Cohabitation with Millennials in the Workplace: a Contemporary Challenge of Leadership

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Florent Michalek - I believe that life is a fine balance of opportunities and choices. Sweden, and more broadly Scandinavia, has a well-reputed academic system all around the world and presents an interesting culture, that I did not know at all and that I was really curious to discover. Two years ago I got the opportunity to meet professor Dr. Philippe Daudi in La Rochelle, France. At the first “glance” I thought that it was such a funny idea, and probably the adjectives crazy or unrealistic better represent my state of mind at the time, when I heard about this full year master programme, only focusing about leadership.

So after one year of studies I will be a leader? Funny, isn’t it? But listening and discussing a bit longer with professor Dr. Philippe Daudi, I got the feeling that this program was supported by strong values and was realistically integrated in our social and globalized world. Thereby, with my spirit sensibly Cartesian and follower of the “I think what I see”, I chose to take this opportunity and apply for the programme, which brings us to here today.

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ABSTRACT

The spectrum of this thesis gives a specific focus on the Millennial Generation. In the post-modern society, we will give an in depth look to the mentalities of these individuals. Optimism, self-confidence, great expectations, technology savvy, are just a few of all the attributes usually associated to this generation. Through an empirical approach, we will verify if those characteristics are really representative of the Millennials identity. Furthermore, assuming the reality of a global shift of mentalities in nowadays society, we will explore in what extent the differences of mentalities actually impact the interactions between generations. Thereby, in a context of generational cohabitation, we will give a look at the influence of mentalities on leadership challenges, in the professional body. In the end, is the generational gap a reality or simply the result of the normal evolution of a changing society? Probably, Millennials are not as bad as some could think for the future of the organizations and globally for the future of the world. However, they can’t take place into leading roles without succeeding to manage the mentalities differences and without the support of the other generations.

The study explores, discovers and questions many of the information sources currently available, as these texts and studies mainly deal with “how to’s”. how to manage millennials in the workplace, how to deal with the generational gap, all these seemed to have a detachment to the central concept of leadership and generational cohabitation, and this study acts as a direct response to create interpretations that link these two elements together.

Key Words: Generation, Millennials, Mentalities, Cohabitation, Leadership
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GLOSSARY OF TERMINOLOGY

Crucibles – A metaphorical container that incubates the leadership development of an individual (See Figure 1.)

Experiences – An event or occurrence that leaves an impression on an individual.

Formal Education – Learning derived from recognised government institutions.

Generation Y – Interchangeable term for Millennials (See Millennials)

Millennials – Individuals born between the early 1980’s and early 2000’s

Parental Education – Learning derived from parents or guardians during the development of an individual in earlier years of life

Social Media – avenues of communication that is predominantly online, this includes examples like twitter, pintrest, instagram and facebook

Tertiary Education – Third level of education, often related to the acquiring of a bachelors degree or worldwide equivalent.

Vocational Training – Professional training related to a specific set of skills in an industry that often occurs during the high school periods.

ABBREVIATIONS

CEO – Chief Executive Officer

Yers – Generation Y also known as the Millennial Generation

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1. INTRODUCTION

1.1 RESEARCH CONTEXT

It is nothing more or less apparent that the current society of today comprises of a multitude of elements that did not exist in the previous times. These elements shape social differences, mentalities, values and work systems, this recurring concept of evolution, being constantly studied and constantly changing. It is not about the concept of old and new, rather it is about the concept of social in the current and daily.

Bennis and Thomas (2007) depict in their work the impact of the era on individuals. The era is a specific period of time, described following certain events which impact, influence, as well as highlight the mentalities of individuals living during this epoch. Maffesoli (1985) talks about the current era as a time of “mutation and confusion”, where the social life of our society is ordered by a multiplicity of aspects. None of those can be looked at under a single scope, the range going from issues like education, geo-politics, technological development, economy, and the list is non-exhaustive. Moreover, besides these recurrent issues, the light is shed on the importance of sociality. The sociality, like a “communalised empathy” (Maffesoli, 1985), enables us to understand the complex reality of the daily life and its panoply of new values.

The entanglement of mentalities, of realities, does not allow us to objectively explain anymore, time is to comprehend (Maffesoli, 1985). While numerous people still talk about modernity, Maffesoli (1993) makes us reflect about post modernity. He shares with us along his works an observation of the society, as it appears to be now, painting for us the colours of a living sociality, a colour palette changing over time. In its deep signification the term of individual does not match the people of the post-modern society such as depicted by Maffesoli (1988), where each individual turns to be a persona. A persona is this fragile identity with different roles within “tribes” (Maffesoli, 1988) where it is interacting.

The notion of tribes, can be related to the notion of generation, which somehow what Maffesoli (1988) nicely illustrates as a constellation, growing, living and extinguishing, to finally give life to other elements. Following this
image of a constellation, the sketch to keep in mind is a conglomerate of elements, few or many, linked by a specific synergy. On the more concrete example of a tribe, which will be specifically related as a generation in this paper, it is a cohort of people, living in a same period of time and sharing sets of elements, allowing people to exist as a personae and be recognised in the crowd of otherness.

Shedding the light on one of the most studied generation in nowadays society, let us turn the spot on the Millennials. Often, this generational cohort, well known under the names of generation Y or Millennials generation in most of the case, is usually described as the individuals born between the early 80’s and the early 2000’s (Rainer & Rainer, 2011). But, resonating with the concept of post-modernity, the interest we will pay to the Millennials along this paper is not about individuals of a strictly delimited time period, it is about a large tribe of *persona* experiencing similar events and before everything else, sharing sets of mentalities, giving them a social identity as whole and a resonance as oneself.

Society is a thick cloud of tribes and a combination of bigger tribes, that are to be understand here as generations. What differentiate the generations are mainly the differences of mentalities, more than the age gap. Thenceforth, taking time on the relation between society and temporality (Maffesoni, 1993), we are entitled to ask ourselves what makes people living in the same time period, different. Well, probably there are some early responses to find in the development of being.

Self-development and construction of social identity are ongoing processes, and are especially significant during the first parts of life, going through childhood, teenagehood and adulthood. Along the way, a person gets through quantity of experiences, greatly influenced by the numerous institutions of the world such as education, politics, religion, etc. This is actually a clear and partial reflection of the “Leadership Development Model” of Bennis and Thomas (2007), where self-development is the social experience of an individual carrying personal characteristics, and growing up under the influence of a specific era.
When this concept of generation and social, is reshaped to the specific context of this study, it is appropriated to look into the leadership capabilities and challenges of those people who have found themselves in situations which have not really existed before.

Highlighting the link between the concept of leadership and the large tribe of the Millennials, it is important to root this infrastructure early within this thesis to continue the resonance, relevance and relationship with the entire context of the body of the paper. Therefore before continuing further, the definitions and implications of both the terms leadership and Millennials must be explored.

Abundance of adjectives, behaviours and values are assigned to the cohort of the Millennials. They are optimistic (Gloecker, 2008), self-confident (Balda & Mora, 2011), they are influenced by technology (Roblyer, 2013), they care about the community (Austin, 2005), and that to name only a few examples. We will explore along this paper what are the mentalities that the Millennials really hold, or are recognized to hold, or at least seem to hold. A quantity of works have already been ran about the Millennials generation, however we noticed that a lot of these works have been conducted by people from another generation, holding different mentalities, which we assume can affect the objectivity of their conclusions. Therefore, we will observe and try to transcript with the highest objectivity possible, the mentalities of the Millennials, it goes without saying that the influence of our personal judgement as researcher will be minimized as much as it is necessary.

Mentalities, which is in our sense a more complex but less restrictive concept than characteristics, will be the starting point of our quest to capture the essence of the Millennials generation and the impact of these mentalities on their leadership roles.

The definition of leadership, can not be ignored as difficult and on certain levels complicated, there are a number of different view points in which that exist try and define leadership, and due to this knowledge leadership in this work will be referred to as a concept in its fundamentals. The umbrella of leadership here looks at the capability of somebody to lead, where initiative acts as one of the most predominant characteristics. It can be understood that
leadership in every possible context, holds a substantial amount of importance, as where there is a need for direction there is a need for leadership, this is even present in cases where those who are in need of direction are unaware especially in a team setting (Kolsser et al 2001). Leadership applies direction, and direction is a basis for progression.

The publication ‘Leading for a lifetime’ (Bennis & Thomas 2007) is used constantly throughout the course of this research and begins with a significant appearance here. From the very basic understanding of leadership in the publication of a new model of leadership presents elements that describe certain factors in leadership. Figure 1. acts as an explanation to the model and how it is applicable to Millennials. This model indicates that there are no specific age restrictions in the act of recognizing an individual as a leader, but external factors such as the mentalities and the era, in understanding this model, it preludes to the need of identifying a type of individual whose era has had influence on the leadership and development of themselves. Enter, Millennials.

![Figure 1. Leadership Development Model and Leadership Development Model for Millennials](image)

It is significant to understand their motivations to reflect on the impact of leadership and motivational patterns as important in the role of leadership, especially for Millennials. It could, perhaps be understood that this could be the core in the push for becoming the next set of history makers, the next set of leaders who will discover, design, invent or achieve. It is often a characteristic of every Millennial, as some stage to have a dire want to succeed in an area of interest (Irwin & Ross 2004), this then preludes to why the role of leadership is important.

This is a reflection of the importance of leadership as a catalyst for change, and leaders to give direction (Smircich & Morgan, 1982) towards a future of
positivity. Whether this positivity is in the form of success, happiness, satisfaction or all three. Millennials regardless of era, are the next generations’ leaders and it is in this, that significance is given into exploring the role of leadership.

Reopening the larger frame that is society, keeping in mind the focus on the specific cohort of the Millennials, what is interesting is the place of the Millennials within the global society. As we exposed earlier the concept of tribe (Maffesoli, 1988), the Millennials generation is a big tribe, among many little tribes, but there are also other big tribes, such as generation X and generation baby boomers for the most well-known in our contemporary society. As we said earlier, generations in this paper will be studied mainly regarding to mentalities, rather than a matter of age. Consequently, the main reason why different big tribes are well identified is actually their difference of mentalities. However, these different cohorts, holding different mentalities, are sharing the same social space, this is what we will highlight under the concept of cohabitation.

Cohabitation takes place in a multitude of contexts within the daily life. We will choose here to link the concept of generational cohabitation with the concept of leadership, and approach it in the specific context of the workplace. Cohabitation between Millennials and other cohorts is observable through a crowd of lenses, however the professional bodies appear to be the adequate environment in order to strongly highlight the issues of generational cohabitation and the leadership challenges generated.
1.2 RESEARCH QUESTION

“The young generation is neither more nor less free or amoral than the generations that preceded. But, this one neglects, it, draw the curtains.”
Edwige Feuillère (1976)

Quoting here the words of a famous French actress, also writer, these words are four decades old and were already dealing with the concept of generation and generational cohabitation. The “young generation” of Edwige Feuillère could represent in the post-modern society the Millennials generation, when “the other generations” would relate to the generations X, baby boomers, and potentially others. When talking about different generations, despite the priority in this paper given to study generational cohorts through their mentalities, it is hard to detach the concept of generation to the notion of age. Thereby, even if we will not, in this paper, focus on a strict age range to qualify the Millennials generation, it is insinuated that the members of this cohort are what we could vaguely call the youth. Closing this parenthesis, the fascinating point highlighted by Edwige Feuillère with those words is the questioning about the reality concerning the extent of differences between generations. Indeed, the second part of the quote evocates how the behaviours of the “young generation” diverges from the conventional way that is related to the other generations. Nevertheless, the initial idea that emits the possibility that difference between generations could be substantially not as important as many could think, is a crucial point to meditate.

Thereby, assimilating today’s Millennials generation to the “young generation” of Edwige Feuillère (1976), we can ask ourselves in which extent Millennials are really different from other generations? Are they really unusually different than any other generations, or are they just evolving with time era? Because, looking a little at most of information available about the Millennials it really seems that this generation is a sort of new type of people, completely different from what has been there before and that it is going to be a hard time cohabitating with them.

Well, certainly Millennials have something different in comparison to previous generational cohorts. Nonetheless, they grew up educated by older
generations, they interacted all their life with people from other generational groups. Then, now that Millennials have grown up in the society (Tulgan, 2011), they are taking over leadership roles, and especially in professional bodies where other generations have walked the place before them and are still around, with a lot to give, transmit, exchange, and maybe still learn. Then, is the generational gap going to be too big to be topped?

Along this paper, we will explore such questionings, in one hand by reviewing quantity of information available and on the other hand by observing what we can see in companies. Thereby, the big question overcoming our research will be the following:

**To what extent, cohabitation with Millennials is a contemporary challenge of leadership?**

Such a research question, will take us to explore complex, probably sometimes controversial, but holistic concepts like society, generation, cohabitation, and also leadership.

### 1.3 PURPOSE

The purpose of this research is motivated by a specific interest for the social, as well as personal factors. It is especially interesting for us to research about a generation we feel part of, moreover now that we are reaching the end of our academic life and that we are seeking to find our place in the professional world. Although, this paper is the reflection of an entire year of leadership programme, and how, many concepts we got to learn can be applied to a bigger frame.

However, the topic of this paper, we believe, is interesting for everybody, that you feel like part of the Millennials generation, that you took a leadership programme or not. Change in the society is a daily reality, people come to life, people conclude their life, the environment evolve, mentalities as well, and everybody is concerned by these changes in the society. Thereby, reflecting about the place of the Millennials in nowadays society, their mentalities, and the way cohabitation with other generations happens, is a concern for
everybody, that is about understanding new mentalities that could seem crazy, that it is to understand the society around us or that it is about collaborating with Millennials.

Through a very actual topic, which concerns the society in its whole, we invite everybody to open their minds to this topic, and perhaps, sails along a quite philanthropic exploration of society.
2. METHODOLOGY

In this section, we will discuss the methodological approach that will be used along this paper. A specific focus will be done about the relation between the methodology research and the empirical approach, which will help us explore the possible directions to elucidate our research question: “To what extent, cohabitation with Millennials is a contemporary challenge of leadership?”

2.1 CREATION OF KNOWLEDGE

The process of creating knowledge follows different steps, enabling the writer to become a creator of knowledge through his/her research paper. In order to do so, the choice of methodology to be used represents a crucial part of the process. The importance is not really about what knowledge is used, rather it is about how is this knowledge going to be used in the effort of creation (Arbnor & Bjerke, 2009). Methodology for this thesis is presented as a reflection of the stages of illumination, direction, discovery and development of the topic, because the act of writing itself is a form of development (Bolton, 2000). Moreover, through the course of writing the elements of methodology will shift for the appropriate collection of information. Therefore, this opening section of methodology has been chosen to reflect upon how this topic held a relevant relationship with our current reality and how the research topic will be attempted and progressed. Finally, several issues, questionings and actions we have faced in the process of creation of knowledge will be presented in the following sections.
The following diagram, based on the models of Arbor and Bjerke’s ‘Methodology for creating Business Knowledge’ (2009), acts as a representation of the methodological structure of this research, highlighting its importance into portraying the topic and direction of the work.

**Figure 2. Methodological Structure for Knowledge Creation**  
*(inspired from Arbnor & Bjerke model, 2009)*

The following sections explore how these elements of methodology have been achieved so far.

### 2.2 ULTIMATE PRESUMPTIONS

Our ultimate presumptions help us somehow to perceive the reality. But as the creators of knowledge, we have to tend not to be influenced by our ultimate presumptions, what could lead us to an over subjectivity in the interpretations. The aim of this paper is to capture our own way of thinking in order to create a new or rearranged knowledge. In such an effort, creativity and imagination can be good allies to *think outside the box*.

The work of Arbnor and Bjerke (2006) has been a main inspiration in the elaboration of the methodological procedure for our own work. The methodology is the understanding of how methods are constructed (Arbnor & Bjerke 2006, p. 30). Methodology is a major step in the understanding of what the knowledge we produce is knowledge about.
As a starting point of the writing process, we had presumptions about each generation. After focusing, the most important concepts discussed in our study concern the Millennials, and then the cohabitation between their generation and the former ones. In order to approach and describe the generations, and especially the Millennials, a quantitative approach will be the most adequate, which will be then completed by a qualitative approach with the intention of better understanding the mentalities in the post modern society.

The methodology “language of thinking and acting” (Arbnor & Bjerke 2006, p.27) is related to our ultimate presumptions. The relation between these presumptions and the methodological views is also called theory of science. In order to deal at best with our study area, we will first confront our ultimate presumptions about the differences of mentalities, which will help us to determine our methodological view. Perhaps it sounds weird that the methodological view will be determined after some prior steps, but as it as been stated earlier, it is not especially about what kind of knowledge do we use, rather it is about how do we use this knowledge. Thus, hypothetically, it is not the researcher who chose which methodology he/she wants to use, but it is “the methodology that choses the researcher” depending on the way he/she is going to elaborate the research.

