

Organisational Leadership and Generation Z

**An empirical research of Transformational Leadership and
Generation Z**

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Abstract

Generation Z are individuals born between 1995 and 2010 who are growing up in a digital work. However, Transformational Leadership is a relatively recent theory of leadership, shown to be effective across various industries. Leaders who cultivate a Transformational Leadership style are able to work together with their followers towards higher goals and shift expectations and perceptions. Thus, this thesis was initiated to test the hypothesis that Transformational Leadership theory is effective for Generation Z.

A web-based survey based on Transformational Leadership was designed to assess Generation Z's expectations of effective leadership. Therefore, 15 statements were individually assessed and then grouped together into the 5 dimensions of Transformational Leadership to determine if Generation Z expressed more importance for any specific dimension. Finally, a depth interview was designed based on the Transformational Leadership theory to see how leaders incorporate Generation Z's expectations effectively into their organisation.

A total of 147 respondents from Generation Z answered the survey with 15 statements. Statements with the most important expectations were "a leader should promote his followers' further development" and "a leader should have confidence in their followers". When all 15 components were put together to form the five dimensions of Transformational Leadership, the following dimensions were most important to Generation Z: Inspirational Motivation and Idealized Influence Attributes. Further analysis showed that Idealized Influence Behaviour becomes increasingly important with more working experience. Furthermore, three managers were selected for depth interviews from the aviation industry, automotive industry, and an educational foundation for disadvantaged children. The depth interviews provided feedback showing that managers acknowledge Generation Z's values and that there are different approaches for leading Generation Z. Generation Z offers their workforce a number of opportunities such as their flexibility, readiness for change and openness to digitalisation. On the other hand, Generation Z need more attention and leadership support.

Language: English

Key words:

leadership, Generation Z, Transformational Leadership, effective leadership

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Abbreviations

GLOBE	Global Leadership and Organisational Behaviour Effectiveness
FRLM	Full Range Leadership Model
LF	Laissez Faire
MBE-P	Passive Management by Expectation
MBE-A	Active Management by Expectation
CT	Contingent Reward
MLQ	Multi Leadership Questionnaire
MLQ 5X	Multifactor Leadership Questionnaire 5X
VUCA	Volatility, Uncertainty, Complexity, Ambiguity

1 Introduction

“Leadership is not about the next election, it’s about the next generation.”

- SIMON SINEK –

Currently, five generations are engaged in today’s working environment. These include the Greatest Generation, Baby Boomers, Generation X, Millennials and last not least, the next generation - Generation Z. In the near future, Generation Z will dominate the workforce and set new expectations for employers. Compared to earlier generations, Generation Z will be the first generation whose workforce consists of employees that have been brought up using technology which is both transparent and personalized. It is expected that these employees will exercise a life style enabling unlimited options and access. Moreover, they will be recognised for their independence, autonomy and self-awareness. Our initial experience with individuals from Generation Z shows they are renowned for encountering and assimilating huge amounts of data daily. They seek information rapidly and have an aptitude to perceive messages visually. At the same time and from an early age, this group is alleged to be able to distinguish data with a relatively low attention span of under eight seconds. Despite the numerous opportunities that might be derived from these newly acquired skills in an increasingly digitalized world, Generation Z is encountering serious environmental concerns. Global warming and air pollution are threatening our planet and the sheer existence of Generation Z. If society is to incorporate Generation Z into the workforce and into every organisation, then society must be better placed to appreciate individual values, needs and principles. Simply speaking, Generation Z must be heard and understood. Only if this approach will be followed will it be possible to develop an appropriate and effective leadership style. The world is longing to have a style of leadership which does not focus purely on the leader, but rather on the next generation – Generation Z.

1.1 Objectives and research questions

The objective of this thesis is to explore the potential leadership role of Generation Z. Specifically to determine whether Generation Z can be effectively led with the Transformational Leadership style within an organisation.

After reviewing different leadership theories within the theoretical part of this thesis, the work focuses on the most relevant one – Transformational Leadership. Generation Z’s key characteristics are then analysed. Thereafter, the empirical part identifies what kind of expectations members of Generation Z have for effective leadership in their work place regarding Transformational Leadership. Ultimately, an analysis is completed to determine how these expectations might be integrated successfully in to a leadership function within an organisation.

Based on these objectives, the thesis deals with the following hypothesis:

H: The Transformational Leadership theory is effective for Generation Z.

Furthermore, the thesis aims to answer the specific research questions:

- ***What does Generation Z expect from effective leadership?***
- ***Does Generation Z think that different dimensions of Transformational Leadership have more importance than others for effective leadership?***
- ***How can today's leaders incorporate Generation Z's expectations and values effectively within an organisation?***

1.2 Approach and limitations

The approach of this thesis is to identify relevant leadership theories and consider their respective traits and their respective benefits and limitations from a theoretical perspective. Because there is such a high number of different theories, this thesis is limited to and focuses on the Transformational Leadership theory as this has been one of the most heavily researched theories to-date. Furthermore, research has proven the effectiveness of this style of leadership for employees and for other relevant factors.¹

The empirical part of the thesis is divided in to two sections and premised on the Transformational Leadership theory. Firstly, a survey was conducted to see what Generation Z expects from successful leadership and if one dimension of Transformational Leadership has more importance than another. Secondly, depth interviews were prepared which were conducted with some of today's leaders to see how the expectations of Generation Z could be successfully incorporated into organisational leadership. Further and more detailed information about the research's methodology is explained in the empirical part.

The following figure visualizes and summaries the theoretical methodology:



Figure 1: Summary of methodology

¹ (Nahavandi, 2015, pp. 213-214)

The selected approach has some important characteristics considered from the survey and the expert interviews. These characteristics embrace some weaknesses but also strengths inherent in the research design.

The survey: The survey focuses on a target group which includes individuals from Generation Z. Accordingly, participants need to be born between 1995 and 2010². In order to obtain homogenous data and ensure that values and beliefs are similar, the survey is limited to one specific geographical area. According to the Global Leadership and Organizational Behaviour Effectiveness Research (GLOBE) there are ten country clusters which each share similar values of leadership.³ The country selected for the survey was Germany. With 82.2 million inhabitants⁴ Germany has the largest population in Europe and could be considered to represent the Germanic cluster which includes Austria, Germany, Lichtenstein, Luxemburg, the Netherlands and Switzerland.

