiving constant praise and reward while growing up (Casey, 2015). They may be stereotyped as being entitled and overly dependent (Hallman, 2016), however they are also confident and optimistic because of their upbringing (Jirasevijinda, 2018; Kosterlitz & Lewis, 2017). They are known as the 'Digital Generation', having being born in the era of information and communication technology causing them to be more 'tech-dependent' (Jirasevijinda, 2018), rather than 'tech-savvy', in that they are incomplete without it, yet also allowing them to improve their knowledge anytime and anywhere (Parveen & Vanaja, 2019; Wotapka, 2017; Zainuddin et al. 2019). They are eager to learn, seeking continuous learning and development (Atieq, 2019; Jirasevijinda, 2018), and are regarded as the most educated generation, likely to hold tertiary qualifications (Paulin, 2018; Sabir, Naved, Khan, & Khan, 2019). They seek meaning and purpose from life, being less concerned with material gain and more concerned with having experiences in life (Cox, Stewart, Lortie & Barreto, 2019; Sruk, 2020).

In the workplace, millennials want to contribute by way of new ideas and are happy when they are given a voice and know that their voice has merit in the decision making of the organisation (Bogosian & Rousseau, 2017). They seek salary and career growth, having a higher level of arrogance and a lower resistance to stress in relation to their peers in the older generations (Pinzaru et al. 2016). They prefer independence and autonomy in their work roles with fewer rules (Datta & Jain, 2017) and are not impressed with positions, titles, and hierarchies in the workplace, preferring instead a more flattened organizational structure as opposed to the older generations (Pratama, Nasution, & Absah, 2019; Sledge, 2016). Work-family life balance is an important value for millennials (Hattke, Homberg, & Znanewitz, 2017), in that they aspire to have their career and lifestyle complement each other, wanting to be assured that their jobs are fully aligned with life goals and financial security (Wheeler, 2017).

As confident achievers in the workplace, recognition is key for millennials' personal development and growth (Kosterlitz & Lewis, 2017; Minhas & Islamia, 2020), and must include clarity, regular feedback and 'safety nets' for failure (Meng, Reber, & Rogers, 2017). They seek inclusiveness in the workplace aligned to the organisation's vision and consider diversity as the bringing together of individuals with different unique perspectives from their background and experience, thereby contributing diversity to their personality and behavior (Firestone, 2016; Smith & Turner, 2015). They are team players in the workplace, believing that together, everyone will achieve much more (Kosterlitz & Lewis, 2017; Parveen & Vanaja, 2019; Smith & Turner, 2015).

These unique values and workplace behaviours provide an indication of how millennials want to lead as compared to older generations in the workplace. The literature suggests that millennials have their own view of what leadership in the workplace should look like and this is summarised in Table 1 below:

Table 1: Preferred leadership traits as viewed by millennials

▪ Leaders oriented towards people rather than task.
▪ Leaders that have a close connection with their followers by being understanding and non-judgmental.
▪ Leaders that are inclusive, collaborative, guiding and empowering.
▪ Leaders that are committed, dedicated, accessible, and reliable.
▪ Leaders that provide immediate feedback, recognition, individual mentoring, development, and training.

Source: Integrated by authors (Alkan & Aydoğdu, 2019; Axten, 2015; Dols, Chargualaf, & Martinez, 2019; Lamasan & Oducado, 2019; Maier et al. 2015; Omilion-Hodges & Sugg, 2019; Paramarta, 2018; Rony, 2019)

Millennial leaders regard honesty, openness, and transparency as important leadership traits (Churchill, 2018) as a result of technology having brought individuals closer together so that these leaders display more authentic and democratic leadership (Au-Yong-Oliveira, Gonçalves, Martins, & Branco, 2018). Millennial leaders also want to lead by example, believing in empowerment of their followers (Medyanik, 2016), and also wanting to be trusted and empowered to lead (Sledge, 2016) by making their own decisions rather than leading with highly autocratic directives (Maier et al. 2015). Millennial leaders also look for opportunities to provide feedback to their subordinates and believe in giving regular recognition (Akmalaputri, Yuniawan, & Djastuti, 2018; Medyanik, 2016). They prefer a charismatic type of leadership where followers are given a sense of purpose by being encouraged in their daily work (Grubbstrom & Lopez, 2018).