### 2.3 Paradigms

The paradigms, as very briefly described in figure 2, deal with the conceptions in which we, as authors and researchers, hold towards what will be explored. The paradigms are the “philosophical ideas about how reality is constructed” (Arbnor & Bjerke, 2006, p. 29) and how exactly it has influenced us in the perception of the information.

The perspectives held prior to the exploration in the foundation of Millennial and Generational Cohabitation, were mainly emanating from our personal experiences as individuals. It is important to note that these personal experiences have influence on the way we perceive information, especially knowing that the topic area has a direct relevance to us, as feeling part of the millennials’ generation. Thereby, “the way a problem appears to a creator of knowledge is intimately related to the view he is using for his reflection” (Arbnor & Bjerke, 2006, p.29).
This opportunity to reflect on the paradigms that have influenced the perception of information, opens the mention for the literature ‘Leading for a Lifetime’ (Bennis & Thomas 2007). This publication, due to the analysis and study during the course of the program has been an incredible influence on the perception of leadership, which is a main concept related to all the subsequent sections following. This publication along with our own experiences and observations, create the body in which shows influencers on the perceptions of information found.

Now that the foundation and direction has been established by the exploration of differences in mentalities it can be seen that there is an irrefutable link between, previous generation and the Millennial Generation. This shows that in exploring the characteristics of Millennial as leaders will open up another range of possibilities in which can be explored in relation to the place of millennials’ leadership within the post-modern society, how their leadership characteristics, vision and mentalities propose a challenge to achieve and narrow down the research focus, within organizational structures. This offers the first instance in which the study has consideration designed and planned.

2.4 METHODOLOGICAL VIEWS

As previously stated, the choice of methodological structure to be used is a crucial point for the entire body of the research, more than being crucial it is as well a very tricky step in the process. The type of methodological view the creator of knowledge is using for his reflection is interdependent to the way he/she approaches the research problem (Arnbor & Bjerke, 2009).

By continuing the methodological model chosen, methodological views are the next in line with the progression of research development. It is interesting for everyone to have a clear, perhaps better, understanding of the millennial generation, in order to handle potential challenges between cohorts. The aim of our thesis is to share, create the knowledge, and meaning for the readers in order to help them and us, to reflect, think and explain challenging situations of generational cohabitation. As our aim is to respond to the question ‘why’, the objective of this paper is to explain the facts, objective and subjective, that can be observed concerning the differences in mentalities. We will try to come
up with explanations and devote a part of our research to test them, that is, to come up with possible answers.

This can be done by using already exiting theories, by following established procedures, by providing strict definitions, by trying to minimize the interviewer effect, by carefully checking reliability and validity, as well as mostly applying quantitative methods (Arbnor & Bjerke, 2009). The results are judged by the criterion of accuracy, in other terms, how true is the image of reality we had compared to the reality we observe. According to what we are trying to explore, the appropriate methodological views that will be used are the following: The analytical and the systems view.

2.4.1 Analytical View

The analytical view can be defined in its simplest terms by views of creating scenarios and imagery that are interpreted to be reflective of fact. The idea of our research is to treat the reality as factice and as close as possible to the reality. This consists of “objective and subjective facts and both looked at as true” (Arbnor & Bjerke, 2009, p.81). In order to achieve a valuable explanation, we have been exploring the concepts and models from different pieces of literature, case studies and questionnaires. In this way, our purpose is to come up with models and patterns enabling us to verify our initial perception of the generational cohabitation challenges.

Mentalities of millennials will be critically analysed. As we have mentioned above, the important point is to highlight the added value of the millennials generation in the workplace, under the umbrella of leadership and generational cohabitation. The objective is to understand the reality as close as possible to what it really is, also by comparing the difference of mentalities among generations. In order to capture the essence of those mentalities, we will study the social environment and the development of individuals and generations. Ultimately, we will try to catch the truth (Arbnor & Bjerke, 2009, p.48) and critically analyzed regularities and similarities.
The initial idea is to study the reality and the context of the millennials generation in order to understand why there are differences among this specific generation and the others. This will be approached through different angles:

- Observation of the characteristics of each generation, and especially the millennial generation.
- Determination of the factors which could be source of conflict between cross-generation.
- Description of the perception of leadership, particularly from the millennial generation perspective.
- Observation of today’s organizational context.

The course of our research, under an analytical approach will follow the plan for analytical approach studies of Arbnor & Bjerke (2009, p.224).

![Analytical Methodic (Arbnor & Bjerke, 2009, p.224)](image-url)
Methodical procedures in the initial study will be based on the following consideration:

In order to obtain a background for discussing the concept of the millennial generation, we have decided to study in partial study. We will go to the generation literature. Therefore, we will focus on works written during the preceding twenty years. Moreover, several directions of definition will be searched through the research literature but our main focus will be the millennial generation.

The purpose behind the main part of partial study is formulated as follow:

- To register the observing facts between generation
- To explore the context of each generations
- To explore the current organizational context
- To observe in what extent is there a generational gap
- To observe how leadership is perceived by Millennials
- To explore what are the millennial’s significant mentalities influencing Leadership.

Those multiple directions will help us confirm or invalidate our initial assumptions.

After giving definitions of the most important terms and concepts, such as generation, millennials, cohabitation and leadership, we will look in depth at the millennials’ mentalities, which could explain the development of a generational gap.

**Planning the study:**

Studying generation is a never ending research, since the social, which generations are part of, is everywhere and constantly changing. Therefore, for practical reasons, the study will be strongly focused on Millennials. From that moment on, we will explore the challenges generated by difference of mentalities in the workplace. To stimulate an experience, we have decided to take the example of one international company, we will look only at the French branch of the company, seeking for facts.
In strict analytical view, our respondents will be independent of each other and in the same time will be representative of the whole population. The aim is to shed lights on the individual level. To do so, statistical sampling and questionnaires will be used.

**Designing methods for collecting data:**

Considering our plan of study, we have decided to collect data via questionnaires and interviews. Concerning the questionnaires, the respondents will be exclusively Millennials, while for the interviews participants will be from different generations. After analysis, these data will assist us to highlight the mentalities and motivations of the millennial cohort. Questionnaires will be anonymous and will consist of bias questions, closed questions and conditional questions. We will test the questionnaire in a pilot study, to help us finalizing the questionnaires that the respondents will have any difficulties to understand and fill out. Interviews will be done with individuals, from different generations, and without any kind of relation between them.

And following are the different steps during the process of data analysis:

![Data Analysis Process](inspired by Arbnor & Bjerke, 2009)
Finally implementing these results in the context of generational cohabitation, it would not be possible to elucidate our research question with close representation of the reality in such a broad topic, since generational cohabitation happens in a multitude of context. Therefore, we will narrow down our research area to the phenomenon of cohabitation within the specific context of the workplace. In this, the analytical view and the systems view, as an explaining model, can be combined here.

### 2.4.2 Systems View

In the systems view, the components of our field of study are interacting with each other as a system, whereas in the analytical view, components of the system were viewed as independent from each other. The systems view tends to be more qualitatively oriented than the analytical view. This view contains undeniably similar characteristics as the analytical view, in terms of acquiring data to create interpretations. The slight underlying difference is the way in which the facts or data collection interact in a systemic way (Arbnor & Bjerke, 2009). The systems view can be applied into the following proposed data collection, such as case studies and interviews, which will be used to reflect the information and data gathered, in the context where the subjects or environments are interacting with each other. This also provides observational information about the current happenings within the global context.

The studying plan of the systems view will follow the plan bellow (Arbnor & Bjerke, 2009, p.232).

- Formulating potential finality relations
- Planning the continuation
- Designing methods for collecting data
- Bring understanding
- Coding and arranging data
- Controlling validity
- Reporting result

*Figure 5 - System designing Plan (Arbnor & Bjerke, 2009, p.232)*
**Methodics:**

The initial goal of our thesis is to depict and explain the intragenerational and intergenerational reality, as part of a social construction (Arnbor & Bjerke, 2009, p.60), the society. This exploration will be developed through a systemic approach where “parts are explained or understood by the characteristics of the whole.” (Arnbor & Bjerke, 2009, p.64). According to our assumptions, we, as researchers, expect to find similarities in structure and form. Therefore, the creation of the knowledge for the questions’ structural models will derive from the provision representative interpretation. That is why a “typical case” will be studied and the relation producer-product will be developed (Arnbor & Bjerke, 2009, p.66). We will use the systems theory that is based on two main characteristics of our research.

Firstly, we will observe and analyse the relation between the different generations within the workplace, which is to say the generational cohabitation in professional bodies, which constitute a system. Secondly, we will explore this system, the workplace, where we assume that common patterns exist (Arnbor & Bjerke, 2009, p.105). We will focus on the interdependence of each individual in organizations; in a word, each individual from an organization will be part of a common frame of reference, which could determine their behaviours and mentalities in the workplace. In order to complete our systems view approach, we will also use the book ‘Researching and Writing a Dissertation: for Business Students’ by Fisher (2004).

**Formulating potential finality relations:**

Generational gaps in perspectives, mentalities, and behaviours are nothing new, but they can be difficult to reconcile in the workplace. Lack of attention to generational differences will make any company less efficient; the critical management skills will involve understanding generational differences in order to strengthen work relationships between and among employees especially between Millennials and senior generations. To get this picture, it is important to determine how to maximize the performance of employees holding mentalities and employees holding different, more conventional mentalities. The aim will be to analyse in an organization what kind of differences or similarities exist between generations, a case study will be conducted to so.
Planning the continuation:

Our effort of knowledge creation will go through the description and the explanation of the reality we observe in the system. What matters is focusing on independent components that are “not accepted by the systems view” (Bjerke & Arbnor, 2009, p.175). Therefore, using the systems view, the researcher is called to look at the behaviours, the interactions, and more broadly the relations between people who are part of the system in this context (Bjerke & Arbnor, 2009, p.50). Regarding the application of two methodological views in our work, the systems view methodology will be applied via the case study, as an illustration of the challenges of generational cohabitation, under the umbrella of leadership.

Collecting data:

Figure 6 - Methods of data collection (Kumar, 2005)
Primary & Secondary Data

Primary data represent the data collected by the researchers themselves. According to the model of Kumar (2005), we will use the three main methods to collect primary data, which are: observation, interview and questionnaire. For the purpose of our research, we believe that making interviews to members of the millennials generation is the best approach for us to capture a glance of the mentalities, motivations and values of this generation, especially concerning the workplace. In the second place, we will also interview people from other generations who deal directly with the millennials, such as the people of the Human Resource department or the department managers in general. The point of these interviews will be to better understand what other generations think of the Millennials, and what kind of challenges they had to face when dealing with them in the work context.

In this case, we will use semi-structured interviews, since we are interesting in their thoughts about tricky context such as identity and mentality. The other reason for choosing semi-structured interviews lies on the fact that all of them do not have identical perception of a similar situation. Thereby, the order of questions or the questions itself will vary from one interview to another. We really wanted to offer a comfortable experience of sharing to the interviewees in order to keep a maximum of authenticity.

![Figure 7, Types of Interviews, (Kumar, 2005)](image-url)
The interviews will be registered with a microphone in order to keep the fluidity of the dialogue, which will also allow us to go deeper in the dialogue, avoid as much as we can the subjectivity that could be generated by strict interview sheets. Thus, we will afterward analyse in more details the raw data collected during the interviews. (See transcript of interviews in appendix)

Strongly supporting our research by the material we have been using in class (literature, workshops, videos, etc), we will complete the data collection with every relevant secondary data (articles, books, talks, videos, etc.), which is to say data that have been collected by somebody else than us and that are likely to bring interesting information to the topic and different concepts of the research (Millennials, post-modern era, generational cohabitation, leadership).

Through the questionnaires and interviews, we collect an important quantity of empirical data, which allow us to confront the ideas found in the secondary data (mostly literature review) to the observations we made ourselves in the very present times. This empirical tale is actually one of the main interest in our methodological approach, as it is the major source of the added value of this work. Although, we noticed through the literature review that most of the authors, studying and writing about Millennials are, in majority, from other generations (often, generation X or Boomers). Then, it is possible that a study made on the same or closely similar topic, but conducted by people from the same generation as the one studied (Millennials), could bring a different understanding of the situation, it is all a matter of frame of reference (Weick, 1995), we will discuss about this topic further in this paper.

Finally, mixing the primary and secondary data we will have gathered, we will open up the topic about the leadership roles of Millennials in the society and specifically in the workplace, in the context of generational cohabitation and influenced by the characteristics, mentalities, and challenges that we will have highlighted through the data.
Case Study

As we are trying to respond to the research question: “To what extent cohabitation with Millennials is a contemporary challenge of leadership?”

We will indirectly answer to different sub-questions of type “why”, that refers to an exploratory design and is favourable to the use of case studies as the preferred research methods. “This is because such questions deal with operational links needing to be traced over time, rather than mere frequencies or incidence” (Yin, 1994, p.4).

By conducting case studies we will try to give an illustration to the theories exposed beforehand, if relevance there is. By observing the reality of Millennials and generational cohabitation within the workplace, we will confirm or not the original image we will have captured of the situation through theory and literature.

Fisher (2004), believes that case studies are probably the most appropriate means for researchers in order to get an in-depth understanding of a certain situation. Considering the purpose of our study, the nature of our research question and the limitations that will be described below, we also believe that the case study is the best choice regarding what we are trying to look at, because the use of case study offers the possibility to deal with a full variety of evidence such as documents, artefacts, interviews, and observations, that gives us valuable materials to analyse, and complete the understanding of our research issues.

Therefore, we will conduct a multiple-case holistic design, which seems appropriate to our research. We will use one case study that will serve us in multiple experiments, finding similar results (a literal replication) or contrasting results (a theoretical replication) predicted explicitly at the outset of the investigation (Yin, 1994, p.60). The holistic approach will allow us as researcher to emphasize the importance of the whole and the interdependence of the dissociated parts in the organization.
What we want to argue is a picture of the reality of the cohabitation of different mentalities in the workplace. The case study method will there allow us “to retain the holistic and meaningful characteristics of real-life events-such as individual life cycles, small group behavior, organizational” (Yin, 1994, p. 4.), which resonates in harmony with the choice of the systems view described earlier.

In the case study, the researcher will be completely in the company, which will allow us to observe and analyse the concept of generational cohabitation from inside. The company has been chosen for its important size in number of employees, its notoriety over time, and its international openness. Thereby, one of us will take the role of a product manager at Delphi, an automotive company, and will observe directly from its through his/her own glasses the reality of generational cohabitation with Millennials and leadership challenges. By being an active participant during the case study, this will allow us through daily observation and investigation to look at:

- Individual behaviours
- Individual Motivations
- Difference of Mentalities
- Communication
- Relation between generations
- Competence
- Leadership Roles
3. EXEGIS OF THE SOCIAL

When looking at the core of “generational cohabitation of Millennials” the foundation has been identified to begin at the concept social. An exploration of the truths and conceptions of the concept of social, as a conglomerate of numerous separate entities, and when considered as a singular entity, will perhaps provide an interesting starting point into the exploration of the topic area. It is important to root this infrastructure early within this thesis to continue the resonance, relevance and relationship with the entire context of the body of the paper. Therefore before continuing further, the definition and implications of the term social must be explored.

3.1 TERMS & DEFINITIONS

The concept of social as we already introduced earlier refers to the social organization (Maffesoli, 1993). The notion of social is directly related to the notion of society and represents a complete entity in its own. It also relates substantially to the human collectivity.

This is the foundation and the starting point of our research, humans are the substance of the society, and in order to grasp the reality of the social structure around us we will approach it mostly under the concept of mentalities. What is to be understood under the notion of mentality are intellectual habits and beliefs as trait of a group of individuals. Since the number of tribes in the society is substantial (Maffesoli, 1988), it seems more adequate to push our research focusing on generations.
3.1.1 Generation

In a broad definition, the concept of generation as we will approach it in this paper relates to a rather large cohort of individuals, sharing common mentalities. Usually, people often discuss the definition of generation as the distinctive position of individuals in a family lineage (Foster, 2013). Taking for example individuals who represent a first generation of reference, then their direct descendants represent the next generation and in following the flow of this concept, the descendants of these descendants represent the next generation, and so on. This common, but unofficial definition encompasses adequately how generations are in fact cohorts of individuals identified under the importance of a time episode.

Within the field of social sciences, a generation is more specifically a categorization process where a considerable number of people are recognised as a single homogeneous entity with regard to the historical context they are living in (Burnett, 2010). This allows researchers, specialists, statisticians, and more widely every interested person, to more easily understand a specific cohort of individuals living in a same time context and sharing similar characteristics, behaviours and values.

Furthermore, Strauss and Howe (1991) describe a generation as a social construction in which individuals born during a similar time period experience and are influenced by the historical and social contexts in such a way that these experiences differentiate one generational group from another. Bennis & Thomas (2007) name this specific time period ‘Era’, and highlight how in a mostly unconscious way, this time period which people are born in, deeply influence their lives (Bennis & Thomas, 2007, p.27).