Depth interviews: In addition, to the survey, a questionnaire was designed for the depth interviews. Each interview was directed to explore similarities across different types of leaders and how these leaders would incorporate Generation Z's into a successful leadership style. Since the research time for this research activity was restricted, interviews were confined to three managers in leading positions. It is acknowledged that drawing any conclusions from just three interviews may be misleading. Therefore, more emphasis is placed on the survey within the empirical part. Nevertheless, the data gained from the interviews might provide hints and suggestions for further research. Not least, it is hoped that the interviews give some valuable insight as to how Generation Z could be led effectively.

1.3 Theoretical framework

The purpose of this thesis is to identify leadership expectations displayed by individuals from Generation Z and how these expectations could be integrated effectively in today's leadership. In order to understand this in context with leadership theory, initially the various styles of leadership are considered for their respective traits and their respective benefits and limitations.

The theory mainly focuses on two areas – leadership and Generation Z. Most emphasis is placed on leadership. Firstly, the term 'leadership' is defined. As there are many definitions the term is analysed from different perspectives. After introducing the term, it is explained why leadership has such a big impact on organizations and how it influences whole businesses positively or negatively. Additionally, it is explained how leadership can be positioned in a global context using the GLOBE research. Leadership is a wide applicable term; therefore,

² (Patel, 2017)

³ (House, Dorfman, Javidan, Hanges, & Sully de Luque, 2014, p. 8)

⁴ (World Population Review, 2020)

many leadership theories and styles have been developed over the last century. To give a broad overview, the thesis examines the three eras of leadership including the trait era, the behaviour era, and the contingency era. Whereas each approach has its strengths and limitations, the Transformational Leadership theory has turned out to be the most relevant one according to the current state of research.^{5 6}

The second part of the theory deals with Generation Z. Once again, the term is defined and explained. Furthermore, this thesis looks into Generation Z's characteristics including values and characteristics which have an impact on today's and the future working environment.

After having assessed these two main parts of the thesis, the current status of research is stated to show how closely these two areas are linked to each other and what kind of research has been carried out up until this point in time. To aid in completing these topics various information resources are selected including books, scientific journals and studies.

2 Leadership

Over time, many definitions of the term leadership have been introduced. This may be due to the topic's high relevance and effective management. This chapter not only looks at different definitions, but also at the purpose and impact of leadership. Leadership is also considered across different cultures. Finally, leadership is briefly discussed from the historical perspective leading up to Transformational Leadership.

2.1 Definition

Ralph M. Stogdill, an international renowned researcher for leadership and organisations, remarked 'there are almost as many different definitions of leadership as there are persons who have attempted to define the concept'.⁷ For this precise reason, it is hard to find one definite description for the term *leadership* as so many definitions have been developed over time. Indeed, researchers are still trying to provide a clear and integrative working definition for the term *leadership* by comparing various sources.⁸ Although many of these definitions examine different elements of *leadership*, four commonalities can be identified:⁹

- A leader cannot exist without followers. Therefore, leadership requires a group.

⁵ (Nahavandi, 2015, pp. 213-214)

⁶ (Malik, Javed, & Hassan, 2017)

⁷ (Stogdill, 1974, p. 7)

⁸ (Winston & Patterson, 2006, p. 6)

⁹ (Nahavandi, 2015, p. 25)

- Leadership demands interpersonal influence in order to guide followers to objectives.
- Leaders use their influence to direct others along a certain approach or to accomplish objectives.
- Leadership involves some type of hierarchy. It does not matter whether this is horizontal or vertical.

Taking these key elements into account leadership could be defined “as a process of social influence, which maximizes the efforts of others, toward the achievement of a goal.”¹⁰ Furthermore, a leader can be characterised “as any person who influences individuals and groups, within an organization, helps them establish goals, and guides them toward achievement of those goals, thereby allowing them to be effective.”¹¹

In a business context, leadership is connected to achievement, meaning that employees are guided with a strategy in order to execute a company’s objectives successfully.¹² In this respect, it is not unusual that the terms *leader* and *manager* are used as synonyms, even though they have distinctive features. Managing refers to setting an organisation’s objectives by planning and budgeting, compared to leading which concerns steering a company in a direction by creating a vision and mission. In other words, management imposes a certain order and prevents chaos ensuring factors such as a company’s profitability. However, leadership needs to cope with change in times of intensified international competition and fast-changing markets. In order to keep pace with these market trends, organisations need to accommodate change to remain competitive and innovative. Generally speaking, management deals with mastering complexity, whereas leadership is about managing change.¹³

2.2 The purpose of leadership

In 1945, after World War II ended, Germany was left shattered in economic collapse. While Adolf Hitler had led the country to ruin, the German nation had been abandoned to their hopelessness. After years of dictatorial leadership, the country experienced separation and a period of absence of leadership. Although Great Britain, France, the United States and the Soviet Union had taken on the task to guide Germany, they were mainly preoccupied with their own reconstruction.¹⁴ This is when Konrad Adenauer shouldered the challenge to reunite the

¹⁰ (Kruse, 2013)

¹¹ (Nahavandi, 2015, p. 25)

¹² (Ward, 2020)

¹³ (Kotter, 1999, pp. 52-54)

¹⁴ (Center for European Studies, n.d.)

neglected nation and managed to guide society towards a unified direction.¹⁵ With this new leadership, Germans finally started developing new hope and optimism.

This is only one of many examples that shows the importance of leaders for whole groups of people. All individuals tend to form groups and groups need a leader to make the right decisions and be responsible for certain functions so that the group remains stable and is sustainable and continues to prosper. The fact that some individuals have the characteristics and right skill set might make them a suitable leader for a specific group at a time when specific circumstances dictate that a group needs strong leadership to save the organization. At a fundamental level, according to Nahavandi groups need leadership for the following reasons:¹⁶

- **Order and focus:** Humans have always been social animals and tried to master challenges within groups. Although the group may be pursuing one goal, individuals will show different needs and desires. This demand requires a leader who is able to find a strategy which includes individual needs and simultaneously, follows the execution of the group's objective.
- **Accomplishment:** Sometimes tasks are carried out more effectively by groups than by individuals. Nevertheless, it needs a leader who guides the group and sets objectives.
- **Purpose:** Leaders help to provide a path, and give life a sensible structure. Also, greater importance may be attached to situations which are vague and uncertain.
- **Being a romantic ideal:** Frequently, individuals admire a leader as they embody a desired character who reflect the individual's own ideals and values.