These different leadership behaviours and styles preferred by millennial leaders suggests the need for a specialised and tailor made leadership development approach for these leaders in the workplace. The literature suggests that certain aspects of leadership development will appeal to millennial leaders as aligned to their preferences. Experiential learning and learning by doing are learning methods to improve the competence of millennial leaders to become successful innovative leaders in the 21st century (Rony, 2019). Aligned to this leadership development approach of learning by doing and on the job training, is mentoring by older more experienced leaders in the workplace (Gabriel, Alcantara, & Alvarez, 2020; Lamasan & Oducado, 2018; Nye, 2017). This leadership development approach thus combines the wisdom of the experienced older generations together with the innovation and creativity of the enthusiastic millennial generation and their tech capabilities (Kosterlitz & Lewis, 2017). Mentoring is further supported through reverse mentoring which develops millennial leaders by enabling them to increase their involvement in the workplace, introduce their ideals, and engage and educate the older generations (Kornelsen, 2019). Millennial leaders need soft skill training as

they lack the interpersonal skills that are needed for effective leadership, such as being an active and empathetic listener, being positive and motivated, being transparent and fair, not reacting to things personally, and avoiding any perception of favouritism (Bushardt, Young & Bari, 2018). To become comfortable with building face to face relationships and understand the responsibility of being developed by their managers/mentors and developing their subordinates, also requires emotional intelligence which will equip millennial leaders to influence and coach others as effective leaders (Gobeski, 2015).

3. Research Methodology

The data for this article are the findings from the five articles written in the overarching study. To facilitate the integration of the findings, the abstracts of the five articles will be presented followed by an extended explanation of the findings in each case. This extension of the findings is necessary as the word count limitations of abstracts limits the information that can be included in the extracts. The integration of the findings is thereafter presented in a mind map which presents the research topic in the centre and shows how the findings of each article is linked to the overarching research topic.

3.1. Ethics

As mentioned previously each article in the study is aligned to a specific research objective and the ethics clearances obtained for the study were as follows:

- Objectives 1, 2, and 3 – Ethical clearance for these three objectives was granted by the University of South Africa's Graduate School of Business Leadership research ethics review committee, with reference number 2016_SBL_003_CA. The data was collected by Prof R Steyn, supervisor to the study and also co-author to articles 1, 2, and 3 which presented on the results of the research.
- Objective 4 – There was no need for ethics permission as the research involved only a literature review and document analyses for article 4.
- Objective 5 – Ethical clearance for this objective was granted by the University of South Africa's Graduate School of Business Leadership research ethics review committee, with reference number 2023_SBL_DBL_006_FA. The data was collected by C Easton, corresponding author, and researcher to article 5 which reported on the findings of the research.

4. Findings

In this section the abstracts and the extension of the findings will be presented. Based on these findings, a mind map will be presented. The insights from the mind map are included under the "Discussion" heading.

4.1. Abstracts and extension of findings

Article 1: Millennials hold different cultural values to those of other generations: An empirical analysis.

Abstract: Literature on the appropriate management of millennials in the workplace is plentiful. This differential treatment is on the premise that millennials hold different values to other generations. The aim of this research was to test the assumption of cultural value differences between the generations and to specify where these differences exist. Knowledge of specific values held by the millennials will assist those who work with this generation to adjust their behaviors. This research was conducted in South Africa in organisations, sampling employees across three generations. Cross-sectional data were collected using an instrument based on Hofstede's typology. After confirming the reliability and general factorial validity of the instrument, mean scores were compared using analyses of variance. As a broad measure, the correlation between age and the cultural values was determined. There were significant differences between the generations on three of Hofstede's cultural value dimensions, namely long-term orientation, power distance and masculinity. Millennials scored lower on power distance and masculinity compared to the Baby Boomer generation and Generation X. Millennials scored higher on long-term orientation compared to the Baby Boomer generation. This research affirms some of the existing stereotypes about millennials and specifies where these exist. These results can be used to better understand and effectively work with millennials in the workplace. Through this study, we can acknowledge that millennials are somewhat different from the other generations in the workplace and so should be treated somewhat differently.