It is important to understand the entire spectrum of the notion of generation in order to fully explore the extent in which the era influences individuals and especially in this case, the Millennials.
**3.2 DEVELOPMENT OF SELF**

As we exposed the influence of the era on the individual development of self, let us give a deeper look at what actually impact the identity construction of people and specifically Millennials. From conventional models, Millennials in the current context deals with individuals born between 1980 and now 2000 (Rainer & Rainer, 2011), awareness that this provides a vast number of individuals is necessary. However, what is representative of this cohort and will be explored along this paper are especially the mentalities of the Millennials. Members of this generation have different expectations, characteristics, influences and mentalities in comparison to other generations, although there are a number of commonalities. Every single person in their older selves to current existence, has undergone some form of youth, they have all gone through the motions of adolescence and have found themselves in the society of now. In combining Millennials, leadership, and social, seeing individuals with *new mentalities* as leaders, provides the question impossible to ignore... *where is the place in which Millennials leaders fit?* This question illuminates the need to move into further research about the role of leadership for Millennials, the influences in which they are exposed to and the context in which they have the want to strive. All of these mention, are important in order to establish a strong foundation before exploring further and grounding principles of future speculations in the course of research.

**3.2.1 Role of Leadership**

In order to continue the course of this research it is necessary to be able to identify a focus in the role of leadership for Millennials. *What* are the motivations involved? *Why* is it important? To properly understand the answers to these questions it is first important to understand Millennials’s motivations for achievement.

In European Centre for the Development of Vocational Training, the context of millennials’ motivations in the workplace is explored. It shows that in most often Millennials strive to aim for things they are interested in and when in the workplace the environmental influencers affect these motivations (European Centre for the Development of Vocational Training, 1980), this idea is also
seen in motivations for Millennials achievement where transformations for the young individual were mapped due to immigration and cultural patterns (Suárez-Orozco, 1995). The power of motivation in Millennials generation needed to be explored as it is perhaps a moving characteristic of leadership, often leaders push forward in the aspects and areas in which they believe and have motivation for (Shamir et al 1993), in fact even taken out of the leadership context, the psychology of motivation, individuals who have this motivation and belief in any respective topic area, are often considered as the most successful and inspiring (Irwin & Ross, 2004).

It was significant to understand these motivations to reflect on the impact of leadership and motivational patterns as important in the role of leadership, especially for Millennials. It could, perhaps be understood that this could be the core in the push for becoming the next set of history makers, the next set of leaders who will discover, design, invent or achieve. It is often a characteristic of all youth, as some stage to have a dire want to succeed in an area of interest (Irwin & Ross, 2004), this then preludes to why the role of leadership is important.

This section is a reflection of the importance of leadership as a catalyst for change, and leaders to give direction (Smircich & Morgan, 1982) towards a future of positivity. Whether this positivity is in the form of success, happiness, satisfaction or all three. Youth regardless of era, are the next generations’ leaders and it is in this, that significance is given into exploring the role of leadership of Millennials.

### 3.2.2 Shaping the Young Leader

By understanding the importance of the role of leadership for millennials, as a motivation to create and direct for the future, it had come to light to illuminate the factors in which shape the form of a young leader. There are a great deal of factors that need to be considered when taking influences, as mentioned earlier, it can be seen that the era, and the experiences which influence the individual are elements that mould the leader. The following list complied provides a sufficient spectrum into the influencers of leadership, within the scope of millennials generation.
3.2.2.1 Learning through Example

From the very beginnings of an individuals' life, childhood, adolescence, “individuals are constantly exposed to occupational role models” (Price et al, 2011 p.144). The theory of learning through example is an incredibly important aspect to view, especially in relation to millennials and how it shapes them as leaders.

From the very fundamentals of learning it can be seen that it is the first form of learning, the observations a child makes from the persons surrounding them, from learning to walk, talk, eat and behave (Catania, 1998), learning from example is an incredibly important influence. When paralleling this to the learning of a leader, it is often in the notion of role modelling (Catania, 1998). Millennials in their young years learn from the examples in which they have seen or have been inspired by, they take it in, store it, mostly on a subconscious level and then, when called for, use and reflect in their own practice.

This shows the first foundations in which organizations may have the influence on Millennials in the direction of leadership. This implies learning from the surrounding supervisors, managers and CEO’s, to climb up the ranks in order to fit within their respective organizational context. For Millennials this learning through role modelling, is perhaps one of the biggest influences in how they are shaped as leaders, in watching and learning from those who have had experiences, Millennials, in this stage of their lives have not yet had the opportunity to experience.

3.2.2.2 Technology and Education

The role of technology and education are direct derivatives of the preceding section. Just as learning through example as a form of education, this section looks at how technology combines with education systems of millennials, especially in their young years, shape the way in which they are to become future leaders.
When looking into how these two elements influence the way Millennials are shaped into leaders it is impossible to ignore the substantial influence of technology. Technology has enabled information to become so readily available, that teaching styles have been adapted to incorporate this new mode into old methods of teaching (Roblyer, 2013). The role of technology masses across the how millennials in this current society have developed, especially with regards to education. Technology now has become such a rapidly functioning form of communication that did not exist to this extent in the decades preceding today’s millennials (years prior to the 1990’s) and with this has come the notion of complacency (Chronicle of Higher Education, 2012).

Computers, tablets, laptops and readers, just to name a few, have replaced the common book, complacency has grown more than ever with the reduction of tactile feed back. It has been explored that memory and learning are enhanced by the movement and tactile feedback of a pen writing on paper, something in which technology, in its own extent, has removed (Gordon et al, 2001). This knowledge, known very vaguely to many, instils a seed of doubt to the future employees of the millennials, these youth still undergoing the process of their first stage of formal education, for an significant part of them. It can be seen already that the role of technology and education may have already impacted their respective future career progression. This complacency may also extend to their capacity to be a leader, in already knowing the reduction of physical feedback from writing impacts the level of learning, where then does technology create more educational downfalls?

As it could be understood formal education is perhaps one of the most substantial platforms in which millennials draw their experiences to define their leadership direction, the influence of technology is important to identify.

Education is also a form of development, when combined with technology, the development is up to the information being passed every second from one side of the world to another. The rapid pace, of this transfer is the society in which millennials have been so readily growing up within. Arguably the rapid development of technology has yet not seen boundaries where things like instructional design technology need to be considered to keep the balance in order. Within Instruction design technology, are guidelines put into place so
that the development of children is not impaired by the incorporation of technology into learning modes and items (Allen et al, 2012). With the arguable over use of social media, facebook and twitter to name a few, the development of millennials could be found within these means of technology. These then may become the greatest set of experiences young individuals such as Millennials have to draw upon, which implies an effect into the potential leadership styles they will portray in the future.

3.2.2.3 Multiculturalism and Culture

Much like the change in society for the readily available nature of information, the setting of society has also changed. An increase in multiculturalism for example in countries like Australia where their culture is simply multiculturalism (Levey, 2008), has provided a platform in which to influence a great deal of experiences within today’s millennials. By exposure to the thought processes and other cultures separate to their own, awareness and perhaps open-mindedness could develop within the millennials. In mentioning awareness and open-mindedness it is also difficult to ignore the opposing result, there may be millennials who oppose the idea of multiculturalism and then in turn becomes individual factor that in turn changes the individual.

These changes and exposure to other cultures have also an impact on the culture of the individual, whether through an increase in patriotism, or again the opposing result of detachment to culture, the youth of today are exposed to greater levels of multiculturalism than ever before, this is potentially due to the increase in global travel patterns and the increase in accessibility to the worlds global destinations (Papatheodorou et al, 2008).

With the influence of culture and multiculturalism to the millennials, it is important to create the connection that links this influence to how a leader is shaped. This begins with simply understanding that culture has an incredible significance to the identity of the individual (Austin, 2005). The values in which most identities are formulated are derived from the culture and society in which an individual is present in, much like the section 3.2.2.1 learning through example, culture provides a foundation for experiences. Mentalities
and values, which will be explored in a later section, could also be considered as a shaper of identity and from culture it can be speculated that the interaction and communication with people could be a further development resulting from culture.

The identity of the millennial individual can be considered perhaps as one of the core elements of influencing the style of leadership in which they chose to portray, thus the reason in which multiculturalism and culture have been explored as influencers of shaping a young leader.

### 3.3 Shift in the Global Setting

A shift in the global setting is potentially the reasoning for the increase in multiculturalism within the world, in looking at the global economic patterns and the steady increase of global accessibility, the setting of the world has indeed shifted (Dicken, 2011). This shift has implied a series of factors for millennials, especially in the way they may adapt their leadership to the context of the world.

Historically, it could be perceived that prior to the shift in the worlds’ globalization, youth developed their careers and aspirations to the local areas surrounding them, whether it be the states within their country of residence of the countries in close proximity surrounding. Although now, with the expansion of companies within sectors of the world which are not local (Dicken, 2011), millennials have been forced to adapt and acknowledge that global movement is no longer rarity, but in some cases a necessity to continue a competitive edge in a career path or in the case of this research, leadership.

Due to the global setting of the current society, it can be perceived that a young leader has the need to be extremely adaptable, in terms of global location and thinking, in comparison to young leaders of preceding eras. This element is surely a driving factor in the shaping of a young leader.
3.3.1 Displacement of Millennials

The displacement of millennials here is elaborated upon the stream of a case study observation of millennials in general terms or world perception. As a result of the shift in global setting, impact of technology and education styles, there are likely doubts arising in the competency and strength for leadership of the millennials. It is perhaps in these doubts that a displacement may occur for them. For example, It could be understood that the older generations experiences define their perceptions, now in putting the level of technology and globalisation in to the picture, something older generations have not been exposed to at the levels of current existence, could seed an uncertainty. With uncertainty, comes doubt, where the youth of this era of rapid information sharing are in direct line of the doubt in which is present. This is a heavy implication for the feeling of millennials’ displacement, something that may affect the motivation or identity of a potential young leader to continue on their respective paths.

The feeling of displacement of millennials, especially in the workplace of today, is seemingly a more and more apparent occurrence. With the growth of global developments, “tertiary students worldwide pursue opportunities in formal education outside their own countries” (Price et al, 2011, p.51) this is also a reflection of their student work patterns.

Let us take the example of Australia. This is relevant as Australian Laws enable international students a right to work (Australian Government Department of Immigration and Citizenship, 2010), where the levels of work distributions may be impacted due to the high rate of non-national millennials working. This displaces millennials of Australia and New Zealand competing with on the job market with other millennials who are used to a lower cost of life requirement and the comparatively higher paying rate. This is an incredibly interesting experience uncovered to be able to influence the perception of millennials to be able to compete and succeed in an environment similar to this, despite the displacement in which they may feel. This displacement in turn is therefore an element in which shapes the future of a young leader.
3.3.2 Organizations and Millennials Employees

It can be seen from the above sections that the influencers that shape the young leader is prominently in the work or organizational field. In taking into account the presence of millennials’ displacement in the workforce it was necessary to explore what organizational structures were put into place to avoid the doubt of millennials to transform into a lack of quality output of work.

This section takes an example of vocational training in Australia, as its global setting comprises of millennials individuals of different cultures and a global mindset where “managers are required to develop collaborative workplace cultures to take increased responsibility for the development of individual employees as well as the organization as whole” (Searle & Kelly, 2002, p.4). The case describes the organisations need for adaptability, through the change in the nature of work and workplace learning. Where these changes could potentially be a direct influence of the prominence of technology in current society.

Other companies in their respective organizational structures have designed training schemes, which go through tertiary institutions such as universities, where it becomes a requirement for millennials to undergo this experience prior to acquiring the certificate of formal tertiary education. These structures have been put into place by the organization to keep a consistency within the quality of work and output the company as built to sustain, these are often referred to as organizational goals (Bedeian & Zammuto, 1991)

All these are important to view as the pathways of joining an organization are far differing to the pathways of previous eras or older generations. It is interesting to explore the how organizations deal with the displacement of millennials in the current society, the stigmas and doubts about their capacities and capabilities and how millennials have been allowed to join companies in a different societal setting. It is also significant to note that this type of experience, influenced by the era, may have a direct influence on the leadership development of a millennials, especially when evaluated through figure 1.
3.3.3 From Individual to Persona

At the level of the individual, Maffesoli (1993) gives an interesting illustration of the social shift. Shedding the light on the change from modern society to post-modern society, Maffesoli depicts the relation between individuals and the social structure. In the modern society, people were part of a “contractual” relation, while in the post-modern society, which describes here the millennials’ era, the emphasize is on the “affective” (Maffesoli, 1993). The notion of contractual that refers to the old mentalities illustrates the idea of uni-functional individuals who are part of one specific sphere of interaction and do what is do be done. While the notion of affective that represents more the mentalities of the millennials is the idea of multi-functional people, interacting in different spheres and who are driven by their affective asset. It is not the perception of an individual anymore as an unidentified part of the system, but it is more like a free mind, which holds different functions in different contexts, a persona.

Figure 8 – Social Change: from modernity to post-modernity
(F. Michalek, 2013)
The social change from *individual* to *persona*, is somehow like the idea of a penguin who’s function is strictly determined in the social construction, it lives on the pack ice, goes fishing and takes care of the egg. But, in a social context where the global warming effect would push this penguin to live new experiences, probably this penguin would start to act differently, breaking down the usual patterns and involve itself in variety of activities. Enter, Millenials.

*Figure 9. Illustration of the Social Change: Modern to Post-Modern*

*(F. Michalek, 2013)*
4. MILLENNIALS

In this section, we will portray with more colors and precision the multiple faces of the Millennials. Specifically, an effort will be made in the depiction of their values, their mentalities, while interdependence with the era is to be greatly considered.

It can be seen from the exploration of the core foundation of this topic (section 2) that the Millennials generation is probably the most representative, in term of mentalities, of the post-modern society. Thus, when talking about the Millennials it is necessary to be more precise about the fundamental characteristics of the people representing this cohort.

When observing Millennials under the scope of leadership, it seems legitimate to understand where these people who are called leaders come from, what they have been through and what makes them “leaders” more than others, especially with relation to section 3.3.2 of how organizations deal with the presence of different mentalities in their companies.

Before continuing further it is imperative to define these Millennials. The so-called Millennials are commonly identified as the individuals born between the early 80’s and the early 2000’s (Rainer & Rainer, 2011), but let us keep in mind that the strict definition of an age range is not the main concern of along this paper. Millennials are also known as the Generation Y, following the cohort of Generation X. The name of Millennials has been democratized through the writings of Strauss and Howe (1991). Concerning the denomination of “Generation Y”, it was, of course, a logical name choice, for the generation following the “Generation X”. However, the origin of this designation also finds explanations in the fact of describing a generation perpetually asking “Why?” (Y). Millennials are depicted as individuals constantly questioning themselves about the world they are living in and as individuals breaking down established ideas about the modern society and its future (Howe, 2010).
The Millennials fully represent the unlimited possibilities and the eager of the new millennium and since the beginning of the 2000’s, they have been arriving in masses within the workplace, representing, solely for the United States, between 80 and 90 millions people (Howe, 2010). This indicates an incredibly large group of individuals that are potentially more numerous than those of older generations. Neil Howe, in the first chapter of ‘Millenials in the workplace’ attributes this large number to the birthing peaks during the 80’s and the 90’s (Howe, 2010). Indeed these numbers are based on the acceptance that Millennials are especially the people born between 1980 and 2000, this acceptance not being our assumption along this research paper. However, what is significant and which makes this kind of information valuable is the understanding of how big is this cohort.

One of the interesting topics of discussion of this generation is that its members seem to carry values, ambitions, and mentalities different to any of the previous generations, something that will be elaborated upon in a further section. The following explores in more depth the specific cohort of the Millennials, through its relation to the society and its mentalities.
4.1 THE REALITY OF MILLENNIALS

The reality of Millennials, is, whether the members of society agree or disagree, are the next generation which may carry the roles of significant future leaders. Millennials represent a large and uniform cohort, which shares set of characteristics, values and beliefs (Balda & Mora, 2011). It is an important step to explore these characteristics and values in order to be able to properly understand the Millennials as persona and as potential leaders. As in section 1.0 figure 1, it can be seen that the individual factors comprise of these types of characteristics and values, which then in turn influence the leadership development of the individual. And so the exploration of these is essential to be able to create a foundation to base the behaviors of Millennials within current society and how they undergo through their respective motions of leadership development.