Broadly speaking, humans are born with the desire for leadership. Although leaders are not unconditionally necessary for survival, humans long for someone to follow and be motivated by somebody. Therefore, leadership is striven for at all levels.¹⁷

2.3 The impact of leadership in organisations

Groups need leaders, as do organisations. In 1981, a study by Weiner and Mahoney examined 193 manufacturing companies for over 19 years to find how leadership and other factors affect a firm's profit, profitability and its stock price. The results showed that leadership is strongly connected to a firm's profitability, having up to a 44% impact.¹⁸ Also more recent studies have shown correlation between effective leadership and business performance in different dimensions. For example, according to the global leadership forecast 2018 which analysed over

¹⁵ (Küsters, n.d.)

¹⁶ (Nahavandi, 2015, p. 28)

¹⁷ (Sandling, 2014)

¹⁸ (Weiner & Mahoney, 1981)

25,812 leaders in 2,488 organisations worldwide, an effective leadership strategy can enhance Human Resource's strategic impact and increase the competence to acquire internal employees for demanding open positions.¹⁹ Similarly, Yildiz et al. found that leadership, besides innovativeness, has positive effects on the overall business performance.²⁰ Also research from Ibrahim and Daniel has displayed that 'the style a leadership adopt[s] has a direct effect on the organizational performance of the employee.'²¹

Whilst research has demonstrated that leadership is only one factor besides many others influencing business performance, there is still disagreement about the extent to which leadership affects organisations. However, it can definitely be said that effective leadership influences other performance factors and is a key element in the vision creating process.²² It is difficult to determine which particular leadership style has a positive effect on companies, because a well-executed style always involves several factors such as a company's size and strategy. However, there is common ground that good leadership generally has a positive effect on the company.

Although good leadership results in a better company performance this expectation is unlikely to be achieved without a happy workforce. The leader of an organisation takes the responsibility to fulfil a number of personnel functions which shape and sustain the organisational culture as shown in the figure below.²³

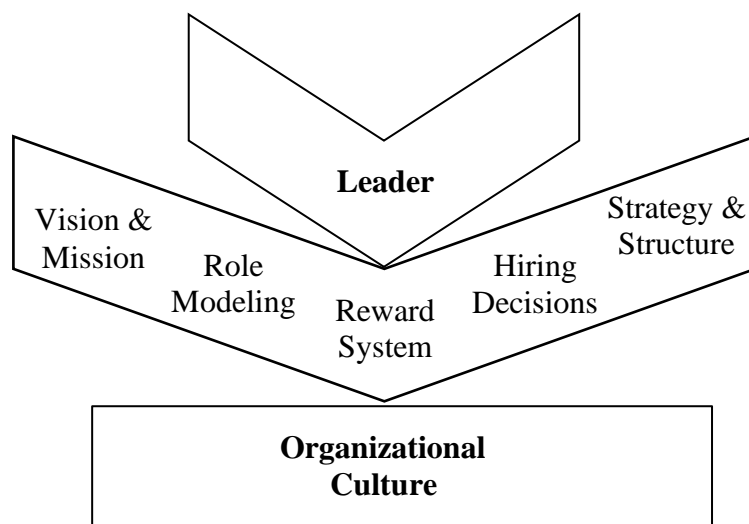


Figure 2: Leader's functions in shaping organizational culture (Nahavandi, 2015 p.34)

¹⁹ (Development Dimensions International (DDI), The Conference Board, & EY, 2018)

²⁰ (Yildiz, Bastürk, & Boz, 2014)

²¹ (Ibrahim & Daniel, 2019)

²² (Nahavandi, 2015, pp. 28-31)

²³ (Nahavandi, 2015, pp. 34-36)

Vision & Mission: It is one of the leader's key tasks to create a positive climate and atmosphere for the overall organisation as a company's culture is very often impacted by a leader's personality. The way an organisation is guided, is often reflected in its vision and mission.

Role Modelling: A leader who satisfies employee's and an organisation's needs will be respected by his followers and serve as a role model function. Role models do not only inspire, but also encourage and motivate their followers in the long-term.

Reward-System: The right motivation of employees is another key factor for ensuring a successful organisational culture. Therefore, a leader should make thorough decisions based on the reward systems and use incentives in the right way to encourage his followers.

Hiring Decisions: Controlling decisions influence a company's current culture in the short-term, as well as the long-term. By wisely choosing and announcing subsequent leaders who suit the existing climate, a firm's culture can remain effective and stable.

Strategy & Structure: Designing an optimal organisation's structure will shape its culture, dynamics, entrepreneurship and furthermore, support interactions. Simultaneously, a firm's strategy will support the structure in the long-term and help to consistently align resources.

2.4 Leadership across cultures

Whereas leadership shares many common key elements in a global context, there are significant differences within cultures when it comes to selecting a successful and effective style of leadership. Different cultures prefer distinct values, traditions and perceptions, and therefore, demand different types of leaders.²⁴

The Global Leadership and Organisational Behaviour Effectiveness (GLOBE) 2014 project builds on GLOBE 2004 and 2007 which analyzed cross-cultural leadership in over 62 countries over 20 years. Accordingly, "the relationship between observed leadership behaviours of CEOs, societal leadership expectations [...], as well as between leadership and organisation effectiveness"²⁵ was tested. Within this area of study, GLOBE is one of the most extensive research initiatives having examined information from 1,000 CEOs and 5,000 senior executives in 2014 alone. These data are being collected in order to find out how leadership should be executed appropriately in different cultures.²⁶ To find similarities and differences concerning leadership across cultures, the GLOBE project also selected nine sets of parameters referred to

²⁴ (Chamorro-Premuzic & Sanger, 2016)