Keywords: Hofstede; characteristics; cultural values; generations; millennials.

Extension of findings: There were significant differences between the generations on three of the five culture value dimensions. Millennials showed a lower level of attraction to power distance and masculinity, and a higher level of attraction to long-term orientation and the differences are particularly marked with the Baby Boomer generation. The largest difference was found with long-term orientation in that millennials look at the future and are willing to work hard in an inclusive organisation whose vision they believe in (Firestone, 2016: Sabir, Naved, Khan, & Khan, 2019). The second largest difference was with power distance, in that millennials do not respect positions and

titles in the workplace and expect to be consulted in decision-making (Bogosian & Rosseau, 2017; Maier et al. 2015, Sledge, 2016). The third largest difference was with masculinity, in that millennials believe that equality for women and men should exist in both emotional and social roles in life, resulting in work-family life balance (Hattke, Homberg, & Znanewitz, 2017). These differences highlight the need for managers and leaders to better understand how to work with the millennial generation as the largest generation in a multi-generational workplace.

Article 2: Millennial leaders and leadership styles displayed in the workplace.

Abstract: The aim of this research was to test the assumption of differences between leadership styles adopted by leaders across generations, as perceived by their subordinates, on the premise that millennials hold different values from other generations, and that these values, in turn, have an impact on their leadership styles. This research was conducted in South Africa, in a variety of organisations, and by sampling employees across three generations, namely millennials, Generation X and baby boomers. Cross-sectional data were collected with an instrument based on the Pearce leadership typology of leadership styles. After confirming reliability and general factorial validity, mean scores were compared using analyses of variance. The results of the study found practically significant differences between millennial leaders and Generation X leaders in the extent to which they apply empowering and transformational leadership styles, as perceived by their subordinates. In absolute terms, millennial leaders display less leadership behavior than do those of Generation X, with regard to these leadership approaches. Organisations involved in the development of millennial leaders should be aware that interventions should not blindly align to the stereotypes associated with this generation. Further research is also needed to determine which leadership styles are effective with millennial leaders. The millennial generation has emerged in the workplace as the new leadership pipeline, yet there appears to be a lack of research on how millennials want to lead. This study contributes to a nuanced understanding of and improved development of the millennial generation leaders.

Keywords: generations; leadership styles; directive leadership; empowering leadership; transactional leadership; transformational leadership; millennial leaders.

Extension of findings: If millennials are different in their cultural values, then they should also differ in the leadership styles displayed. This study looked at these possible differences in leadership styles through the eyes of the subordinates of the generation leaders rather than a reporting by millennial leaders on their leadership styles. The literature suggests that millennial leaders display more empowering and transformational leadership and less directive and transactional leadership, yet the

study found that this was not true in that the statistical differences showed that Generation X displayed more of these types of leadership. When considering practical difference however, it could be stated that there is no compelling evidence that millennials lead differently to the older generations in the workplace. The results indicate that organisations should not blindly align to the stereotypes associated with this generation when developing millennial leaders. More importantly it necessitates applying different research strategies to investigate the issue and moreover researching which leadership styles are effective with millennial leaders. This in turn will contribute towards better leadership development of this generation of emerging leaders.

Article 3: Leadership styles and effectiveness in the workplace: A perspective of the millennial generation.