4.1.1 Characteristics

A characteristic is defined as a “distinguishing quality, attribute or trait” (Collins, 2009). From, the large quantity of information available about Millennials (or Generation Y), following will be presented the main characteristics attributed to this cohort, to the cohort of the Millennials. They are presented through characteristics that distinguish them from former generations. First, they have been considered as optimistic (Gloecker, 2008). Despite the actual rather morose atmosphere in many countries of the world, cause of financial crisis, conflicts and other similarly sullen situations, it seems that Millennials keep a positive vision on the future. This tendency to be optimistic is explained by Cole et al (2002) as a consequence of the important attention the kids of this generation received from their parents, showing that the educational influences of learning from example (Section 3.2.2.1) has provided an input of influence of the characteristics of the potential leader, especially now in relation to Millennials.

Another consequence of this intense attention they received, is that the Millennials seem to hold a lot of self-confidence (Balda & Mora, 2011). Sometimes described as narcissistic, it seems apparent and seeding within this cohort that there is a strong self-confident belief. Although this trait
belongs to the individual identity, it also impacts the behaviour of Millennials within a context of cohabitation, as well as it affects the image of the entire generation in the workplace as each member is a reflection of the whole in the eye of others. If this generation has been the most prominently studied one, it is probably because many people have described the differences of this generation compared to the previous ones, as substantial enough to warrant exploration. The fact that Millennials are highly self-confident may actually explain the detachment from old mentalities and their trends to have a different view of the world.

Nevertheless, Millennials do not expect to attain this idyllic future without any efforts, it appears that they believe they can make this future, but they are ready to work hard for it. This is an interesting viewpoint, as discussion about generational concepts is not a new topic, it is not unusual to hear the older generations describing the younger ones as lazier. However, it seems, concerning the Millennials generation that they are eager to work (Gloecker, 2008). These characteristics are what Millennials are perceived to hold. But is missing an incredibly large factor in what influences the individual character of a Millennial. Technology.

### 4.1.1.1 Technology influencing characteristics

Arguably, the Millennials’ incredible use of information technology is one of the greatest influencers of the characteristic of these individuals. This is a direct reflection of the influence of technology explored in section 3.2.2.1, and a deeper and further elaboration. It is present in daily life, as well as education (Roblyer, 2013). For fact, technology, in all its forms, is part of the daily life of the Millennials and current society. This can be seen through the observation of the use of technology today, for example, the mobile phone. Mobile phones rarely leave pockets, work is often on computers and reading done on e-readers, and tablets have replaced the common writing books. Although the matter is not the use of these technologies, but the implications and impact to the global social life, devices such as the mobile phone have evolved to change the habits of individuals (Wang, 2013).
Information technologies are nowadays the support for many activities, including educational systems (Chronicle of Higher Education, 2012). However, despite all the opportunities that these technologies offer to its users, it must be keep in mind that originally, every fundamental idea that accompanied the birth of these technologies were carrying a specific purpose. Nowadays, it is much more complex to really define the basic purpose and especially the limits of such technology like Internet and computers. Under a social approach, Millennials mainly use technology in order to communicate, to work and more generally to inform themselves (Patel, 2012).

This cohort of young people communicates via technology through many tools such as e-mail, forums and social websites. It is undeniable that this kind of communication channels enables people, and especially Millennials who have been identified as predominant user, to communicate under very short delays, almost instantaneously. Perhaps, it goes much farther than only faster communication as every kind of information is shared through these vectors, trivial, professional and also personal.

Even if the Millennials generation is a major user of information technology, they are not the ones who created the fundamental concept, and here is an identified risk. For example, Internet could be perceived as intended for such limitless use and nobody is able to say nowadays where limitations stop with the power of this tool. The Millennials concretely have a numeric and virtual life, closely interweaved with their tangible life, where the line between both fades substantially within social development.

Information technologies are present nowadays in almost every single workplace. The Millennials have been using these technologies since they were children, teenagers, through school and education (Allen et al 2012). The use of technology is found at home, at school and with that observational progression, now obviously in the workplace too. All these tools, smartphones, laptops, numeric tablets, offer many opportunities to the users. They can easily find unlimited sources of information, the possibility to work, correct, re-do things until a satisfaction is reached and that without wasting paper, ink or even using an eraser. However, despite all the benefits it brings, this over-use of technology comes to impact the way people solve problems, it changes the way people fundamentally interact with each other. These are
incredible elements that impact the competency of the individual, as well as the characteristics in which they hold.

Sharing information has a very powerful role in life, and the way technology enables people like the Millennials to have an almost unlimited access to information, significantly influence the whole social structure. They have the capability to find almost any piece of information on demand, regardless of geographical location and they are able to share it just as instantaneously. Millennials are an “ultra-connected” generation in a “wired world” (Bennis & Thomas, 2007). The location of the person no longer presents an issue, the possibilities of information access enables the individual to find and share with any other peer.

The countless opportunities that information technologies bring into each sphere of Millennials’ existence is not without any consequences. Growing up and being shaped by technology implies identities evolving with this borderless environment. Furthermore, this process where borders tend to disappear within the social environment does not only imply to the digital world. The result of this information sharing at a rapid pace, Millennials are moving around the world much more than the former generations (section 3.2.2.3.). An example of this intense mobility is that 85% of Millennials associate the concept of “travel” with the word “airplane” concerning the form of transportation (Generalao, 2013). This number is completely representative of the movement of Millennials around the world.

These individuals are very curious of discovering other countries, cultures, languages, and it is not only for holidays. A lot of Millennials go abroad for their studies, internships and also work experiences. Thus, they are even ready to live in another country if it feels better to them settling their life there. They often have an international social network and their vision and experience of the world greatly embody the concept of multiculturalism.

All due to the great impact of technology to the global setting, it can perhaps be said that in the change that technology has created for the Millennials generation is far greater than ever anticipated, and has in turn influenced the way in which Millennials characteristics are shaped.
4.1.2 Values (Enter Mentalities.)

Values in this section reflect the concept of mentalities exposed in section 3. The word values will be kept because more used in a majority of conducted works about the Millennials generation. These values are a description of other factors of Millennials’ life in which influence the characteristics they hold, including expectations, idealism and environmental awareness, to name just a few. It is important to identify the difference between values and characteristics. Despite their intrinsic influence shaping Millennials, characteristics imply individualist behaviours and values are what have been grown and developed from the environments surrounding.

Although members of the Millennials generation appear to have “outsized expectations” (Martin & Schmidt, 2010), they are not a new generation, born with completely new set values that only themselves could understand. The generation of the Millennials has developed values, and continue to develop them, while maturing and currently experiencing life. Thus, this two-way relationship between Millennials and the ultra-fast, ultra-connected environment, actually provide reasoning as to why they have such expectations for themselves and for their lives.

Certainly, there is no perfect world that could satisfy the mentalities of every single individual in the same time, and it goes without forgetting that the notion of perfection is already tricky enough in itself. Actually, Millennials are described, perhaps wrongly sometimes to be dreaming of a perfect world. But, such an affirmation is not completely true. They are not irrationally living in a world of utopia. The beliefs and values of this generation simply and sincerely imply the possibility of a better world. Millennials expect to have a fulfilling professional life, as well as an intense and passionate private life. It can be seen that the willingness to work on projects bringing something positive to the person is prominent in the Millennials’ generation, “whether that’s building solar panels, running a food bank, or making microfinance loans in Africa” (Gloeckler, 2008, p.48). The millennials generation has the reputation to desire a rather high living comfort, whilst wanting to have time to spend on their personal passions and with their peers. Ultimately, this kind of thinking actually makes sense for a generation evolving in an “era of possibilities” (Bennis & Thomas, 2007).
Despite the slightly pejorative connotation that carries the idea of big expectations, Millennials are in fact not especially individualistic (Austin, 2005), contrarily to what people could be afraid of in a very capitalistic world. Quite the opposite, the generation Y is rather future oriented. The opportunities they have being “wired” (Bennis & Thomas, 2007) with each other all around the world and this possibility they have to better understand each other through sharing, weld the members of this cohort together. They carry a strong and positive idealism for the future (Gloecker, 2008).

Through the easy access to masses of information, Millennials are aware about the numerous big challenges of the world, and have real care about the issues found. World issues as the problems of environment, of poverty, of tolerance, and many others, are already been discussed around the world and by former generations. However, the effort to solve these problems stays carried on by only a minority of people. For example, world issues are being discussed by the highest authorities, that to say the political spheres, and behind the beautiful talk of a world union, many national politic strategies hide an important conservatism. This could be a reflection of values in which culture hold for the individual.

It is important to know the role of culture and values in individual social identity construction, especially within the context of leadership development, which is closely related to the evolution of Millennials in nowadays society. For example, the deep caring for the community could be seeded in the culture of the individual (Austin, 2005). This can be paralleled to the passion of the Millennials’ generation not to want to point a finger to the issues but actively bring solutions, solutions that would be good for the world population and solutions that would be good on the long run. What makes Millennials believe that they can do better than their predecessors about finding sustainable solutions is perceived as their position and duty to the world (Wells, 2013).

The appeal of Millennials for sustainability shows that their willingness of making a better world is not inscribed in a selfish thinking but also includes the intention to change the world for the good of all, future generations included, which shows their future oriented way of thinking. Obviously, it would be a mistake to say that every single individuals of the cohort behaves
in a way that every single action he/she does is good for the community and cautious of the future. However, Millennials, despite the great diversities within the cohort, hold a multitude of strong values and they are not afraid to affirm these values.

In its own potential, it is important to see there a kind of *authenticity*. The way Millennials try to live their existence seems to be greatly in harmony with their values. That explains their willingness, perhaps sometimes mistaken with *expectation*, of doing what is relevant to their beliefs. Thus, Millennials tend to be authentic, and it is primordial to understand the idea of authenticity since it has consequences in their life choices, as well as in their leadership development.

As culture is an influence, so is the multiculturalism in everyday's life, although it is important to note that national cultures are not disappearing, the real change is the slow birth of a real world identity. Millennials are still proud of where they come from, they keep holding their fundamental cultural values, however, they appear to feel, more than former generations, like real world citizens and not only citizens of a strict national cluster.

Family values are also incredibly important in the way the Millennials have shaped their individual development process, as this idealism of authenticity also impacts the position Millennials hold within their family structure. They seem to be more family focus than generations before. Their expectations for a good life balance actually cover their will to spend more time with their families (Howe, 2010). However, the vision of *family* carried by Millennials has notably differed from the widely shared vision in the previous generations. The family structure does not strictly mean anymore the sacred image of a man with a woman, giving birth to kids and educating them together. The general view about gender, male and female, has change significantly since the end of the Second War World. The cliché of a dominant gender, as well as the cliché of a dominant race is amply disappearing in the spirits of Millennials. Thus, the accepted equality of genders also changes the relationship these people have with the concepts of leadership (Ayman & Korabik, 2010).
4.1.3 Gender & Race

In a scientific approach, the existence of gender is an undeniable reality, with male and female. For centuries, the differences between both genders have been explored, and had arrived, at one stage, to discussing about a stronger sex (Cornwall et al, 2008). Although it can be perceived that the Millennials’ generation has changed a lot compared to this way of thinking. For most of the Millennials, their respective mothers had already been recognized with similar rights than men, like voting (Lanse, 2013). Thus, it is seemingly normal for Millennials to recognize on that level a female and male equality.

This notion of gender perception is applicable to a multitude of contexts, the friendship, the couple, the teamwork, as well as in leadership roles. Furthermore, on the global level, the movement of feminism continually strengthens all around the world and in turn shows the world effort to abolish gender inequality (Dziedzic, 2012). Despite its name and sometimes radical actions of certain feminist groups, the foundation of this movement is the acceptance of a world recognition of gender equality.

When reflecting on Millennials, the perceived detachment from this rather old debate about gender equalities has a significant impact on their behaviors within the social structure. The behavioral stereotypes related to one gender or the other tend to fade in the minds of the Millennials. Then, the old stereotype of the leader being a charismatic white male is strongly weakened. Females are acquiring leading roles (Delcampo et al, 2011) and are no longer expected to behave as a male leader would in order to be accepted and followed.

Perhaps, it is the opposite occurring nowadays in the way Millennials are building their leadership. It seems that the leadership styles predominant within this generation are seemingly closer to, old fashioned recognition of female behaviours and leadership styles (Bean et al, 2004), a less directive style, more cooperative and tactful.

Closely linked with the (old) discriminations about gender, is the concept of races. This concept, originally scientific, is rather complicated to define in the social context. There are no exact criteria to categorize individuals of a same
species in different races. However, many sad historical events remind us that humans have for a long time judged that the homo-sapiens species was divided into races. It is positive to note that social relation to the concept of race is changing in current society. People from different cultural and ethical backgrounds grow up together, work together, and live together. The multiculturalism within the Millennials’ generation, has lowered substantially most of the discriminatory barriers related to racism. Thus influencing the individual factors that impact upon the leadership development of a leader (Ayman & Korabik, 2010).
4.2 INFLUENCERS OF MILLENNIALS

It can be seen that the characteristics, values and gender perceptions, act as a reflection that encompasses the behaviours perceived as those of the Millennial Generation. But it is important to look at what influences these behaviours, what influences the leadership styles how do these elements, encourage, promote or discourage the leadership development of Millennials.

There are a multitude of influencers to consider, from the early aspects of the lives of Millennials, as well as the constantly present forces embedded within daily routine. The following list encompasses an adequate scope into exploring what elements influence the leadership development of Millennials.

4.2.1 Education

Education encompassed within its broad definition, implies the first step in the development of any individual, it is also considered, simultaneously as an ongoing process within a lifetime. For the progression and exploration of this section, two sources of education have been identified as significant within the lifetime of a Millennial, parental education and the academic or formal education.

Parental education is an incredibly large topic, but certain fundamental ideas need to be retained and included within this paper. In most cases, parents or guardians are the first example of authority children have in their lives. Youth spend almost all the time in their first years of life with these individuals. They learn values from them and take them as references, which is the idea of learning through example (section 3.2.2.1.). The relationship between a youth and the parental authority influences greatly the identity construction of this individual (Strang, 2010). Thus, as it has been touched earlier in section 3.2.2.1, the big intention could be explained that the embodiments and life lessons, Millennials generation received from its parents has shaped, among other characteristics, their self-confidence.
Accompanying the parental education comes, very early in the life of Millennials the academic education. These youth spend more or less the first quarter of their existence within the academic system (Appendix A). Through this system, they learn, they interact with their respective peers and they experience life within many different fields. Academic studies represent an important path in the life of Millennials. This is the stage where they start to seriously shape their identity by interacting with the social sphere (Eraut & Mc Kee, 2012). Concerning the shaping of youth as individuals of a community, the education system opens opportunities to understand the world, their peers and on another level their personal purpose of life.

It has been observed that Millennials study in average longer than the previous generations, where the average study after high school is considered at 3 years (Appendix A). When they get out of the academic system they have already a strong shaped identity and vision for the future. Thus it can be seen that shaping leadership elements start early, from the very beginnings of the academic system, all through interaction with their peers, group work and other activities Millennials are offered to get into leadership roles. Furthermore, in the post-modern society, the educative world sees a large number of programs specializing in Leadership emerging. This ascertainment does illuminate a few questions. Are these emerging programs an answer to a demand from the organizational world? Or is it an answer to the millennials’ generation ambitions? There may be no correct answer, however it is evident that shaping leaders became central mission of the academic system with regards to the millennial generation.

4.2.2 Daily Authorities

In continuing the course of influences, from parental influence and the influence of the academic system, there is a consideration for two other powerful authorities that significantly influence individuals, the political sphere and the religion.

In societies where, for most countries, the powers have been divided, the governments or to say the political institutions, and the religious authorities, stay incredibly influential. What makes these authorities influential is the
reliance on strong founded values, they state on the major world debates and they present a substantial number of followers. However, it can be seen that, perhaps, the relationship Millennials have with these authorities have changed from the previous generations. It would not be correct in generalizing that young people, especially Millennials, totally free themselves from these authorities, whereas it appears that the way they apply themselves to it, is quite different than what it was in the past (Collins-Mayo, 2010).

It can be said that people from other generations than the one of the Millennials are operating most political systems around the world and consequently, when the people at the top of the political sphere, do not have the same vision on the world than Millennials, the propensity of a gap to appear increases. It is not the purpose of this paper to judge political system of the current society, but it is a fact that Millennials seem to lose interest, for the simple reason that they do not recognize their values in the actions of the political spheres (Harries, 2010). However, it can be said that perhaps, they care about the same challenges, this is why it can be perceived that the position Millennials take on these debates, compared to the position of the political spheres, pushes them to build their identity and affirm themselves in different ways.

Similarly to politics, the religious authorities take a different place in Millennials’ life than in older generations’ life. The biggest religions are known to be strongly dogmatic and their dogma stay mainly constant over time (Harries, 2010). However, mentalities change, generations after generations. Thus, Millennials are more open-minded on several important and hot topics where religion keeps a strict and fixed standing point (Collins-Mayo, 2010).