²⁵ (House, Dorfman, Javidan, Hanges, & Sully de Luque, 2014, p. xvi)

²⁶ (GLOBE 2020, n.d.)

as ‘‘shared modal values of collectives’’²⁷ as listed below. These data were used to measure similar leadership values within 62 countries examined in 2002.²⁸

- **Uncertainty Avoidance:** The degree to which a society tolerates unpredictability by relying on rules and social norms.
- **Power Distance:** The degree to which individuals’ cultures encourage and practice that power should be distributed equally in an organisation or society.
- **Societal Collectivism:** The degree to which individuals are encouraged to practice collective actions by an organisation or culture.
- **In-group Collectivism:** The degree to which pride is communicated by individuals.
- **Gender Egalitarianism:** The degree to which genders are differentiated.
- **Assertiveness:** The degree to which individuals are confrontational, aggressive and assertive.
- **Future Orientation:** The degree to which a culture values long-term planning over short-term planning.
- **Performance Orientation:** The degree to which excellent performance is rewarded.
- **Humane Orientation:** The degree to which a society values fairness, friendliness and generosity.

Additionally, GLOBE created a questionnaire which included 112 leadership traits and abilities. This questionnaire was filled out by 17,000 managers. Subsequently with the evaluation, ‘‘21 primary dimensions of leadership’’²⁹ were designed. Based on these findings six global leadership dimensions were created, which in turn supported the production of the culturally endorsed leadership theory, also known as CLTs. These CLTs include:³⁰

- **Charismatic Leadership:** Followers are encouraged and motivated by a leader who is able to inspire them.
- **Team-orientated Leadership:** Besides focusing on team building, high emphasis is put on having the same objective within a team.

²⁷ (House, Javidan, Hanges, & Dorfman, 2002, p. 5)

²⁸ (House, Javidan, Hanges, & Dorfman, 2002, pp. 5-6)

²⁹ (GLOBE 2020, n.d.)

³⁰ (GLOBE 2020, n.d.)

- **Participative Leadership:** This leadership reflects the involvement of subordinates within the decision-making process.
- **Human-Orientated Leadership:** This leadership supports followers by including consideration for generosity and compassion.
- **Autonomous Leadership:** This leadership focuses on independency and individualism.
- **Self-Protective Leadership:** This leadership is based on securing individuals and the group through self-enhancement.

Based on these seven values and six CLTs, the GLOBE research identified ten regional clusters shown in the figure above. Furthermore, the study examined which cultural leadership profile suits each cluster best.³¹

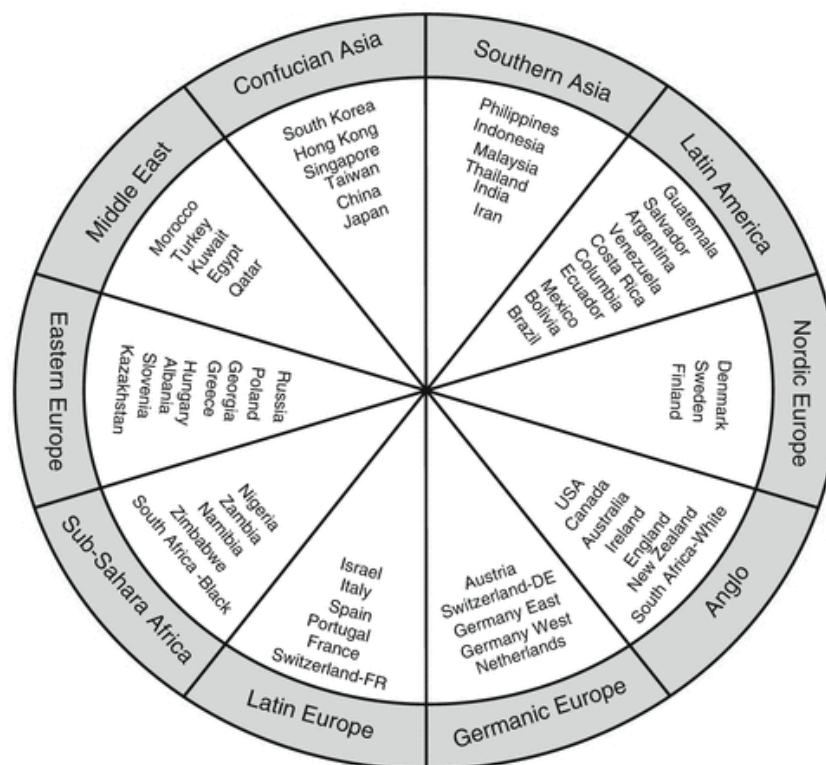


Figure 3: County clusters based on GLOBE (Nahavandi, 2015, p.59)

For example, the geographic area Germanic Europe which this thesis focuses on considers an ideal leader as ‘‘autonomous, charismatic, participative [and] human oriented’’³². In conclusion,

³¹ (House, Dorfman, Javidan, Hanges, & Sully de Luque, 2014, p. 8)

³² (Nahavandi, 2015, p. 59)

this research may support leaders in understanding values of different nations and their basic expectations towards successful leadership.

2.5 The history of leadership

Leadership had become an important topic to study during the Industrial Revolution towards the end of the 19th century. The study can be split into three eras which show increasing emphasis on measuring and predicting the effectiveness of leadership. The initial era termed the Trait Era took place from the late 1800's to just after the Second World War.