Abstract: Millennial leaders are seen in the workplace as the leadership pipeline for the preceding generations, Generation X and baby boomers, particularly given that the older baby boomer generation are retiring. However, the correlation between leadership styles and leadership effectiveness and the consequences for leadership development have not been fully researched in the literature on millennial leaders. The aim of this research was to test differences between leadership styles and leadership effectiveness as perceived by both millennial followers and millennial leaders. This research was conducted in South Africa, in a variety of organisations, and through sampling of employees across generations. Cross-sectional data were collected with instruments based on the Pearce typology of leadership styles, after which the data were segmented according to three generations. After confirming reliability and general factorial validity of the instruments, regression analysis was performed to determine the contribution of four leadership styles towards leadership effectiveness. Two of the leadership styles, namely empowering and transformational, were perceived by both millennial followers and leaders as being statistically significant predictors of leadership effectiveness, whilst the remaining two leadership styles, directive and transactional, did not have a statistically significant contribution towards leadership effectiveness. The results support the alternative hypotheses aligned with the literature review that millennials prefer empowering and transformational leadership styles as they regard these styles as effective. However, important to note is that Generation X has very similar preferences. This knowledge will assist with improved development of millennial leaders in the workplace.

Key words: generations; effective leadership; leadership styles; directive leadership; empowering leadership; transactional leadership; transformational leadership; millennial leaders.

Extension of findings: The expectation is that millennial leaders will lead effectively when aligned to their unique values and differently from the ways the older generation leaders, Generation X and Baby Boomer generation, lead. By focusing on the gap in the literature on the correlation between

leadership styles and leadership effectiveness, the study found that millennial leaders who display empowering and transformational leadership were deemed as effective. The same finding however also applied to Generation X leaders. Transactional and directive leadership are in general not associated with leadership effectiveness and should be avoided in the workplace. Leadership development for millennial leaders in the workplace should therefore include empowering and transformational leadership. Given the current era of the fourth Industrial Revolution requiring a certain type of leader, the focus should be on the type of leadership required for all leaders with preference given to the abovenamed effective leadership styles.

Article 4: Leadership training for millennials at South African business schools.

Abstract: In the workplace, millennials have emerged as the new leadership pipeline following the retirement of baby boomers, yet there appears to be a lack of specialised leadership development for this generation. The aim of this research was to determine what leadership training at South African business schools entails, and to assess whether such training is aligned with what millennials want. The document review conducted on leadership training for millennials was undertaken by means of a Google desktop search, focusing on the online brochures posted by South African business schools. These were compared with the findings from a literature review of research into millennials' expectations of training and development. The comparison between what is on offer, and what is expected, revealed a gap in the personalised and specialised leadership training and development millennial leaders are looking for. In addition, some of their training needs appeared to fall outside the scope of the business schools' offerings. For that reason, it has become crucial to offer millennial leaders specialised leadership training and development programmes which meet their unique needs.

Key words: Business schools; Leadership training; Millennials

Extension of findings: The study focused on leadership training being offered by South African business schools in comparison to what millennial leaders prefer. The research suggests that millennial training is often individualised in the form of coaching, mentorship, experiential learning, and training on soft skills. Millennial leaders also require training content that is interactive, engaging and consists of audio visual technologies. The training needs to be available online with remote access using mobile, simulation, gamification, and social and video-based platforms. The comparison revealed a gap in the personalised and specialised leadership training that millennial leaders want and that some of their training needs falls outside the scope of business schools' offerings. This does provide organisations with better insight on how to tailor make their leadership development programmes for millennial leaders, and also ensure that their leadership journey includes monthly recognition coupled with regular and constructive feedback. In addition, further research could also

benefit in establishing precisely what millennial leaders want from leadership development and training in the workplace.

Article 5: Millennial leaders' preferences for leadership development: A qualitative analysis.

Abstract: Currently the largest workforce in the workplace, the millennial generation is perceived as being different to the preceding generations in the workplace, namely baby boomers and Generation X. Millennials are also seen as the leadership pipeline, yet leadership development that meets the needs of this generation appears to be absent. The objective of this study was to explore what millennial leaders are looking for concerning leadership development and training. As the leadership pipeline in the workplace, it has become important to understand the preferences of millennials regarding leadership development and training. Semi-structured interviews were conducted with 12 millennial leaders employed in a large organisation. Quantitative as well as qualitative data were collected. Content analysis was used to analyse the qualitative data collected. The participants' responses favoured more specific leadership development, such as structured mentorship programmes, experiential learning or on-the-job training, soft skills training, and digital online training with remote access. These findings, coupled with a close affinity shown for the more modern empowering and transformational leadership styles, closely align with the literature and affirms the need for a specialised and tailor-made leadership development strategy for millennial leaders. Organisations should take heed of what millennial leaders are looking for to become effective leaders in the workplace. This research largely affirms international research trends which specify millennials as a unique group and affirms the importance of revising traditional leadership development programmes for this generation as leaders.