This repositioning beside religion has noteworthy consequences in the identity shaping of Millennials. Religion fundamentally positions humans, as a part of a global view as the result of a higher power. But the thin detachment of the millennials generation toward religion changes their vision about the place of the human in the universe, the place of the individual in the society, the place of the persona in the generation (Maffesoli, 1993). Millennials probably have more concern about the relative than about the absolute. This state of mind influences the behaviors of Millennials, which can explain some misunderstandings when they come to work with other generations.
4.2.3 Generational Experience

The way to become adult can take many different paths, and the one young individuals of the millennial generation take is quite different to the one of their predecessors. Until the generation X, the concept of *adulthood* was predominantly understood as the period where young people who had finished their teenage years, finished their studies, got a stable job and started building a family (Arnett J., 2004). But since the 70’s and even more with the Millennials, the way to adulthood progressed takes more time than before.

As it has been exposed in the earlier part about the education of the Millennials (Section 4.2.1), they have taken longer time to complete or undergo studies (Appendix A). A majority of these people enter university and college immediately after graduating from high school and the educational paths they use are extremely diverse (Arnett J., 2000). Therefore, when completing the course of their academic undertakings, they are perceived as highly educated.

Then, it can be said that maybe, when the Millennials' studies have been completed, they do not especially look for a stable job in order to settle a career and create a family. Where professional experiences around the world are undertaken, a discovery of the world is undergone, and this is how the individuals of this cohort go, and will go, through many interpersonal experiences (Arnett J., 2004). This period of *experiential* has several impacts, firstly on shaping themselves and secondly on the individual organizational perspectives.

With regards to how personalities are shaped, this long time of *freedom* and of non-involvement in a serious marital life, provides an opportunity to experience numerous possibilities, to find what will make the personal happiness and to strengthen the personal values. The knowledge of self and others that may be acquired makes personalities strongly undivided, and this *whole being* will in turn eventually influence their behaviors in leadership roles, this model is based on Figure 1.
Along this winding road to adulthood, experiencing within the professional world is apparent too. These experiences can be considered numerous as Millennials show a tendency to change several times of organization during their twenties (Arnett, 2004). This is important to note as organizations have to adapt to those behaviors in order “to keep the talents” (Martin & Schmidt, 2010). Ultimately, understanding the reasons why Millennials show these kind of behaviors bring us to look back at their characteristics and mentalities, in tight link with the relation they maintain to their era.

### 4.2.4 Professional Expectations

In summary of the knowledge so far about Millennials, they are perceived as highly educated, perhaps, there is a mismatch in the original model of looking for a long-term job following formal education and the possession of high expectations (Deal et al, 2010). Organizations and professional bodies who are aware of these need to adapt, and probably some form of nuance is needed. (Espinoza et al, 2010) concerning these initial talks.

The context significantly influences the behaviors of Millennials (Deal et al, 2010) and coming to understand the high level of expectations of the Millennials means understanding the major factors influencing their behaviors and mentalities. Millennials have been raised under a cautious and benevolent attention from their parents or respective guardians. They are perceived as highly educated and spend copious amounts of time studying to get to this point. The relations maintained with the globalized world they are living in make them envisage an unlimited future of opportunities, ventured through a longer period of “emerging adulthood” (Arnett J., 2004). Therefore, the high expectations they have about their professional activities find its origin in the mix of their characteristics, their values, their mentalities, as well as the external factors influencing them.

An important quantity of opinions seem to converge in the directions that organizations need to adapt and are to adapt in a way to get the best performance and working qualities of the Millennials (Hershatter & Epstein, 2010). What is appearing there is that professional bodies also have high expectations about the Millennials they are going to recruit, and try to keep.
Professional bodies are searching for highly educated Millennials, who will be efficient as soon as they get into the company (Espinoza et al, 2010). Often, the recruiting criteria of organizations give the feeling that Millennials freshly graduating should be already rich of professional experiences and organizations are seeking for individuals with a high potential to mobility and a great capability to flexibility. But this kind of young graduates, these Millennials, are also perceived to be the ones ready to take only the best opportunity fulfilling their own needs, and try to implement the change within professional bodies, if such is the necessary choice.

Finally, the new management perspectives of the current professional bodies are dramatically influenced by the behaviors of Millennials who are now setting their place within the workplace. All whilst at the same time Millennials try to match the criteria of these same organizations in order to fit in the organizational culture, while simultaneously attempting to stay attached to their personal values.
4.3 IMPLICATIONS OF MILLENNIALS

The implications of Millennials deals directly with how all the influencers of the Millennials are direct representations of the way they execute their leadership development. How are important aspects such as the leadership vision, and non-linear leadership development arise from every exploration discussed throughout the paper to this point. The following section elaborates upon these questions to be able to bring forward insight into a stronger direction for the course of this research what leadership challenges do the Millennials face?

4.3.1 Leadership Vision

The portrait of the Millennials drawn in the previous sections through their characteristics and values, together with the paths they use growing from kids to adults, directly influence the conception Millennials have of leadership. And, despite the fact that “not all young people are aware that taking a leadership role is something they could do” (Powell & Rhyne, 2006), most of them share common opinions on what should be a leader (Dulin L., 2008).

Alongside section 4.2, the focus has been turned on the understanding of the influencers of the Millennials cohort identity. The same influencers, combined with the characteristics and values, or mentalities, of the Millennials highlighted in the section 2.1, help us understand the conception these people have of leadership.

Dulin’s work (2008) sheds the light on the potential vision of the Millennials through five facets of a leader: the competence, the interpersonal relations, the management of others, the self-management and communication. In other words, Millennials perceive a leader as being competent, socially smart, communicates well and able to guide people, whilst leading oneself. The importance is shown within these revelations about the criteria which Millennials manifest to be the most important in defining the leadership of an individual. These are actually incredibly tricky to identify, whether it is skills, talents, behaviors, values, and such complexity is a reality in the effort of defining leadership. Yes, Millennials in majority agree that a leader should be
competent, but don’t especially all have the same definition or notion of what is competence, and the reasoning is pretty similar for the other facets of leadership previously announced.

Nevertheless, thanks to Dulin’s work (2008) it is possible to procure more details about Millennials’ vision of leadership. It can be seen that the most important characteristics that a leader should have concerning the notion of competence are, the intelligence, the orientation for goals and future, the capacity to take risk and the commitment towards the job.

For the interpersonal-relation facet, a leader should be a good listener, a good conflict solver where he or she should be “approachable” and should have a positive attitude (Dulin, 2008). While managing others, Millennials expect a leader to properly manage diversity, to unit people, to mentor them and to encourage creativity (Espinoza et al, 2010). Whilst at the same time, a leader should be honest, positive, ethical and master of their emotions. And finally, while communicating a leader is expected to be confident, persuasive and passionate.

From these it seems hard being a good leader, does not it? Clearly. But, let us not forget that this is a perception representing an ideal of leadership. However, arising from this perception is a better vision of how Millennials emphasize the concept of leadership and perhaps even which leadership style they would be most inclined to adhere.

The Millennials’ perception of leadership pushes forward the trait of authenticity (Criswell, 2008), the leaders’ power of inspiration, and at the same time the good level of emotional intelligence necessary to interact with others. Furthermore, it is observable, as mentioned in section 4.1.3, that Millennials do not involve any matter of gender in the notion of leadership, meaning that the vision they have of what leadership should be does not change depending the leader is a male or a female.
4.3.2 Transferring Knowledge

When talking about leaders it seems incomplete to omit the interactions of all individuals involved. In all individuals are included, the leader(s) of course, and the other individuals are usually called the followers, who are the persons actually legitimizing the occurrence of a leadership situation (Kellerman, 2012). Within this leadership pattern the invisible link between the leader and the followers is, for a major part of it, the exchange of knowledge. When talking about exchange, the mentalities concerning this concept have changed. Previously, the idea of knowledge transfer between leaders and followers was the conception of a knowledge coming from the top (leader) and going to the bottom (followers). Differently, in the Millennials generation mentalities, the followers receive knowledge the leaders, in the same time that they share their personal knowledge with them, and that without any consideration of generational belonging.

The “old view” of knowledge transfer was usually going through a well-thought direct verbal communication from leader to followers. The leading power was then mostly seen as a figure of strong charisma, with a valuable capacity to communicate. The leaders described under this vision were real masters of rhetoric, and “rhetoric is an art” (Aristotle, 384. BC – 322 BC). As stated in the previous section, the ability of a leader to communicate holds an incredible importance in the Millennials vision of leadership. However, referring now to the section 4.1.1, with the significant place of technology in the Millennials generation, as well as the multiculturalism of their environment, reshaped the vectors and ways of communication. And in turn, these new settings influence both, the way Millennials receive the knowledge, and the way they transfer it.

Millennials learn from older generations, as the concept of learning through example has been exposed earlier. But their mentalities, such as their strong opinions on world issues, make them quite critical about their own learning process. Combined with their great assimilation of the technological world, Millennials become rather selective concerning the information that is given to them and about the information they can easily access themselves.
Thenceforward, using technology for many purposes, including rapid communication channels, and growing up aware and fully implicated in the globalized world, Millennials are sensible towards intercultural communication (Plum, 2007). They also transfer their knowledge through authentic behaviors, in accordance with their own values and by showing passion in what they do (reference to section 4.3.1). However, it should be kept in mind that the millennials generation is a cohort of individuals who are only starting to find and take their place within the workplace. They are involved in an ongoing process of learning (Bennis & Thomas, 2007), where the ways they interact with the knowledge available to them and the knowledge they participate to create, will in turn, shape them on the lifetime basis.
4.4 DIRECTION OF MILLENNIALS

In summarizing what is now known about the Millennials, what we know about their mentalities, what influences them and what are the direct implications, it seems now legitimate to give a look at which directions Millennials are taking now that they are continually maturing and climbing to leadership roles within the workplace.

In fact, what explains the intensity with the one the millennials generation has been studied, is mainly the complexity this generation shows to fit into the usual criteria of the already classified mentalities. Millennials grew up with technology and despite that it would be quite reductive to describe this generation only under this facet, it is a reality that this is an immense element of differentiation compared to the previous generations. The path Millennials have used from childhood to adulthood differs from what was known before, the relation they have with the era have shaped their mentalities and vision of the future.

The Millennials generation has changed the way people view the concept of generations. Millennials represent a large cohort of individuals, a mix of cultures and a large panel of beliefs that probably did not exist in previous generations. Thenceforward, it can be seen that Millennials do not properly fit in the old patterns, and a gap can easily appear in professional bodies where generations have to collaborate despite the strong evidence of differences in mentality. This identifies potentially one of the greatest leadership challenge in which the Millennial Generation may face.
5. LEADERSHIP CHALLENGES OF THE MILLENNIALS

Leadership challenges of the Millennial generation, as seen from the reflection and practice of methodology, has shaped the focus of this paper to explore challenges. All through the preceding sections, this research has highlighted the complexity to fit the Millennials characteristics and mentalities within the usual patterns used to describe generations which preceded them. The new mentalities and visions of Millennials have presumably generated a gap between their generation and the others, especially when it comes to interact in a same context, such as the professional body. This generational shift raises several challenges Millennials have to face in order to find their place within the organization and achieve positions in leading roles amongst the presence of generations other than their own.

5.1 INTEGRATION OF THE MILLENNIALS

The first challenge for the members of the Millennials cohort, is actually to succeed entering the workplace and correctly integrate themselves within the people already working there. Thus, before exploring further challenges, especially under the umbrella of generational cohabitation, this foundation is to be established.

Coming with a position of outsider, Millennials seem to have an important quantity effort to make in order to adapt themselves to the established rules, official and silent, as well as to match with the organizational culture surrounding them. Perhaps, the reality is more complicated and this is the predominant reason for exploring the factors influencing the Millennials’ integration, the following sections will illuminate this idea.
5.1.1 Organizational Culture

It is clear in the mind of people who have worked in a certain place or position for years that the new generation entering the workplace should learn from the older and thus be able to fit in the structure as it is already designed. This statement signifies that organizations, in the image of who shaped it, hold values that are also expected to be carried out by the employees, this is what we call organizational culture. For this explanation it is significant to note that Millennials are no exception to this rule of thumb, and while entering the professional body they are expected to match with the organizational values, and more broadly with the organizational culture.

However, organizations, as generations, are in a situation of interdependence with the global context. Which implies that organizations, which continue their activities over time, over generations, have to evolve in the same time as the era, all in the same, Millennials cannot take place in organizations without a minimum of consideration for the natural evolution of mentalities. But, as developed in the section 4.1, it was exposed that the common vision of the Millennials is that they carry around big expectations (Martin & Schmidt, 2010), especially when it comes dealing with their professional career. Therefore, corporations also need to consider adaptation (Eversole et al, 2012), for the need to efficiently incorporate the new generations, which represent the body of their potential future leaders.

Thenceforward, companies refocus their strategy knowing that human being is a valuable competitive advantage (Ashby and Miles, 2002). Moreover, if the Millennials entering the workforce present particular mentalities, it is also an indication that the client has a need for change too, and Millennials are probably perceived as competent enough to understand the new needs of the market and to adapt the organizational strategies. Within the current society, the persisting dilemma for organizations to differentiate or conform (Deephouse, 1999) strengthens the need to bring into leading roles individuals steering innovative changes (Bennis & Nanus, 2004). To do this, organizations have the need to adapt their organizational culture to the new generations and approach their management strategy with new perspectives (Hershatter & Epstein, 2010).
5.1.2 Development Programme

As elaborated upon in the previous section, the need for organizations to find the most efficient way to integrate the Millennials, in order to benefit from the skills and talent they do have, besides their big expectations (Hershatter & Epstein, 2010), has been touched upon. In order to include for the best, the millennials generation into the work teams, professional bodies have the need to work in such close proximity to the new generation in their final stages of study and pave their paths for the future.

Despite the generational differences, Millennials and professional bodies find common grounds. On the one hand, Brooks (2001) depicts the Millennials as a “meritocratic elite”, meaning that the millennials generation actually extols the real talent and intelligence, rather than any other attribute such as wealth. On the other hand, professional bodies search for the talents and to try to retain them (Martin & Schmidt, 2010). Here is a great explanation and interpretation for the growth of development program for youth in organizations, also often referred to as graduate program. It is through these kinds of programs that companies can actually lead Millennials to grow in a parallel direction to their respective corporate vision whilst simultaneously empowering them to let them express their talents.
5.1.3 Mentoring the Millennials

The need to integrate the Millennials is prominent occurrence, and in knowing this, it has to be satisfied in a timely manner. A majority of individuals of the Baby boomers generation are now leaving the workplace and going for retirement. Simultaneously Millennials are already representative of approximately one third of the workforce in the US and will represent almost half of it by the end of the decade (Brack, 2012).

It is the mission of the companies and of the individuals already inside the workforce to accompany the Millennials in taking leadership roles. Millennials grew up with a cautious attention from their parents and teachers (Brack, 2012). Therefore, when entering the organizations, they expect the same kind of caring attention, which can be seen understood within the professional body as coaching or mentoring. Millennials expect from their superiors to help them navigating their career path, they wish for their companies to enable them develop their skills, and developing leadership competencies is even one of the five top things Millennials are eager to get from professional experiences (Meister & Willyerd, 2010).
5.2 GENERATIONAL COHABITATION

Going further into the challenges engendered by the integration of the Millennials, the epicentre of concern is about the consequences of generations different in mentalities but interacting in the same professional context (Sessa et al, 2007), which is known as a generational **cohabitation**. Etymologically “cohabitation” is a Latin word deriving from *cohabitationem*, coming from the word in two particles *cohabitare*, the first particle being **co-**, meaning “with, together” and the particle *habitare* meaning “to live, dwell”, literally it means “to dwell together” (Harper, 2012). The term is also used in political sciences, where the term “cohabitation” means “the state or condition of cooperating for specific purposes without forming coalition” (Collins, 2009). This last definition illustrates well, the concept of two entities sharing different opinions but cooperating within a specific common ground. In the context, the focus is turned on the challenges that generational cohabitation brings within the professional context.

This section reflects on the generational theory of Strauss and Howe (1991) who present that events in history help categorize people into generations. Nowadays workplaces are filled with the cohabitation of several generations, the baby boomers, the generation X and the Millennials and because each of these generation present different “peer personality” (Smolla & Sutton, 2002) it may lead to each generation having a specific set of mentalities when it comes to work and organizational life.

Therefore, failure on the behalf of managers and leaders to understand and adjust appropriately to generational differences and to the demands of new generations entering the workplace can result in misunderstandings, miscommunications, and missed signals (Fyock, 1990), and can affect employee productivity, innovation, and corporate citizenship (Kupperschmidt, 2000), ultimately resulting in problems with employee retention and turnovers. Generational cohabitation has become a challenge for the everyday reality.
5.2.1 Frames of Reference

In his work about ‘sensemaking in organizations’, Weick (1995) explains the concept of frames of reference as a substantial element, together with cues, in the effort of sensemaking. Hume and Ivey (1960) gave a well-thought presentation about the concept of frame of reference. A frame of reference is an individual established mental construction based on past experiences, which greatly influences the understanding individuals will have in the present moment of experience (Weick, 1995). In other terms, meaning is created in a situation if the present cues find compatible connections with the frames of reference of the individual in the situation. This theory is then taken and applied to the Millennials’ Generation challenges.