2.5.1 The trait era

The assumption "that leaders are born rather than made dominated"³³ initial work on leadership. Leaders were supposedly born with native qualities which directed researchers to look at personality and intelligence. However, despite 40 years of dedicated work by theorists such as Thomas Carlyle and William James, little was found to prove this belief. It was noticeable that some leadership traits were important such as being social, aggressive, and popular but the situation itself played a bigger role in determining leadership. Towards the end of the era, workers such as Ackerson and Bird began to study leadership in context with groups in specific situations. Although personal traits remain a key area for leadership research today, studies after the Second World War turned to behavioural aspects which formed the Behaviour Era and continued in to the early 1970's.³⁴

2.5.2 The behaviour era

Workers in the UK and US were influenced by the need to identify and train leaders during the war. Rather than trying to find traits that might make somebody an effective leader, focus turned to what an effective leader does. It was easier to observe behaviour, measure behaviour, and teach behaviour towards establishing effective leadership. Research initially was based on the work of Lewin who identified leaders as exhibiting democratic, autocratic or laissez-faire behaviour. One study group from Ohio State Leadership Studies developed hundreds of behaviours which were later simplified by others to far fewer styles including task- and relationship-related styles. As research continued it was still unclear how to define which behavioural styles led to effective leadership. Although a people-oriented (team) behaviour resulted in satisfaction for followers and a structured behaviour is linked to job performance, these findings were largely relevant to the US. By and large, behavioural research still excluded the situational aspect and gradually developed into the Contingency Era from the early 1960's

³³ (Nahavandi, 2015, p. 87)

³⁴ (Nahavandi, 2015, pp. 87-88)

to the present time. The Behavioural Era did, however, establish task and relationship as primary leadership behaviours.³⁵

2.5.3 The contingency era

Being able to identify and predict effective leadership continued for years and years of leadership research. Researchers such as Stogdill in 1948 were seeking an approach that also involved situational factors. This was finally achieved in the early 1960's when Fred Fiedler's work developed complex leadership models which considered not just the leader but situational factors such as task and type of work. Fiedler's Contingency Model was followed by other complex models such as the Path-Goal Theory and the Normative Decision Model. In these models, it is assumed that the leadership situation directs the personality and behaviour of the leader. Other findings showed that there is no single best way to lead, people can indeed learn leadership, leadership influences the effectiveness of working groups, and personal traits may influence the effectiveness of the leadership. Contingency is still studied today but is moving towards the interactions between leaders and followers.³⁶

2.5.4 The current era

There is another aspect of effective leadership which catches the interest of many researchers today. This aspect is the capacity of some leaders to generate devotion and belief from their followers in the sense that the personal interactions between leader and group members becomes so strong leading to change and success.

New leadership models have been developed from earlier concepts. Max Weber initially introduced charisma in the 1920s. James McGregor Burns used charisma in his Transformational Leadership style in 1978. Then Bernard Bass introduced a business-oriented Transformational Leadership in 1985. Charisma has been taken further by placing it in context with vision and change in large companies and organisations. Some models look at leadership values resulting in the authentic leadership model. Positive psychology and positive behaviour have also shaped recent models. These models consider the inspirational role of leaders and the ability of leaders to develop group culture. These newer models go even further by allowing application of emotional reactions. Furthermore, they look at both affective and cognitive leadership. They also include the application of transformational and charismatic leadership across top management.

All these models share inspiration, vision, and the relationship between leaders and followers as strengths in their common approach. Unlike contingency, these models can be applied across a wide range of situations.³⁷

³⁵ (Nahavandi, 2015, pp. 88-89)

³⁶ (Nahavandi, 2015, p. 89)

³⁷ (Nahavandi, 2015, pp. 200-201)

2.6 Transformational Leadership

Transformational Leadership is a relatively recent theory of leadership, shown to be effective across various industries. Leaders who cultivate a Transformational Leadership style are able to work together with their followers towards higher goals and shift expectations and perceptions. In this subchapter the style of leadership is further discussed.

2.6.1 Background and Definition

Unlike transactional leadership, Transformational Leadership is not only about an ‘‘exchange between leaders and followers’’³⁸, which takes place when leaders reward their subordinates for tasks and good performance. Transformational Leadership is also about the leader’s competence to create change in followers.³⁹

In 1978, Burns introduced the fundamental idea of transactional and transforming leadership for political leaders. Bass and Riggio furthermore claim that transforming leadership builds on transactional leadership and that it ‘‘raises leadership to the next level’’⁴⁰. According to Burns transforming leadership ‘‘occurs when one or more persons engage in such a way that leaders and followers raise one another to higher levels of motivation and morality.’’⁴¹ In other words, this theory includes inspiring a team to share the same vision, challenging a team to think outside the box, and supporting individuals by having the leader acting as a mentor. Hence, transforming leadership increases follower’s motivation, their morale and job performance. Generally speaking, this approach tries to encourage a group to work most effectively by motivating and supporting individuals with a clear vision.^{42 43}

Eight years later, Bass extended and developed Burn’s concept of transforming leadership to Transformational Leadership. In addition to Burn’s idea Bass introduced a way how Transformational Leadership could be measured and, ‘‘how it impacts follower motivation and performance’’⁴⁴. The ideal transformational leader enhances their follower’s interest and motivates them to work harder than expected. A transformational leader also involves subordinates in the working process by appreciating their personality.⁴⁵ In contrast to Burns,

³⁸ (Nahavandi, 2015, p. 210)

³⁹ (Mampra, 2017)

⁴⁰ (Bass & Riggio, 2006, p. 4)

⁴¹ (Burns, 1978, p. 20)

⁴² (Mampra, 2017)

⁴³ (Bass & Riggio, 2006, pp. 3-5)

⁴⁴ (Roberts, 1985)

⁴⁵ (Avolio & Bass, Developing Potential Across a Full Range of Leadership, 2002, p. 1)

who said that transactional and Transformational Leadership cannot take place at the same time, Bass said that these two leadership styles can go hand in hand. ⁴⁶

However, the theory has been an active topic of leadership research especially in recent years. Leaders who adopt a Transformational Leadership style are able to work together with followers towards higher goals. These leaders are able to lead by example motivating their followers and themselves to change expectations and perceptions. Today, it is considered by researchers such as Bernard Bass that Transformational Leadership can be observed in terms of its influence and impact on followers. Transformational leaders provide their team members with a mission and vision and inspire their followers to challenge the 'norm' by developing initiatives. Research has identified the following four key components, also rereferred to as the four I's, by which transformational leaders operate to motivate members of their team.⁴⁷