Key words: millennial leaders; leadership behaviours and styles; leadership development and training

Extension of findings: When looking at what millennial leaders want from leadership development and training, it is important to consider and encapsulate the study findings generated from the four research topics in the article, namely leadership journey, leadership development and training, leadership behaviours, and leadership styles. The four topics are explained in more detail below:

1) Leadership journey: The study found an alignment to the literature which suggested that millennial leaders have had an informal leadership journey which has not equipped them with the necessary leadership skills to be effective leaders. The millennial leaders interviewed confirmed having had a challenging and informal leadership journey, having had to learn how to lead as they perform their leadership roles. However, these leaders also expressed positive aspects to their journey in line with the characteristics of this generation, being enthusiasm, excitement, and adaptability to cope with the learning curve.

2) Leadership development and training: The study found an alignment to the literature regarding millennial leaders' preferred content and delivery mode of training. Organisations should take heed of this when tailoring their leadership development and training initiative for this generation. The study also found an alignment to the literature regarding millennial leaders' preferences for their leadership development and training. Sadly, although these millennial leaders shared that their employer had played a 'huge' role in their leadership journey, these preferences were overall not met. Of importance were the new themes generated from the study findings as additional preferences for leadership development and training not found in the literature.

3) Leadership behaviours: The common leadership behaviours found with the millennial leaders interviewed did align with the literature (honesty, influence, support, open-mindedness, and role modelling). The leadership behaviours of the older generations (Generation X and Baby Boomer generation) as perceived by these millennial leaders were not motivational (autocratic, close-minded, and rigid). However, these millennial leaders expressed that they could learn from the experience of these older generation leaders thus supporting formal mentorship programmes for their leadership development.

4) Leadership styles: The study found an alignment to the literature which suggests that millennial leaders prefer the empowering and transformational leadership styles. Of concern was the leadership style they perceived being displayed by the older generation leaders, being predominantly transactional leadership, which leadership style millennial leaders are not attracted to as suggested by the literature.

These findings enable a better understanding of the contribution of the study towards a specialised and tailor-made leadership development and training strategy for millennial leaders within a multi-generational workforce.

4.2. Mind Map

As mentioned previously, a mind map linking the findings of the articles to the research topic, is presented in Figure 1 on the next page.