Frames of reference actually represent a major explanation of the generational gap that is observed in nowadays companies. Because generations cohabitating do not have the same past experiences, none of them carry the same frames of reference, meaning that when facing the same situation, individuals’ reactions from people of different generations have a great chance to be divergent, because they do not give the same meaning to the same happening situation.

Therefore, it is a real challenge for young people, like Millennials, to get into leadership roles and then be able to adapt their behaviours and communication in order to give sense to the people they lead, all generations included. This is an incredibly interesting reflection on the challenge in which generational cohabitation presents to Millennials, especially in terms of leadership.
5.2.2 Discriminatory Barriers

Even prior to what was previously said about the challenge of sensemaking, Millennials face, when leading intergenerational groups of people, discriminatory barriers. These barriers are mostly relying on stereotypes, but they are real, present and consequential within the professional body.

When finding themselves in leading roles, Millennials are harshly judged about their performance because of their young age (Ferris & King, 1992). This kind of judgement falls within the category of stereotypes, although the stereotype does not solely affect the Millennials. Every young person growing into leadership roles within a company, that he/she is from the Generation Y, X or before, had or will have to face this barrier and although it is present for everyone, it can be said that the scepticism for their age is more prominent now than ever before. For a long time, leadership was considered as an innate characteristic (Doh, 2003), and very often was represented by the figure of a white man in mature age. Although mentalities have changed, the age barrier stays a reality for the Millennials when it comes to gain recognition and followership while in leadership roles.

As mentioned just before, mentalities toward leadership roles have changed substantially in the past decades. For example, as exposed in the section 4.1.3, the individuals of the millennials cohort claim gender equality, counter to some old ways of thinking (Ayman & Korabik, 2010). However, despite the fact that this kind of thoughts seems a little bit outdated, especially while looking at the Millennials mentalities, the debate about gender equality is not wholly adjourned on the global scene (Ayman & Korabik, 2010). Today more than in the past, incredible amounts of information are available about the challenges for women finding themselves in leading positions, more than for men (Mc Eldowney et al, 2009). Despite the appearance within the millennials generation that women are considered as potentially good as men in leadership roles, within a context of generational cohabitation, female Millennials could actually be more significantly affected than their male peers in their ascent to leading positions. These kind of stereotypes are most likely to be worn by individuals from older generations carrying quite different mentalities than the ones of the Millennials.
Finally another barrier likely to be an obstacle to Millennials in their leadership establishment could be the discriminations related to cultural background (Ayman & Korabik, 2010). Although it is prone to misunderstanding, the statement made here is clearly different from the concept of racism. Despite, the frequent and clumsy use of the term “racism” in current society, the reality about racial discriminations is completely different from what it was decades ago. In developed countries mostly, populations now mostly represent a big mix of individuals with different backgrounds. Nevertheless, it would be wrong to think that discriminations cause of cultural background do not exist anymore at all. Hopefully these are a minimal reality, but it still represents a potential interference between new leaders, like Millennials and older generations.

5.2.3 Evaluation of Competence

*Competence* is “the condition of being capable, the ability to do something well or effectively” (Collins, 2009). In the case of technical competences, it is rather easy to attest the ability of somebody to do something. However, when it comes to intellectual competence, it grows more complex to evaluate the competence of a person. There are two main difficulties in such a case. Firstly, since it is about an intellectual competence, criteria to determine the capability of somebody to do well are not precisely defined and secondly, the evaluation of competence is intimately dependent on the subjectivity of the evaluator. In the specific context of leadership, it is really intricate to judge of the competence of an individual.

Referring to the section 4.3.1, the Millennials’ vision of leadership, ascertainment has been done, with the support of Dulin’s work (2008) about the intricacy to define what is a competent leader. Stating a judgement about the competence of a leader is constrained by reduction lenses such as stereotypes, individual frames of reference, as well as the exact context of the situation, at the instant the judgement is made. The frames of reference (Weick, 1995), as it has been explained in the section 5.2.1, are a significant factor of subjectivity. Dependently on the personal frames of reference of someone, the perception of competence will be different of that of another.
Strengthening the effect of subjectivity, the characteristics (section 4.1.1) and values (section 4.1.2) have significant influence on the evaluation of competence, consciously or not even. And at last, but not least, comes the influencing role of the cues. After all the obstacle to objectivity that has just been exposed, the “cues” (Weick, 1995) that the evaluator is going to pick up from the context they are evaluating, are completely subjective because dependant on their own judgement, and will strongly impact their perception of competence.

Despite the hardness to estimate the competence of an individual, opinions have been given about the representative competences of the Millennials. Completing the portrait of the characteristics and values of Millennials made in section 2.1, some of their traits can actually positively argue in favour of their good capability to demonstrate leadership. Brack (2012) offers a good resume on the competence of Millennials, supporting these information extracted from the results of the questionnaire ran for this thesis (Appendix B), the most significant competence describing Millennials are as hereinafter.

As almost everybody got to hear about the “Net Generation” (Tapscott, 1998), it seems to be only a reminder implying that Millennials are tech savvy and maintain a great relation with technology. They don’t even remember learning to use it (Junco & Mastrodicasa, 2007). Arriving in the workplace smartphones and numeric tablets in hand, they are ready to effect change, relying on their ability to effectively utilize a broadly networked digital communication technologies to quickly and seamlessly accomplish a wide variety of tasks.

Resuming the section 4.2. Millennials are perceived as highly educated, and it is assumed that they have a wide range of theoretical skills to support their initiatives. Another benefit of the way Millennials have been educated is that they are use to team work, and being able to work in a collaborative way with groups of people is such a valuable competence in order to take the lead within the professional body.
Moreover, Millennials have experience about evolving in a multicultural context and developed very good skills in intercultural communication, enabling them to cooperate efficiently in the actual globalized context. Finally, they are socially responsible (Gloeckler, 2008), as well as being socially conscious (Brack, 2012), which may actually offer them here the good tools to easily integrate themselves in the social network of organizations. Having diverse social networks is mandatory to this young generation. As a result, the future workplace should inherit this nature for prospective leadership.

Despite the complexity to evaluate, and so recognize, such competence as leadership, represents a serious obstacle to the legitimization of Millennials in leading roles. However, certitude is that they have the capability to handle leadership roles, perhaps even more than former generations with other mentalities, in a changing organizational environment like nowadays.

5.3 LEGITIMIZATION & LEGITIMACY

Before continuing with the explanation of legitimization with regards to the context of leadership and millennials’ challenges, it is important to provide a definition. The conventional definition of the term, legitimization is “the act of officially allowing or approving something, especially something bad”, whereas legitimacy is “the state or quality of being authorized, sanctioned by, or in accordance with law” (Collins, 2009). Legitimization is the acquisition process to legitimacy, the two concepts are interconnected but as seen by the definition are not quite the same.

In the theory of leadership (Griffin, 2002), legitimization is the fundamental assessment to leadership roles. Legitimacy is precisely what Millennials are confronted to gain, in order to attain stable leadership positions. What is silently intended here is that, a leadership situation occurs only within the presence of a legitimate leader, supported by a followership, for who the leader is the person expected to bring directions and motivate the efficiency of the whole, especially in the case of the organizational context.
5.3.1 Sense Making / Sense Giving

With accordance to Smircich & Morgan (1982) leadership takes place in the process, whereby one or more individuals succeed in attempting to frame the concept of leadership, strongly implying here the importance of the reality of others. This sentence is a reflection of the challenge a member of the millennials’ generation faces when in a leading position, which is the necessity to create sense through making and giving unto others (Weick, 1995).

Karl Weick (1995), in his book ‘Sense making in organization’, suggests that the term means is simply “the making of sense” (p. 4). It is the process of “structuring the unknown” (Waterman, 1990, p. 41) by “placing stimuli into some kind of framework” that enables us “to comprehend, understand, explain, attribute, extrapolate, and predict” (Starbuck & Milliken, 1988, p. 51).

Within the workplace, cause of the perceived lack of experience due to the age factor, a millennial entering the workplace will potentially have a greater difficulty to gain an authoritative control through a leadership position. However, the challenge for a millennial to become a leader will lead to his/her respective ability to evoke respect, confidence, and trust in others in such a way that sense giving and sense making is portrayed to those around them, a structuring of experience in a meaningful manner that provides a foundation to mobilize actions (Weick, 1995).

When entering the professional body, the most difficult task for a millennial will reside on framing the situation, which enacts shared meaning for his/her generation but also for older generations. Indeed, the meaning can be interpreted differently from one person to another depending on the context or on the era.

The millennials’ competences will reside on his/her capacity to adapt faster in the context according to the cultural or cross-generational diversity and to use his/her previous experiences to create meaning for others (Weick, 1995). Organizations or professional bodies are attractive prospects for the Millennials as they have been perceived to encompass the ability and comfort to adapt with rapid change. In organizations, along the leadership development process and the quest legitimacy, during shifts and changes,
there is a need to develop a new framework for understanding the different stages of the strategy through envisioning, signalling, re-visioning and emerging (Gioia & Chittipedi 1991), and this is where Millennials have a significant role to play in today’s organizations. This is in fact, a way of dealing with the challenge put forward by the role of sense making.

During these shifting processes young millennials leaders must first, make sense of the surrounding environment, then they have to confine themselves in sense giving roles, in order to share a new vision with others. This also shows that the leader must reaffirm through sensemaking the new directions and limit the scope for instability, for those who are in need of guidance.

Leaders are perceived to change the perceptions of the general public or cohort to about what is “desirable”, “possible” and “necessary” (Zaleznik, 1977). Although the management of meaning matters in those positions, it has to be done correctly. As Bennis and Thomas (2007) have implied, the role of managers is described as people who do things right, in contrast to leaders who are the people who do the right thing. It is important to note this, as millennial leaders are also in the position of differentiating the weighting and importance of management compared to leadership, with regards to the level of sense making and giving present, the leadership structure is far to be only a matter of hierarchy anymore.

5.3.2 Influence of Followership

The influence of followership is directly correlated with the sense giving and sense making section previously elaborated upon. Millennials as new leaders of today have the responsibility to deal with followers and this is a real challenge in the organizational context of generational cohabitation.

The post-modern society is inclined to place leadership on a first stage. There are more and more inhabitants in this world, the global environment is changing so fast, and there is a significant need for people able to give directions. Individuals are constantly reminded of the glory and recognition of being first and the unfavourable connotations associated with second place. Taking the example of sport, society has been conditioned to think that only
the champion has worth. It is an incredibly shameful perception in which society has been developed upon but a reality nonetheless. This provides background as the misconception of leadership has been overvalued in society and in business, and followership has been placed on the background too often.

It has been explored that leaders would be non-existent without followers to support their visions and values (Hollander, 1993). Specifically, it is suggested that a “leader’s effectiveness is greatly influenced by the followers’ permission” (De Pree, 1992). Kelley (1992) claims that followers are “those individuals who are courageous and honest, and who cooperate to accomplish goals without competing for leadership or power”, while Howell and Costley (2001) define followership with reference to “an interactive role where individuals pay compliments to the leadership role”. It is perceived to have the same level of significance as the leadership role, especially when put into a performance analysis of the organization. The challenges of Millennials were explored in the case studies proposed and according to the interview with D. Zaffini, product manager at Delphi company (Appendix G) it could be seen that her previous experience of followership had a significant impact on her current role as a leader.

The challenge of followership identified for the Millennials in the organizational context, is found to be closely paralleled with the level of influence the young leader has with the potential followers. This is often shown through the way interactions are made initially and developed socially, the leadership and characteristic of the millennial taking over leadership role must be strong enough to create a stable foundation for followership, as any seeded doubts will perhaps lead to an eventual downfall in the strength of leadership.

### 5.4 LEADING OVER TIME

From an overview of this entire section, it can be seen that the structure of organizations propose an environment filled with challenges for the millennials in terms of leadership roles they may potentially have or aim to attain, under the umbrella of generational cohabitation. It can be understood that due to the cyclic nature of learning, leading does not imply a linear progression. This implies that leadership is not a fixed situation and is constantly changing dependant on the situation of the individual.
This concept of leadership is an idea to be paralleled to the publication ‘Leading for a Lifetime’ (Bennis & Thomas, 2007), it has future implications to the life of the leader. The context although stemming from the organizational context is interrelated to the other facets of the individual leaders’ life. This is important to note as the leaders of this study are Millennials and imply an element of new (mentalities, etc.) to their embodiment. It is this newness that indicates the level of earliness in the progression of their lives and by learning to overcome the challenges they face as leaders could in turn be an influence to the way that their respective lives are lived. Millennials Leaders, applying leadership values to more than just their professional context.
6. EMPIRICAL TALE: Enter Millennials, Generational Cohabitation and Leadership Challenges.

This section is a reflection of all the concepts and theories exposed in the previous ones. Through our empirical data, we want to see if the initial perception we got from the central concepts of this research (Millennials, generational cohabitation, leadership challenges) is a true representation of the reality.

6.1 MILLENNIALS’ PERCEPTION OF LEADERSHIP

The questionnaire explores the perception of leadership through the millennial perspective. As we have seen before, one of the challenge among generations and differences in mentalities lies in the field of leadership.

Differences in Millennials mentalities, values and beliefs, influence how their vision of leadership. Knowing that Millennials hold specific characteristics such as optimism, self-confidence, technology savvy, our research aims to look at how those characteristics impact their perception of leadership. This led us to conduct the following questionnaire:

Participants:
The database includes 64 individuals between 15-31 years old from many different cultural backgrounds. The average age is 24 years old and both genders are fairly represented, 52% of male and 48% of female. Almost half of them are still studying (47%), while the other half is already working (50%) (3% were unemployed at the moment of the survey), and one third of them are actually studying abroad or went abroad during their studies.

Measures and procedures:
This survey is part of a research on Millennials, with the consideration that they are the leaders of tomorrow. Participants were asked to participate in a 10 min survey and were aware that results would be anonymously used for our thesis. Thereby, data were analysed in an anonymous fashion, with any identifying information removed. The survey consists of a serie of general questions about leadership concepts such as: the motivations to lead, the
most essential characteristics an effective leader should have, the definition of leadership, the importance of gender within the concept of leadership, the possible ways to develop leadership abilities in an organization, etc. All these concepts were to be approached through the millennial perception of the candidates, helping us to understand how they perceive leadership and how they project themselves as leaders.

Results:

Following are the results of the survey after analysis of the raw data. 80% of the questioned Millennials answer that they are familiar to the concept of leadership. More than two third of them (68%) even affirm that they have already been undertaking the role of leader, principally in the domains of sport, work and their private lives.

In terms of attributes, it appears that the most important characteristics of a leader according to the Millennials are as following: a leader should be dedicated, focused and a good listener, while dependable and reliable seem to be the less important characteristics of leader for the Millennials (in the list of characteristics that was proposed to them). Their main motivations to take over leadership roles are to help people improving and to guide others, money and social recognition coming right after the two first ones.

Concerning the gender, the majority thinks that the performance of the leader does not depend on his/her gender but on the persona itself. However, it is interesting to notice that still one third of them think that male would be more effective leaders.

They think that the age, hearing youth, could be an obstacle for them to get into leadership roles (insinuating, in the workplace). A large majority thinks that the best way to help an individual develop leadership abilities in the organization organization is delegation, meaning that individuals must be offered more responsibilities in order to develop their leadership competencies. Know as an “affective generation”, Millennials here confirm that a close relation with the employees helps the leader to be more effective (idea shared by 78% of them).
Discussion:

We addressed in this survey quite general questions: Do Millennials have the characteristics to become effective leaders? The results indicate that, yes, Millennials have characteristics such as equity, social contribution and dedication that could help them become effective leaders.

Despite the fact that they do not manage people yet, they already feel their own potential to be leaders. Which probably reflect the fact that during their younger years, they have shape competencies that can be applicable to leadership situations, they even probably already really experienced the role of leader, as team captain or leading friends on some school projects for example.

As future leaders, Millennial want to be dedicated and creative leaders who care about the employees (well-listening, supportive, encouraging).

Our results greatly confirm the earlier findings from secondary data (literature). To take only the most important elements, related to what we exposed earlier in this paper within the literature review and now through analysis of this study Millennials are confident and optimistic about their future as leaders. They expect from professional experiences to be given the opportunity to develop their competencies. Finally, their leadership perception well match their values and expectations.
6.2 CASE STUDY

The settings of the proposed case study are as follow. In order to evaluate in what extent generational cohabitation with Millennial is a contemporary challenge, it is necessary to look at the current global context of organizations. We propose here to explore the context of professional bodies by participating in an organizational construct. This approach will provide us substantial information about the current construct of: What motivates the individuals of the Millennial Generation? What is their implication in the leadership situation? What do they expect from the organizational life?