1. **Idealised Influence:** When leaders are admired, respected and trusted, they are considered to exercise *idealised influence*. In their interaction with their followers, leaders exhibit a particular behavioural style and are recognised by their followers as possessing specific attributes. Their idealised influence is characterised by an aptitude to take measured risk and provide reassurance that goals can be reached.
2. **Inspirational Motivation:** To attain goals, transformational leaders share their vision with their team members and clarify joint commitment to meet these goals. The enthusiasm and optimism that leaders show creates team spirit within an environment of inspirational motivation. Combined with the qualities of idealised influence, *inspirational motivation* can lead to a single leadership style also known as charismatic-inspirational leadership.
3. **Intellectual Stimulation:** The innovation and challenges that followers address under Transformational Leadership result from the capacity of their leader to question and to be able to encourage creativity and accept mistakes. The leadership actions that play such an important role in such scenarios are termed *intellectual stimulation*. Problems can be solved by identifying solutions by having different ways of analysing the various challenges.
4. **Individualised Consideration:** The final key component that makes transformational leaders successful is the glue for effective team cohesion. The leader considers every member of the team and takes time to develop their potential. In this role, the leader is both mentor and coach. Every member is different with individual development needs known as *individualised consideration*. There is a two-way exchange of information where leaders have an individualised approach to listen to individual circumstances and

⁴⁶ (Mampra, 2017)

⁴⁷ (Bass & Riggio, 2006, pp. 5-8)

set individual goals to develop that individual. Progress is monitored by coaching continuously rather than performing checks on achievement.⁴⁸

2.6.2 The Full Range Leadership Model

In the early 1990s, Avolio and Bass introduced the Full Range Leadership Model (FRLM) to demonstrate the effectiveness of Transformational Leadership. Transformational and Transactional Leadership are two leadership styles which have been shown to form a continuum which include many other styles.⁴⁹

The model which is illustrated below⁵⁰ includes three dimensions illustrating the degree of the leader's activity, the leadership's effectiveness which was tested in studies, and the amount of how frequently these different leadership theories are executed. The model represents the behaviour of managers towards employees in different work situations. In addition to Transformational Leadership, the model also distinguishes between transactional and non-transactional, also referred to as laissez-fair leadership.

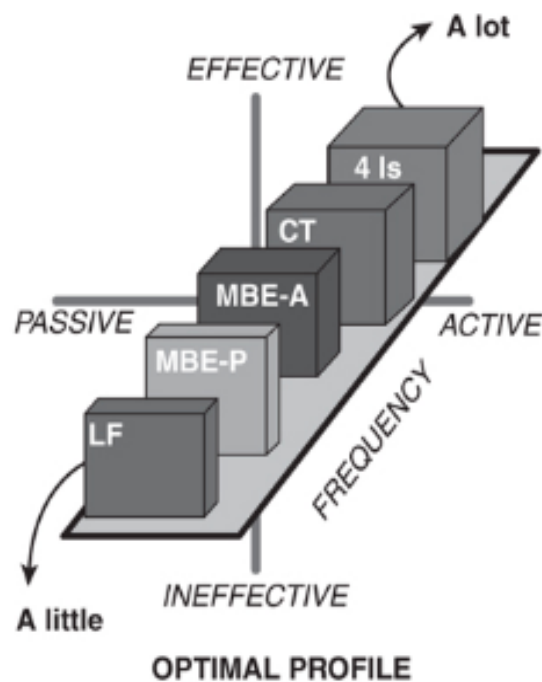


Figure 4: Full range leadership model (Avolio, Full Range Leadership Development, 2011, p.66)

Figure 4 illustrates an optimal leader profile and assumes that each of these leadership theories are executed to some extent. In an optimal leader profile, the laissez-faire (LF) style is not executed very frequently as it tends to be the most ineffective style where a leader executes leadership by being mostly absent and letting his employee take over responsibility. In contrast,

⁴⁸ (Bass & Riggio, 2006, pp. 5-8)

⁴⁹ (Bass & Avolio, Multifactor Leadership Questionnaire™, n.d.)

⁵⁰ (Avolio, Full Range Leadership Development, 2011, p. 66)

in an ideal leadership profile, transactional leadership is executed more frequently involving the elements: passive and active management-by exception, and contingent reward. Even within this style these different components show a different degree of effectiveness. Passive management-by expectation (MBE-P) and active management-by expectation (MBE-A) describe the active or passive controlling of the team's mistakes and activities and are illustrated to be less effective than contingent rewards. The most effective transactional component is displayed by contingent reward (CT) which is about an exchange of fulfilling tasks and being rewarded by the leader. However, a successful leader executes transformational components most of all. Avolio and Bass also found different degrees of effectiveness in the different transformational components according to the following order: individualized consideration, intellectual stimulation, inspirational motivation and idealized influence. However, even though Transformational Leadership has proven to be most effective within these studies, transactional leadership may be favoured in certain situations. Under circumstances where a leader is unable to influence reward for appropriate performance the transactional leadership might be desirable.^{51 52}

2.6.3 The Multifactor Leadership Questionnaire

The individual components of transformational and transactional, as well as the laissez-faire style described briefly above can be measured using a Multifactor Leadership Questionnaire (MLQ). The MLQ is a useful tool for assessing leadership properties in research.⁵³ Initially in 1995, Bass and Avolio created a long version including a total of 78 items. In order to make it shorter, a new version referred to as the Multifactor Leadership Questionnaire 5X (MLQ 5X) was created. A sample version can be found on Mindgarden's website.^{54 55} The MLQ has been developed to facilitate measuring success via a retesting programme. In this manner, changes in leadership style can be tracked.⁵⁶

In contrast to the basic concept of Transformational Leadership which is split up in to the four dimensions (Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration) the MLQ includes five dimensions. This is achieved by creating two dimensions (Attributes and Behaviours) from Idealized Influence.