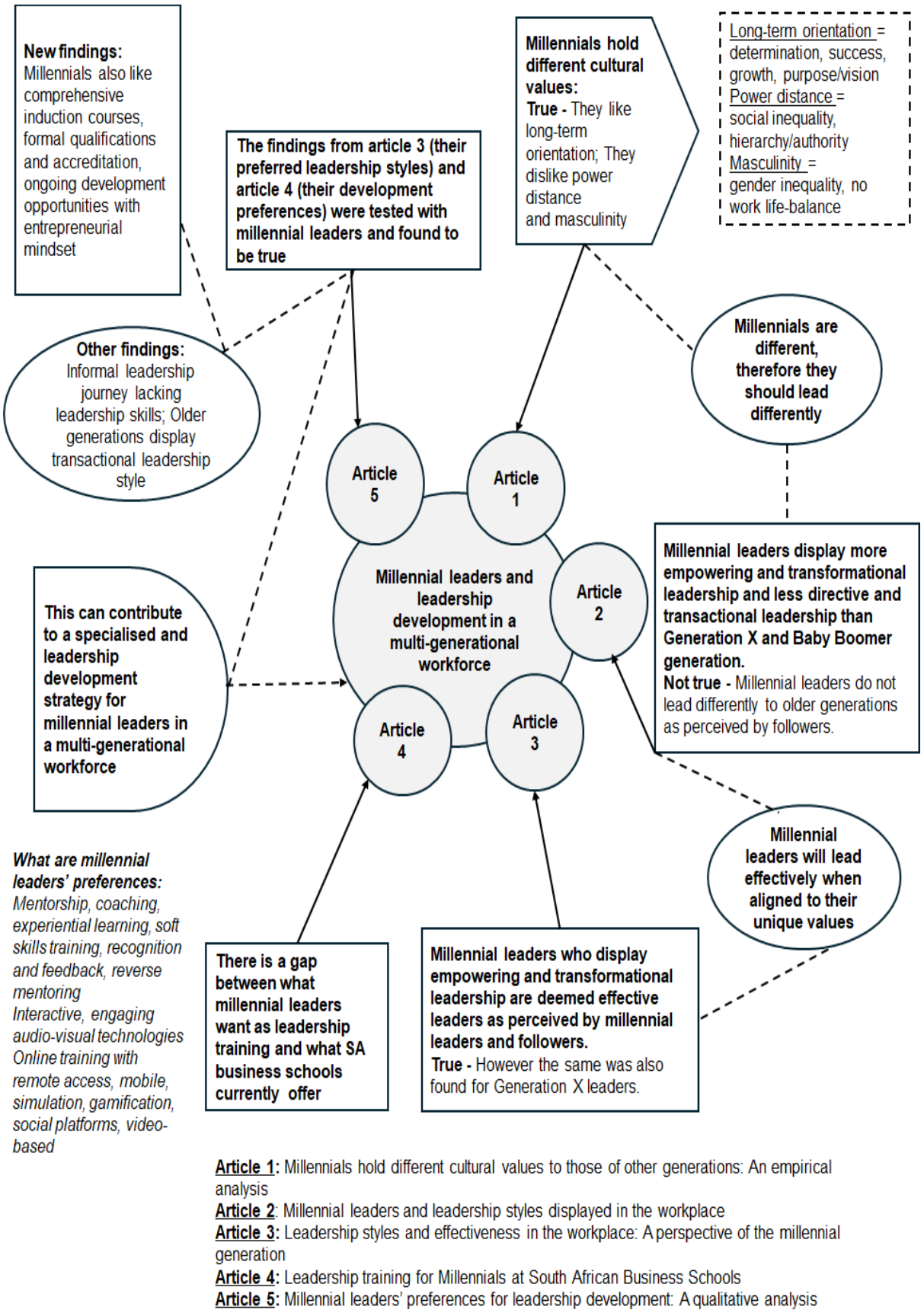

Figure 1: Mind map - Millennial leaders and leadership development in a multi-generational workforce
Source: Author's own work

5. Discussion

The mind map (Figure 1) which visualises and links the findings of the five articles to the research topic is instrumental in generating the narrative for a specialised and tailor-made leadership development and training strategy for millennial leaders. In formulating this narrative, it is important to note the assumptions on which the research objectives was based on:

a) Festinger's cognitive dissonance theory which suggests that there is consistency in an individual's opinions and attitudes and also between what a person knows and believes, and what that person does (Festinger, 1957). This means that individuals will strive to align their behaviour with their values or attitudes (Hinojosa et al. 2017).
b) Bandura's social learning theory which suggests that human behaviour is learned through the observations of other's modelled behaviour so that the individual forms an idea of how the behaviours are performed and the consequences of such behaviour (Decker, 1986).

Article 1 is based on the literature which suggests that events and social conditions in the life of a specific generational cohort shape their values and behaviours. This leads to the premise that the millennial generation is unique and different to the previous generations in the workplace. Using the assumption of Festinger's cognitive dissonance theory, it is deduced per article 2, that because millennial are different, they can be expected to lead differently to the older generations in line with their values. Although article 1 found that millennials are different by way of their cultural values through applying Hofstede's cultural dimensions (Hofstede, 2011; Minkov & Hofstede, 2011), this difference did not translate to having different leadership styles as found in article 2.

Using Bandura's social learning theory, it is deduced per article 3 that perceived effective leaders adopt different leadership styles in the workplace (Long, 2017; Solaja & Ogunola, 2016) meaning that millennial leaders will lead effectively when aligned to their unique vales. Based on the four leadership styles of Pearce et al. (2003), article 3 did find that millennial leaders who prefer and display empowering and transformational leadership are deemed effective as leaders. However, the same was also found with Generation X leaders.