Our objective is to observe and analyse daily realities of the organization during a period of 1 month, in the context of generational cohabitation. We will try to be a “good case study investigator” (Yin, 2009, p.68). According to Yin (2009) a good case study investigator is able to “ask good questions and interpret the answers”. The investigator should be a good listener, and try to eliminate his/her influence at the maximum. Also, he/she should be adaptive and flexible depending on the encountered situation, and grasp every opportunity of learning. He/She also has a good knowledge about the field of study, in order to potentially scrutinize the interesting facts for the research. Finally, the investigator should also be sensitive and responsive to contradictory evidence.

Data Collection procedures:

- Company: Delphi
- Department: Marketing
- Observation and investigation period: 25th of March 2013-30th of April 2013
- Role: Product manager assistant

The investigated company, Delphi Automotive is a manufacturer and supplier of automotive components and modules to original equipment manufacturers and the aftermarket. The company has a diversified product portfolio and balanced revenue streams, which reduces the business risks and provide cross selling opportunities, which in turn enables it to tap opportunities in new as well as existing markets. However, intense competition from global and
regional parts manufacturers and the industry consolidation could force the company to reduce prices, which in turn could strain its margins. Delphi has longevity within the global market, being over a century in existence, it reflects a potential multitude on the number of individuals ranging in generational belonging. The trade category of automotive manufacturing is also significant to note. This implies that historically the company itself is a reflection of an era with changing needs, as it can be seen today that the automotive industries are taking a plunge (Owen, 2013) in relation to current reality.

This reflection of a company that developed over time, under different eras, and where people from different generations have been working, may be interesting to explore the values in which the company holds in comparison to the Millennials’ mentalities. The case study, in its foundations acts as an example to be able to explore leadership challenges millennials may face within an organization, which reflects the focus of this paper.

**Contact Persons:**

In order to do so, observation and analysis will go on along the full period of exploration. This first approach will be completed by interviews conducted with the employees.

Marketing Department Composition:

<table>
<thead>
<tr>
<th>NAME</th>
<th>Fonction</th>
<th>Generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniel Berreby</td>
<td>Marketing Director</td>
<td>X</td>
</tr>
<tr>
<td>Nadège</td>
<td>Marketing Manager</td>
<td>Boomers</td>
</tr>
<tr>
<td>Déborah Zaffini</td>
<td>Product Manager</td>
<td>Millennial</td>
</tr>
<tr>
<td>Mélanie</td>
<td>Product Manager</td>
<td>Millennial</td>
</tr>
<tr>
<td>Sara</td>
<td>Product Manager</td>
<td>Millennial</td>
</tr>
<tr>
<td>Paul</td>
<td>Product manager</td>
<td>Millennial</td>
</tr>
<tr>
<td>Sandra</td>
<td>Product manager assistant</td>
<td>Millennial</td>
</tr>
<tr>
<td>Anne</td>
<td>Product manager assistant</td>
<td>Millennial</td>
</tr>
<tr>
<td>Researcher</td>
<td>Product Manager assistant</td>
<td>Millennial</td>
</tr>
</tbody>
</table>

(Some names have been omitted, depending on the personal choice of each)
**Data collection plan:**

This case study proposition acts as a form of proposed data collection, fulfilling the methodic model of this research, and relates to systems view approach. This also includes the qualitative techniques of research data collection. It is also noted that it presents information that has irrefutable interactions between the data collector as a Millennial and the environment where it is held in, which holds elements of the systems view. This exploratory approach, will allow us to confirm of nuance the characteristics and mentalities of Millennials described earlier in sections 4 and 5.

In order to capture the reality of the intergenerational cohabitation, the researcher will observe the roles of people under the context of many different events. For our research, we are mostly interested in the thoughts of people about identity and mentalities within the work environment.

**Preparation before site visits:**

The specific information to be reviewed and issues to be covered will be observed through interaction between and with employees. As a millennial, the researcher will also himself to express what he has been affected by.
“To what extent, cohabitation with Millennials is a contemporary challenge of leadership?”

During the investigation period, we will try to relate the observations to the following theoretical part exposed in sectin 5.

- Integration of Millennials in the Workplace
- Followership
- Organizational Culture
- Generational Cohabitation

**Integration of millennials in the workplace:**

Few years ago, young workers were hired in the marketing department directly after their internship or after few experiences in the Marketing areas.

“We have a partnership with a Business School. To hire them after their internship is an opportunity for us to keep young talents. We like to have young talents because who know already about the company, we know them, and it is becomes a natural evolution to hire them in the future. Millennials are motivated and managers invest a lot of on them through interesting projects. Most of the trainees said that they are happy to have been a trainee at Delphi.”

**Michele Marcozzi, Human Resource Director for Europe at Delphi**

The wish of the direction is to give a new push to the sales, by involving Millennials, bringing new competences and new strategies. However, the cohabitation between generations has not always been so good. First of all because of the differences in the practical ways of doing, which were often different from one generation to another. It was difficult for the senior generations to change their way of working or to integrate ew ways. In the same time Millennials did not have enough legitimacy to put into practice their new tools and impose this way of doing to everyone. The issues for the marketing managers were to find an approach, taking into account both visions. The chosen and implemented solution is the transfer of competences from seniors to juniors (Millennials).
Followership:

An interesting point that we got to observe is that for Millennials entering the workplace, the role of their mentor and leader matters a lot. It is even very likely to influence their own leadership development.

“I have the chance to have a very good tutor, so I wanted to carry on this with my trainee. She has considers me as a colleague. I did not feel just a trainee. She has accompanied me to become a product manager. So that it is why I want to pursue this path and transfer to my trainee what I have received from her.”

Deborah Zaffini, Product Manager

We observed that Millennials in the marketing department show pleasure to come working at Delphi. Two of them are trainees and are at school 2 days a week, and they actually expressed several times that they prefer to come working at Delphi than to stay at school. This comes with the fact that the atmosphere in the workplace makes them feel worthwhile, and so comes the crucial question: What motivates millennials to work at Delphi?

First of all, we observed that the organizational culture has a significant impact on their motivation, so let us give a deeper look at Delphi’s organizational culture.

Organizational Culture: Delphi “a great place to work”

Millennials want to do something that makes them feel worthwhile. The values of the organizational culture, as well as the different offered opportunities to grow, are more important for Millennials than the money.

“For me, the salary is less important than my tasks. I was accepted for an internship with a bigger salary, however, it is more important to learn and have motivated tasks at work. It is like an investment for my future career.”

Sandra Paiva

But, in what extent do the organizational culture of Delphi impact Millennials’ motivation?
Through innovation, dedication, and commitment to his customer, Delphi has established a reputation as one of the world’s premier automotive suppliers. As it moves into new markets and expands its horizons, maintaining and enhancing that reputation is something that employees at Delphi take care of personally. Delphi objectives are that its employees work together following a common vision: **Be recognized by its customers as their best supplier.**

Delphi’s formula for success is built on greatly involving its employees at every level of the company. The top management of Delphi recognized that the company would not be where it is today without its talented employees. Managers work hard to keep its people hungry for challenges, and reward employees who get results of their implication. Furthermore, working in small teams is important to maintain through all the organization. Employees develop vital solutions to customers’ success in an ever-changing market. Thereby, creativity is an important resource to be catching on its employees. Managers supports employees to exhibit boldness and daring in order to sustain its leading position in the industry. Delphi is aware that its success depends on the success of its employees, which rests upon the support observed among teammates.

In addition, the company gives a strong interest to leadership in its organizational culture. Global competition and environmental changes have focused Delphi management’s attention on strategy. Organization often wants to know whether a leader is able to tackle specific business challenges as rapid growth or strategic change. A business as Delphi that is trying to cultivate innovation, emphasizes competences “such as change leadership, selling a vision and establish strategic direction”, which are key criteria for sizing up the executives. Millennials want to enjoy their time at work. This notion of enjoyment comes with creativity, spontaneity and good relationship with their workmates.
Relation to the Managers (leading roles):

We observed at Delphi that employees have a close relation with their managers. In fact, open communication between employees, managers and seniors is usual for them. Thereby, the hierarchy is not an obstacle here for Millennials. The pursuit of titles and status seems to have lower value for Millennials than it does for other generations.

“My manager is like my mum for work. We have a strong relationship. So when we are not agreeing about something, we communicate.”

“For a company the employees are considered as “pawn” whereas for my manager, I am considered as a person. And even more than that, they accompany us during our development. To me, human relationship is very important. So, my motivations are the job and the managers.”

Deborah Zaffini, Product manager, (Millennial)

“There is a big difference, previous generation considered the firm as their family; they were more attached to their employer. Now I have noticed that the generation Y considers their personal life as important as their professional life.”

Michele Marcozzi, Director of the Human Resources Department

Millennials at Delphi have also enhanced their work/life balance. With regard to work–life balance, they desire a balance that allows them to switch from work to private life, in a manner that sometimes prioritizes engagements with family and friends over work commitments. They work hard and are very invested in their work, but they are ready to leave their employment if they can’t find a decent balance between professional and private life.

We also observed that they appreciate a work environment with clear, well-defined expectations, instant access to information, and a high level of feedback. For example, they exchange regularly with their managers to make sure that they are in the right directions.

Furthermore, collaboration and involvement in decision making are valued, with more interaction and less formality at work. Indeed every week there is a group meeting involving all the employees of the department.
Millennials at Delphi say that they enjoy their time there and that they create strong relationships with their colleagues.

“My Colleagues are also my friend” Sara Ghosne

“For Millennials the environment has to be comfortable, they have strong relation with their colleagues. They are more worried about their relationship, problematic and the work atmosphere.” Daniel Berreby, Marketing Director

Generational Cohabitation: An example of conflict

The marketing department, where Millennials are regularly involved, presents good results and Millennials get rather good feedbacks about their work. The marketing department succeeds in guiding and leading the company’s other departments in activities such as developing, producing, fulfilling, and servicing products or services for customers. Daniel Berreby, manager of the marketing department, has been leading the marketing team for 2 years.

For workers in the marketing department, they strongly consider themselves as part of “a team”, where people have strong and good relationship between each other, and succeed to achieve common objectives. Actually, the marketing department is the department of the company with the largest number of Millennials and female workers. The atmosphere seems pleasant and Millennials describe it as a “fun place to work”.

Actually, employees from other departments describe the employees of the marketing department as an “unprofessional team”, where people make everything they want when they want. This perception is only based on the observation of behaviors, and perhaps misses to look at the results.

Let us show here a concrete example. During the case study, on a same week, Wednesday and Thursday were two public holidays. Employees were then allowed to ask to also take Friday off, and get a long week-end. The manager of the marketing department authorized all the trainees to take this Friday, but, the human resource manager did not allow Sandra to have the Friday off.
The reason of the human resource manager was that: “She does not deserve it.”
Managers know Sandra, and they know that she makes a good job, they do not complain about her work and about her behaviour. Despite the fact that she arrived sometimes a bit late, the work is well done and manager are satisfied with it.
Sandra found the decision unfair because she believes that it is more important that the work is done at the end of the day than to be in time in the morning.

Sandra wants more from her job than just financial reward. She wants a strong and supportive team, offering her flexibility. To optimize interactions current leaders have to understand the view points of different generations, especially the mentalities of Millennials, if they want to attract and keep them.
“It is about finding how the individuals work, what will motivate him or her, and how to recognize their talent. It is a little piece of art! It requires skills, curiosity, listening and communication. It is not always easy but if you can manage it is priceless!”
Michele Marcozzi, Human Resource Director at Delphi
7. CONCLUSION

Our research being explorative we did not formulate initial hypotheses. Thereby, in this conclusive section, we will interpret the results of our empirical research, in resonance with the already existing knowledge we have been reflecting on and formulate hypotheses.

7.1 EVALUATION

The evaluation of this thesis provides the critical analysis and reflection of the researches body of work..

From the entire body of section 3, the evaluating analysis lies at the reason for inclusion in this thesis, to properly explore the context of Millennials and their generational habits it was necessary to go to the very core of the topic area. It was in this area that most generalizations were made accompanying the literature surrounding and supporting the said interpretations. This exploration of the area was also an overall view into the base of the relationship of Millennials to the social structure and the notion of leadership. As concentrating the focus immediately on the Millennials and generational cohabitation would stunt the growth of a focus for research.

The section 3 also provided information that was relatable to the millennial generation that was explored in the section 4. The significance of this was found through the fact that already existing research about the Millennials were only in relation to their roles and characteristics, not so much the connection between leadership and the roles of young leaders. This research paper established the link in which leadership was paralleled to the role and characteristics of Millennials as young leaders.

As it has been previously explained section 4 was a derivative of the study of section 3, this provided the ground work into which the methodological models and approaches learned within the master programme, was proposed to be applied for the remainder of the study. In exploring the Millennials the focus of the thesis was developed to encompass identifying the extent of the challenges they may face as leaders.
In the progression of section 5, the environment of organizations and professional bodies was applied to create context for the remainder of the study. Finally, through different form of data collection such as case studies, interviews and questionnaires, we grasped an empirical knowledge, which had an incredible influence to the interpretations made to come to this conclusion.

It is in this evaluation that the process of writing development has increased the knowledge and awareness of these challenges, and indicates how the findings of the study may have future implications greater than just that of just further research, but application to the real world scenarios of the Millennials of today. This perhaps is the most interesting finding within the evaluation of the study, because the study conducted was current and directly related to the society of today, knowledge of these challenges for Millennials can be transformed into possible model solutions to understand, to avoid, or if impossible, be able to overcome.

7.2 LIMITATIONS

Limitations need to be consider within this research report in order to set a pace and context to this thesis. The different types of limitations are in need of identification, for these limitations will be described in two categories. One structural limitations, these are elements of research which are bound to a specific criteria required to complete the research to the standard of the institution requiring it. The second refers to research limitations, where discoveries, methods and interpretations through the progression of the research creates boundaries and raises questions that may not be directly related to the focus of the study.

The first set of limitations to single out, is that of structure as both authors have at some points not been in a situation calling for partnerships to produce a body of research, it has provided the both authors a point of development and a valuable learning process, despite the initial uncertainty of requirement. This limitation belongs to the structural limitations of the thesis.
The second set of limitations encompass research limitations, these include the discoveries made through the progression of the thesis. The first being the realization that 20 years to define a generation may be too large to encompass an appropriate reflection of the generation, although this is an incredibly interesting stream of research found from the topic area.

Another reflection of research limitation was found in the sources of literature used to further explore and support the claims and assumptions made in this research. Most articles reflecting the topic area of Millennials are from either the United States of America or from already developed countries, from this the question asked was whether this was an accurate representation of a generation on a world wide scale.

7.3 CONCLUSIVE WORDS

In an over all conclusion of this research it can be seen that the challenges in which the millennial generation face, especially within the organizational context is predominantly present within the perceived generational gap. It can be seen through the reflective progression of this research thesis that the development of self and leadership all the way to the leadership challenges that the generation of millennials faces is within the topic area of generational cohabitation.

Millennials represent the era of post-modernity. A society where the different cultures are mixed and gender inequalities tend to disappear. Technology is omnipresent and has a great influence on Millennials' life. They communicate, learn and work with technology, and indirectly the use of technology even influences their vision of the society. Millennials grew in an era of opportunities, and of uncertainty in the same time. Despite this uncertainty concerning the future, Millennials developed a valuable optimism that help them going through multitude of experiences. And talking about experiences, members of the Millennial generation live a much longer period of adulthood than the generations before. All together, the way Millennials grew up, the era they are living in, and their experiences shaped mentalities that are different than previous generations.
The millennial generation represent a large number of people, taking place in mass in professional bodies. Along our research we have been able to observe that the differences of mentalities between generations are a daily reality. However, after this research one question still stays in our minds. Should it be to the Millennials to adapt to mentalities dominating the workplace? Or should it be the older generations to adapt themselves to the new mentalities carried on by the Millennials? Perhaps, an effort from both sides could be considered? We haven’t been able through our empirical study to determine what is the most realistic answer to this problematic. It seems that companies make a lot of efforts to attract the Millennials. However, older generations still seem not to understand some millennials’ mentalities. And, despite their strong values, Millennials seem to try make their place in organizations.

Differences of mentalities are a real leadership challenge in nowadays companies, that is about leading Millennials who have new mentalities, or that is about Millennials taking leadership roles in a context of generational cohabitation. Millennials’ mentalities even come to question what kind of leadership styles could be the most efficient in nowadays companies. We do not have an answer to this question, perhaps, authenticity seem to be a significant trait in today’s leadership debates.