Over the years, the MLQ has proven itself to be a reliable tool for measuring Transformational Leadership for different reasons. Firstly, Bass who developed the idea of Transformational Leadership has also developed the MLQ. Secondly, it is not limited to a country or an

⁵¹ (Avolio, Full Range Leadership Development, 2011, pp. 63-67)

⁵² (Jackenkroll, 2016)

⁵³ (Bass & Riggio, 2006, pp. 5-8)

⁵⁴ (Bass & Avolio, Multifactor Leadership Questionnaire™, 2015, pp. 5-6)

⁵⁵ (Harazd & Ophuysen, 2011, pp. 146-147)

⁵⁶ (Bass & Avolio, Multifactor Leadership Questionnaire™, n.d.)

organisation. The MLQ is also known to have the best correlation of the survey results and organisational performance.⁵⁷ Furthermore, extensive recent research has proven the reliability and validity of the MLQ. ‘‘Thousands of research programs, doctoral dissertations, and master’s theses’’⁵⁸ have successfully applied the MLQ. Finally, a thorough study by Antonakis et al. who is a well-known researcher on leadership, confirms the MLQ’s stability when applied in a homogenous environment.⁵⁹

2.6.4 Research on Transformational Leadership

Although Transformational Leadership has been one of the most extensive and most intensively researched leadership theories, the theory includes some weaknesses. Even though this style of leadership is suggested by many studies to be effective, it cannot be used as a ‘‘panacea’’. Currently, there are shortcomings in some studies. Teaching Transformational Leadership can be very complex as the theory is based on several personal traits such as being empathetic and inspirational. These characteristics are known to evolve in an early stage of life, some people have them and others do not. Finally, research has been lacking in terms of addressing adverse effects of Transformational Leadership. Further research could investigate situations where there is too much reliance of followers on leaders who exhibit undesirable and unethical practices.⁶⁰

Nevertheless, research on Transformational Leadership has evolved a lot in recent decades. Since the style of leadership was initially introduced with basic concepts, it has been extended to include modifying parameters. This has provided favourable conditions for research to suggest further applications of the model suitable for other environments such as the military or educational institutions. Research has also proven that Transformational Leadership has a positive impact on employee’s engagement and their performance. Transformational Leadership may even have a positive influence on climate, innovation, employee emotions, employee commitment and job satisfaction.⁶¹ Last, but not least, researchers have proposed that Transformational Leadership is valid across genders and cultures. In terms of a cross-cultural context, many countries have been shown to share ideal leadership characteristics reflected by common Transformational Leadership elements.⁶²

⁵⁷ (Bass & Avolio, Multifactor Leadership Questionnaire™, n.d.)

⁵⁸ (StatisticsSolutions, n.d.)

⁵⁹ (Antonakis, Avolio, & Sivasubramaniam, 2003)

⁶⁰ (Nahavandi, 2015, p. 213)

⁶¹ (Malik, Javed, & Hassan, 2017)

⁶² (Nahavandi, 2015, pp. 213-214)

Both organisational effectiveness and leadership training benefit from Transformational Leadership concepts. Reaching out to followers and influencing followers using this valuable approach could benefit many leaders and organisations to become more effective.⁶³

3 Generation Z

Older individuals in Generation Z have already started to enter daily work life. Rather sooner than later, the dominant workforce will move from Generation X and Millennials to Generation Z. Although there are a number of definitions of when Generation Z starts and ends, many researchers define Generation Z as individuals born between the mid- to late-1990s and the early 2010s. Forbes states that Gen Zers are born between 1995 and 2010, meaning that the youngest are just 10 years old and the oldest are 25 years of age.⁶⁴

3.1 Environment

Individuals of Generation Z are largely shaped by the environment in which they grew up. Generation Z has been referred to as, ‘‘a tumultuous world, demonstrated to them in all its VUCA (Volatility, Uncertainty, Complexity and Ambiguity) glory’’⁶⁵. VUCA refers to a faster developing world which is becoming increasingly more complex. In this world, people are faced with planning uncertainty. A one-size-fits-all approach has been replaced by a wider choice. Digitalization flows everywhere in daily life and infiltrates every possible business niche.⁶⁶ Most individuals of Generation Z are exposed to this 24/7 connected community. Social networks, online platforms and mobile devices are integral parts of their daily life which is why the boundaries between virtual and real life are rapidly merging. Thus, Generation Z has learned to process digital data quickly and use digital data from an early age. Simultaneously, individuals from Gen Z were more praised and encouraged by their parents and involved in the family’s decision-making process than previous generations. This may be just one reason for Gen Z’s desire to be independent. Furthermore, Generation Z is also known for being curious and open-minded.⁶⁷

3.2 Generation Z’s values

Several studies have been conducted during the last few years to gain more insight in to Generation Z’s values. For example, The Varkey Foundation looked at 20,088 individuals

⁶³ (Nahavandi, 2015, p. 214)

⁶⁴ (Patel, 2017)

⁶⁵ (INSEAD, Emergin Markets Institute, The HEAD Foundation, Leadership Center, & Universum, 2017)

⁶⁶ (Åhman, 2012, pp. 36-38)

⁶⁷ (Agentur Junges Herz, 2019)

across the globe born between 1995 and 2001 to get an overview of their values. The pie chart below summarizes the findings, illustrating six core values. ⁶⁸

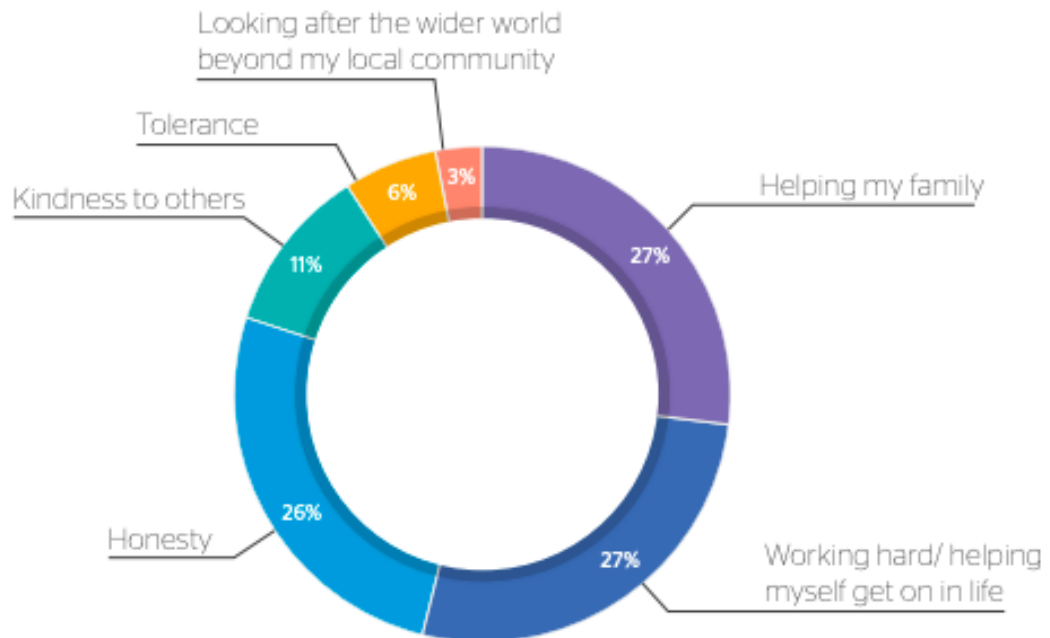


Figure 5: Generation Z's core values (The Varkey Foundation, 2020, p.46)