Article 4 then looked at what South African business schools offered as leadership development and whether this training suited the needs and preferences of millennial leaders according to the literature. There was a gap found, however these preferences as well as the preferred effective leadership styles of millennial leaders was further explored with millennial leaders in article 5 by understanding what they want from leadership development and training. The findings of article 5 did align with the literature regarding millennial leaders' preferences on both leadership development and leadership styles.

There were also new elements or themes generated from article 5. These new elements combined with the tested elements from the literature contribute towards a narrative for a specialised and tailor-made leadership development and training strategy for millennial leaders in a multi-generational workforce.

6. Conclusions

The mind map reveals that, although millennials are different in their values and thereby attitudes and workplace behaviours, this does not necessarily correlate with millennials as leaders having different leadership styles to Generation X and Baby Boomer generation. What it does correlate with is that millennial leaders will adopt effective leadership styles that are aligned to their unique values. In article 3 this was found to be empowering leadership and transactional leadership. The workplace should therefore encourage and adopt these leadership styles in their leadership development and training initiatives for this emerging and younger generation of leaders.

The mind map goes on to reveal that with there being a gap with South African business schools and their training offerings for millennial leaders as found in article 4, the workplace should take heed of these preferences of millennial leaders for leadership development and training. This is because these preferences as well as the preferred effective leadership styles of millennial leaders were found to be true when tested with this generation of leaders who were interviewed as per article 5.

In closing, the new elements or themes generated from article 5 together with the tested elements from the literature contribute towards a narrative for a specialised and tailor-made leadership development and training strategy for millennial leaders in a multi-generational workforce. This is shown in Figure 2 below.