Finally, despite the fact that we have been given to observe and confirm the existence of consequent differences of mentalities, we invite Millennials, managers, leaders, and everyone to think about the reality of the generational gap that so many people point at. Millennials mentalities have been strongly influence by the natural evolution of the society, and since as long as there are traces of human life, there are questions of generational cohabitation. Therefore, is the generational gap a direct consequence of the millennial generation or is it a natural social effect?
List of References


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APPENDICES

APPENDIX A: QUESTIONNAIRE 1

Background & Analysis: A brief questionnaire was released to 50 participants, all representing various generational categories, on a worldwide scale. The map represents the locations of the answers, where the darker grey areas, are the locations participating. The two graphs represent the cohort of generations falling in The Millennial generation and those who do not.

The following bar graph and questions represent the original data collection collation, from the tools available. It can be seen that initially the results in these forms, above and the following the information does not reflect properly the information needed, as the results are separated.
An online questionnaire tool achieved the questionnaire above and the result analysis is as follows. Of the 40 participants who fell within the Millennial Generation, their responses ranged majority between the 4-7 year categories, whilst those who did not fall within this generation answered between the 1-3 year categories. Analysing all 50 responses and mapping the result of each individually achieved these outcomes. The following table illustrates this process of analysis.
APPENDIX B: QUESTIONNAIRE 2

Background: This questionnaire was created to understand how Millennials conceive the elements of leadership. This was perceived as a qualitative from of data collection that helped influence the interpretations of information paralleled to the literature and other methods of data collection. The survey was released on a worldwide scale and a copy of the survey including results is shown below.

Note: this copy and example of the questionnaire is in French, there was also a complete English translation.
Note: Question 10 was not included in the graphical representation as the data collator corrupted during the process of analysis.

Note: Question 13 was also not included in the graphical representation as the data collator corrupted during the process of analysis.
The results were not directly used within the body of the research paper but as mentioned in methodology section 3.2.1 it was used as a source of data to create informed assumptions from factual data collection methods.
APPENDIX C: INTERVIEW 1

Background: M. Marcozzi is the Human Resource Director for Europe, Middle East and Africa at the company mentioned in the case study 2. It was predominantly conducted to understand from a professional perspective why leadership was an important form of criteria.

1. ML: During your recruitment process, do the characteristics of leadership are selections criteria?
2. M.M: Yes, it is important especially the ability to adapt to different context. It is possible than if people have been working 30 years it is difficult to change, but it is not always the case.
3. M.L: I have seen on your website that the leadership skill is an important concept for Delphi.
4. M.M: It depends on the function in the company but yes it is important for young workers interning in the workplace. It is important to have a person who has experienced and can lead teams and the diversity.
5. M.L: What are the most important competences of Millennial?
6. MM: The ability to adapt, to communicate and the ability to be a team-player. It concerns all the generations. For Delphi corporation culture those characteristics are very important.
7. ML: What is your politic to attract young workers?
8. MM: We have a partnership with a Business School. After, they finish their internship, it is an opportunity for us to hire young talent. We like to have young talent because they know about the company, we know them and it is something that becomes natural to hire them in the future. Millennial are motivated and managers invest a lot on them with interesting project. Most of the trainees said that they are happy to have been a trainee for Delphi Corporation.
9. M.L: I confirm. It is a great place to work.
10. M.L: You are with Millennial generation for a long time now, what have you noticed? Is there observable differences?
11. M.M: Yes, there is a distance, previous generation considered the firm as their family; they were more attached to their employer. Now I have noticed that the generation Y considers their personal life as important as their professional life.
12. M.L: Are you agreeing the fact that they are narcissist, disloyal and disrespectful?
13. MM: I am not totally agreeing. However, I have met some of them who were too much confident concerning their diploma. Also, I have noticed that Millennial have a big attachment for their managers whereas before it was only just about a respect of the hierarchy. They have a close relationship, regular, and communicate intensively with their managers. They are very demanding.

14. M.L: Are you agree that they are motivated, dynamics and work well in team?

15. MM: It is definitively true, but concerning the teamwork it is not always the case. The education system, the fact that they have to make an internship...That is why, I think, they are maybe more prepared to become a team-player.

16. ML: Do the Millennial entering in the workplace are credible with their diplomas?

17. MM: The diploma is credible because it shows the strong formation but it does not make everything. Diploma means a level of knowledge.

18. ML: Have some of them failed?

19. MM: When they have failed, again it is more about their adaptation and about their attitude. Diplomas give the base to adapt. That is why for us the leadership and the capacity of adaptation are important.

20. ML: How should a manager have to manage the gap?

21. MM: A good manager will notice directly the generational differences. It is about his leadership ability. When you manage a team no one is similar.

22. A good manager see the difference and would adapt the situation according to the context. A company cannot function effectively if there is only X, Y. It needs a mix! It is with that people become richer. Innovation and diversity allow the wealth.

23. ML: What are for you the main characteristics for a leader?

24. MM: His ability to adapt and each individual (diploma, capacity, and knowledge). To make that all the talents work together. That is the right talent of a manager!

25. ML: Do managers follow training program in order to perform their management?

MM: yes, we have training where we can become aware that there is no one way to manage people. It is about to find how the individuals function, what will motivated him or her, and how recognizing the talent. It is a little piece of
art! It requires skills, curiosity, listening and communication. It not always easy but if they can manage it is priceless!
APPENDIX D: INTERVIEW 2

Background: D. Berreby is the Diesel Business Line Director & Marketing director of France and Africa. He belongs to the X generation. He uses to manage of Millennial. This interview was conducted in order to understand his point of view.

1. DB: In my opinion, there are a lot of differences between me and the generations Y. I feel closer to X one.
2. ML: Why?
3. DB: The way we have seen the millennials entering in the workplace, I am not talking about the millennials at Delphi. That they know everything, they have seen everything they are fed up and they are less motivated. They have huge expectations concerning the salary and in term of missions... Compared to us, we have done not funny tasks as Excel table, everything comes little by little and time by time.
4. Younger, I have been also impatient, and changed companies several times. I am in the between the respect of older generations. But in the same time, I wish to be motivated and dynamic. I have noticed that we find less those characteristics through previous generations.
5. ML: Do you think that Millennials are less motivated?
6. DB: No they are not unmotivated, they are just difficult to motivate.
7. ML: What is your opinion about their competencies?
8. DB: I personally think that the millennials have received a very good education (academics, parental). Also, they have got internship and they have international experiences during their studies. That is why, I think that they are more confident. People from my generation, they think more about work, because we have heard about the unemployment. The millennials, they start to focus around their private life and today for a manager it is difficult to manage the gap. Indeed because Millennial want to have a good job, a good remuneration and not work too much in the same time. Compare to my generation, we find both cases. It is difficult to manage the gap because I work with employees who do not do what I am expected them to do. But in the contrast part, I will find people who are workaholics and do not have a real balance in their private life.
9. To focus on the cohabitation between generations, I have the chance to be part of a millennial team who are workers, motivated. I have the good example of Y.
10. However, when I have done the interviews for your internship, I have found students who were too much confident and come without knowing anything about the company...with no preparation and enable to answer basically questions.
11. I work with millennials without any troubles! This is for me, amazing. They are passionate, motivated and competent. Maybe they just need to be refocusing and taking more responsibilities.
12. Also something that they are thinking about will not have a relevant interest for them but could have a huge impact for previous generations. For example, the Millennial arrives late,
13. I work will millennials who are working a lot and I am not worried about if the work is done or not. However, everything is not allow or possible.
14. ML: What is difficult for you to manage it?
15. D.B: Well, I feel close to both generations, I understand the others generations concerning those facts, but I also understand the generation Y. For me, if the work is done, it is not a problem. But according to the framework, for previous generation, it is a big problem.
16. ML: Can you give me an example?
17. D.B: Yes, for example the case of Sandra, for the time of the Friday 10th of may, the Human Resource Management have found that she came at work very late and does not deserve her day off whereas her manager said OK.
18. In a word, the professionalism is not just about to well done the work but all the details around.
19. Also, concerning the dress code, for most of the previous generation it is something very important. Millennial generation takes more liberty concerning the rules of the organization.
20. M.L: What are the biggest differences between Millennial & previous generations?
21. D.B: For previous generation it is a classic work environment, they are here to work. For example, they can work with colleagues during 30 years even if they do not like them. They need structure.
22. For Millennial the environment has to be comfortable, with strong relation with their colleagues. They are more worried about relationship and problematic about the work atmosphere.
23. However, I think that when the millennials who are 26/27 years old now will have 30 and have children. The values and interest will be rebalanced.

24. ML: What is for you the leadership?

25. D.B: It is about creating a framework in order to help them growing up.

26. ML: What are the main characteristics for a leader?

27. D.B: Listening people who I am working with, well communicate, help and motivated them to achieve their tasks and objectives.
APPENDIX E: INTERVIEW 3

Background: M. Benoit is the Human Resources Management Assistant at the company proposed in the case study 2. She is a member of the generation Y. She has been hired by the company after the internship she got last year.

1. ML: What do you think the motivations of the Millennial are?

2. MB: They want big companies in order to have opportunities for their career.

3. The responsibility and the autonomy it is also an important criteria for them.

4. MB: Our generation wants to reach a career but also have a balance. They see their senior managers who have done everything for the company and do not want to reproduce it the same way. We want to go out, to do activities after work, we are more exigent but the balance is very important.

5. ML: During your recruitment process what are the competences that you are looking for?

6. MB: For a millennial it is first his specialty, his professional experience, and then for Delphi, his ability to speak English.

7. ML: What does the manager have noticed concerning the generation Y?

8. MB: Managers were very surprised about their adaptation and reactivity even if they did not have many experiences. They are maybe narcissist but they are very motivated.

9. ML: Are there some clashes with some of them?

10. MB: I do not have in my mind an example of a conflict. Many of our managers are young, so they have integrated technologies. Moreover our managers had quite a good training formation to manage people.

11. ML: Have you observed some differences between seniors and Millennial?

12. MB: Yes, seniors are stricter than millennials. We are maybe less rigorous. For example during an interview recruitment, lots of millennials were too must confident. They were disrespectful, with for example a chew gum in the mouth or coming with a jean... They came like everything is done.

13. They are more narcissists; it is worth and worth and they are very exigent concerning their remuneration.

14. ML: Do you think that they are more disloyal?
15. MB: The academic education has motivated and has said to the student to change companies in order to make a good career. But it depends on the people; some of them have an attachment concerning the company. It depends of the individual character. Moreover, it also depends on the economic context, nowadays we have heard about unemployment. It depends. For us, it is easier to find a job, we have more opportunities.

16. ML: Have you conducted a management of change?

17. MB: Yes we did, to do it for the “One face”. It is the commercial fusion of both IAM & Diesel.

18. ML: With previous generation we have to make more workshops,

19. MB: For previous generations it is something very difficult. They feel more fear. It sounds like the end of the world.

20. ML: At Delphi, are there some younger leaders who have to manage older employees?

21. MB: Yes Cedric Lamy is younger. He has to show his credibility. We also have Sylvie Layec who manages men older than her; it was difficult at the beginning but she was very passionate and has showed her knowledge.

22. ML: What is your Definition of leadership?

23. MB: It’s a manager who has a big position in the organization. All the decision he might take, he will have followers who will trust him.

24. ML: What are for you the main characteristics?

25. Be present, listening, to know how to delegate, to know how to manage conflicts. To know how to motivate. He also has a good communication. A leader is “a person who influences a group of people towards the achievement of a goal.”
APPENDIX F: INTERVIEW 4

Background: S. Sammartano has been and currently is a trade executive at the company mentioned in the case study 2: for a duration of almost 30 years. This interview provided insight on knowledge of an insider that the company has.

1. ML: What do you think about the millennial competences in the workplace?
2. S.M: They bring a lot of things for the company. They are at ease with new technology and it is something very useful for us. Millennials support us in the new technology. We bring them our experience and them their support.
3. ML: Have you been surprised about the Millennial generation?
4. S.M: It is difficult for me to judge the Millennial generation because I am a perfectionist person and I like when the things are done well in the first time. Millennials are more relaxed. They have less pressure and done the things well in several times. They have an adaptive capacity to integrate an organization and definitively better than us with the new technology. You use a computer as I can write. I am still doing things manually instead of using a computer.
5. ML: Have you already managed millennials?
6. S.M: I have worked in the factory. I have always learned to millenials my competences. For me it is valuable to learn to the new generation. It is something natural.
7. ML: How do you evaluate the millennials balance compare to yours?
8. S.M: I have noticed that the work has always been very important in our life. If you want to move on the professional ladder you have to put a lot of effort on it. So, I think that people of my generation have sacrificed more of their private life than younger generations.
9. ML: What have you noticed in the cross generational cohabitation?
10. S.M: For you, you are as professional as us. Very involved but in different ways. We did not have lots of diplomas, so we have to show to your boss what you are able to do. We had to show to our boss our physical and intellectual capacity. We have done a lot for the society to move up the professional ladder grow up and to have gratitude. Now more and more millennials have a level degree, a bachelor degree, or even a master degree. When you have a degree you attempt more
easily in a hierarchy level. So it is easier to be directly on it. I have started at the bottom. But today it is something impossible.
Nowadays, the diploma is like a selection criteria. For me it is very a pity.
I have started to manage people at 22 years old. I personally think that if you have more practices during your studies and less theoretical lesson, Millennial would be more mature when they will enter in the work place.

11. ML: What is your definition of Leadership?
12. S.M: Everyone can be a leader. I give you an example; we give you an objective to accomplish. Today you will conduct from A to Z. To be a leader is taking a problem and resolve it from A to Z. For example a project manager can be a leader.
13. S.M: We have also a proverb that says « a good chief makes good workers ». Today a team that functioned well, is thanks the leader.
14. ML: What are the most important characteristics for a leader?
15. S.M: Listening to everyone. No taboo subject. Everyone have good things to say. Listen to everyone. He has to be adaptable to everyone. He judges his team and put his people of the right case and uses the skills of everyone to achieve the common goal.
16. ML: For you, having success, what does it mean?
17. S.M: It was to create a family, and to move up the professional ladder. It is also to challenge myself which motivated me.
18. S.M: I don’t have a diploma so my forces were to have more and more and grow. So I am motivated and love my work. If you like your work it allows to grow.
19. ML: Have you change company during your career?
20. S.M: No, I have worked at Delphi for 24 years. I have told you I don’t have any diploma and today I have moved my professional ladder. I thank you to Delphi to have trusted me. Delphi is like a second family, it has given me my chance. I am very grateful for that.
APPENDIX G: INTERVIEW 5

Background: Deborah Zaffini is the Product Manager at the company previously proposed for case study 2 and member of the generation Y.

1. M.L: What is your motivation to work at Delphi?
2. DZ: First of all, it is the job that I wanted to do. Secondly what’s motive me is my managers. For example, last week, during my sickness leave. I worked from my house, I was not obligated but I did it. It was not for Delphi but more for my managers.
3. ML: to support them?
4. DB: Yes, for a company the employees are considered as numbers whereas for my manager, you are a colleague. And even more than that, they accompany us to grow. For me the human relationship is important. So, my motivations are the job and the managers.
5. ML: Why have you been attached to your managers?
6. DB: because they make me grow.
7. ML: so she has trust you?
8. DB: Yes from the beginning, so I can get responsibilities and they are Dan is very grateful toward my work.
9. ML: What is for you to have success?
10. DZ: I’m not careerist. I want a balance between my professional and my personal life.
11. ML: Do your parents have push you to have long studies?
12. DZ: My parent had no push me. It was a personal choice to make longer studies.
13. ML: Your manager have knew to transfer of the competences
14. DZ: I have the chance to have a very good tutor, so I wanted to carry on this with my trainee. She has considers me as a colleague. I did not feel just a trainee. She has accompanied me to become a product manager. So that it why I want to pursuit and to transfer to my trainee what I have received from her.
15. M: Has her role matter on your motivation?
16. DZ: It is always the wish to grow that motivate me.
17. ML: Nadege, she is a member of the boomers generation, did you have some conflicts or misunderstandings?
18. DZ: With all the individuals, we can have conflicts. But, we do not have. She is like a mum of work. We have a strong relationship. So when we are not agreeing about something, we communicate. We complete each other; she has the expertise and me the marketing new approach.

19. ML: What is your definition of leadership?

20. DZ: To assemble people to a common goal.

21. ML: What are the important characteristics for a leader?

22. Dynamics, proactive, diplomatic and focus on objectives.
Linnaeus University – a firm focus on quality and competence

On 1 January 2010 Växjö University and the University of Kalmar merged to form Linnaeus University. This new university is the product of a will to improve the quality, enhance the appeal and boost the development potential of teaching and research, at the same time as it plays a prominent role in working closely together with local society. Linnaeus University offers an attractive knowledge environment characterised by high quality and a competitive portfolio of skills.

Linnaeus University is a modern, international university with the emphasis on the desire for knowledge, creative thinking and practical innovations. For us, the focus is on proximity to our students, but also on the world around us and the future ahead.