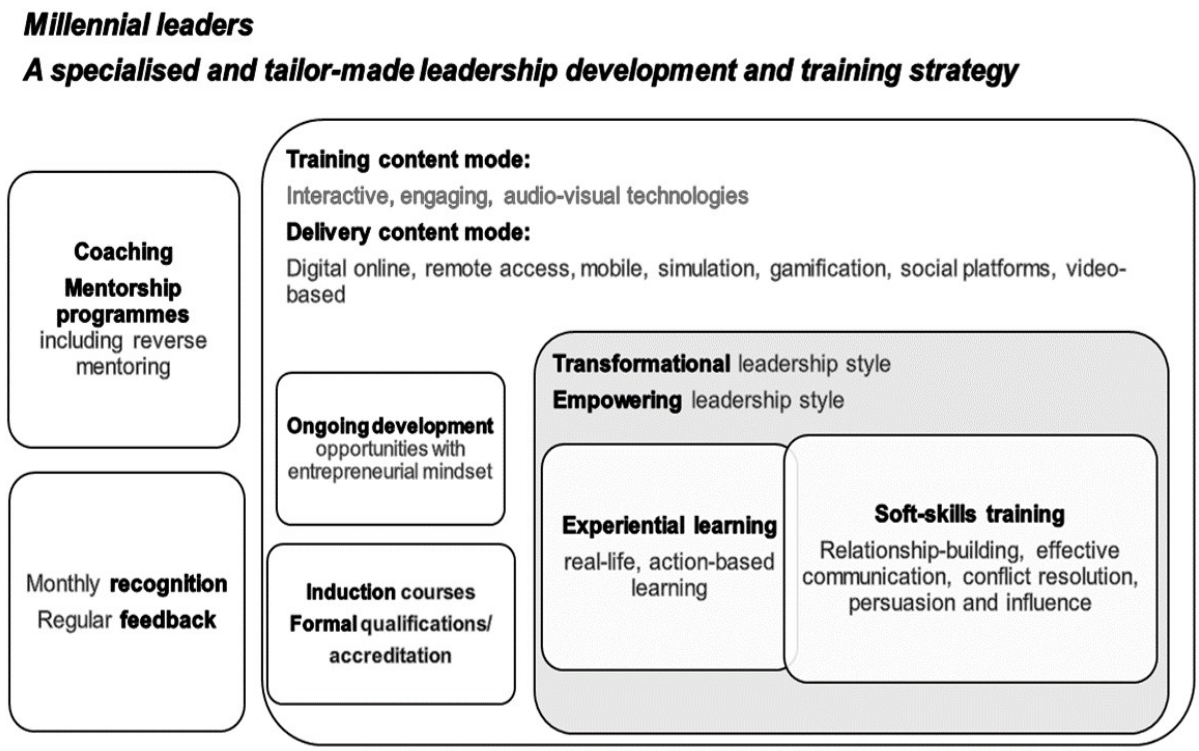

Figure 2: Elements of a specialised and tailor-made leadership development and training strategy for millennial leaders
Source: Authors' own work

7. Managerial Implications

The study endeavoured to answer the research problem, namely that:

- The millennial generation is currently the largest workforce in the workplace.
- They also form the leadership pipeline for the older generations following the retirement of the Baby Boomer generation and not enough Generation X to fill this leadership gap.
- Millennials are regarded as different from the older generations by way of their unique values, attitudes, and workplace behaviours they display.
- This has implications for the way they want to lead and be developed as leaders.
- Organisations responsible for leadership development do not know how to develop this generation of emerging leaders and the answer is not in the use of the same 'old' traditional approaches used in the past.
- Thus, a specialised and tailor made leadership development strategy is sought for millennial leaders which talks to their preferences for leadership development and how they wish to lead.

It should be noted that when considering differences between generations, much of the research in this field seems to have an emic stance, whereas the research conducted in this study when contrasting

millennials to the previous older generations (Generation X and the Baby Boomer generation), addresses the matter from an etic angle providing for some interesting findings and perhaps warranting additional studies in this regard.

The second point to note is that although the nature of this study is founded on a generational perspective of leadership, perhaps this should be revisited as generational culture may be a weaker predictor of leadership behaviour than the prevailing workplace culture. It may be that the type of leadership in today's workplace is what is required now, irrespective of who fulfils it. Leadership development should focus on the development of empowering leadership, as well as transformational leadership. This is because empowering leadership and transformational leadership are the leadership styles associated with leadership effectiveness and transactional leadership and directive leadership are not in general associated with leadership effectiveness and should be avoided.

In applying the final outcome of this study, being the elements of a specialised and tailor-made leadership development and training strategy for millennial leaders as indicated in Figure 2, this should not be exclusive to any generational group, as it seems that the current era of the fourth Industrial Revolution in the 21st century requires a certain type of leader, irrespective of the age of the leader. In this way, harmony and two-way learning can be created and experienced in the workplace between the generations. Organisations can therefore apply this to all leaders in the workplace so that they are equipped to be better and more effective leaders of today and tomorrow.

8. Limitations

A common limitation of article 1, 2, and 3 was the convenient sampling of the organisations for these studies. A further common limitation for article 2 and 3 was that these studies were an example of single-source (tapping on the perceptions of the respondents) and single-method (using surveys) research. For article 3, there were a further three limitations, namely (1) the respondents were requested to make an educated guess at the age of their leaders and report on their leaders' gender and sex, (2) data management was also not treated appropriately in that there were no discussion on the cleaning of data from outliers, and (3) there was an absence of a more detailed discussion from the literature on the older generations (Generation X and Baby Boomer generation) even though the different generations in the analysis were compared to each other. Lastly, a limitation of article 5 was that the participants interviewed fell into the upper age group of the millennial generation. Given that this generation spans a 20-year period, it would have been valuable to explore the views of younger millennial leaders to provide further insights to meet the objectives of the study.

9. Future Research

When considering article 1, it is recommended that the culture value dimension of indulgence which was absent in the study also be measured in future research as this seems to be a central characteristic of millennials. When considering article 4, future research could benefit from scrutinising formal qualifications such as MBA programmes, and determining how these accommodate millennials as this was not done in the study. For the study as a whole, it is recommended that further research be conducted to test and validate the elements of the specialised and tailor-made leadership development strategy for millennial leaders as per Figure 2.

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