It is significant that helping my family, working hard/ helping myself get on in life and honesty are the most important values. Indeed, generally speaking Gen Zers have been shown to be very family orientated. The *Calepedia Jugendstudie #2* interviewed 12,000 teenagers and revealed that Generation Z places high importance on their family. The study also found that 61% of the respondents would like to marry and 67% would like to have two children.⁶⁹ This classical family picture was also reflected by 69% who named their parents as their role model.⁷⁰

3.3 Generation Z's key characteristics

Research has shown that individuals from Generation Z have common key characteristics. Individuals are quick information seekers and expect to have all information at their disposal. Thus, informative videos or pictures are often preferred over long texts. Furthermore, the majority of Gen Z are content with their lives. However, many feel pessimistic about the future and are frightened by events such as international conflicts. Nevertheless, they believe in equality, perceive themselves very highly, and more so than their friends. Most individuals from

⁶⁸ (The Varkey Foundation, 2020, p. 46)

⁶⁹ (Nier, 2016)

⁷⁰ (INSEAD, Emergin Markets Institute, The HEAD Foundation, Leadership Center, & Universum, 2017)

Generation Z value ‘‘making a wider contribution to society’’⁷¹. Having more skills and more knowledge at their disposal assists them in making these contributions. Above all Generation Z are aware of the importance to succeed in life.^{72 73}

3.4 Generation Z’s working expectations

Literature is divided whether the general public is rather upset about Generation Z or simply praise them. Regardless of the public’s opinion, Generation Z show a desire to be independent which is reflected in their working life. Less emphasis is placed on their employer and there is an increasing lack of emotional attachment to a company. Leisure time is also playing a more and more important role.⁷⁴ These trends do not mean that Generation Z are not taking their work seriously, rather that Generation Z are setting their priorities differently. Whereas previous generations were typically motivated by high salaries, motivators for Generation Z have become self-fulfilment and a good working atmosphere. This has consequences for employers who may be able to raise performance by setting interesting projects and creating a more inviting working climate. Research has shown that Generation Z are also more motivated by relationships and ‘‘opportunity for advancement’’⁷⁵ rather than by financial reward⁷⁶. The expectations that Generation Z hold are often met with a lack of understanding, especially among older generations. Generation Z also strives for free expression and change in the world of work.⁷⁷

As stated in Chapter 3.1., digitalisation is an integral part of Generation Z’s daily life, and they also expect to have access to digital media in their working life. Individuals prefer a practical and independent approach to learning set at their own pace. They are able to work solo but are also comfortable working in groups.⁷⁸

In conclusion, individuals from Generation Z are self-confident and are aware of their opportunities. Individuals do not have to depend on just one employer but expect appropriate working conditions and an exciting field of work.

3.5 Current state of research

Although a lot of research has been carried out on effective leadership and earlier generations such as Generation X, Generation Y and the Millennials, there is little research on Generation

⁷¹ (The Varkey Foundation, 2020, p. 9)

⁷² (The Varkey Foundation, 2020, pp. 6-9)

⁷³ (INSEAD, Emergin Markets Institute, The HEAD Foundation, Leadership Center, & Universum, 2017)

⁷⁴ (Scholz, 2014, p. 39)

⁷⁵ (Hope, 2016)

⁷⁶ (Hope, 2016)

⁷⁷ (Agentur Junges Herz, 2019)

⁷⁸ (Hope, 2016)

Z and effective leadership. This might be because Generation Z are still very young. Nevertheless, there are some studies such as the Global Citizenship Survey⁷⁹ and the Universum Study on ‘‘Building leaders for the next decade’’⁸⁰. These studies have examined the values of Generation Z and what they expect from their future employers as covered in Chapter 3.2.

Studies specific to Transformational Leadership and Generation Z are very limited. However, research has established the effectiveness of Transformational Leadership for Generation Z, also presented in Chapter 2.6.4. One relevant study investigated how individuals from Generation Z perceive the leadership effectiveness of their managers (from Generation Y born 1980-1995⁸¹) in the VUCA world (Chapter 3.1). The Transformational Leadership style of managers was shown to be significantly and positively associated with Generation Z’s perceived leadership effectiveness ⁸².

How to engage Generation Z and motivate performance is and will become increasingly important for management. The UNIVERSUM Study suggested a distributed leadership approach. In this style, value derives from how tasks are completed and how these tasks affect each member of the workforce. Hierarchy is far less important than team cohesion and providing leadership opportunity for multiple employees within an organisation.⁸³

4 Empirical quantitative research

After discussing relevant theory about leadership and Generation Z, the methodology of the first empirical part is explained below. In this context the choice of study design, construction of the survey and the execution is addressed.

4.1 The survey

This chapter discusses the reasons for selecting a survey for quantitative research. The construction and execution of the survey are also explained.

4.1.1 Choice of study design

In order to address the question what expectations Gen Z has towards effective leadership, a quantitative research method was selected. To-date, not a lot of research has been carried out on this topic. Therefore, a quantitative approach enables a more comprehensive picture than

⁷⁹ (The Varkey Foundation, 2020)

⁸⁰ (INSEAD, Emergin Markets Institute, The HEAD Foundation, Leadership Center, & Universum, 2017)

⁸¹ (MerriamWebster, n.d.)

⁸² (Dabke, 2018)

⁸³ (INSEAD, Emergin Markets Institute, The HEAD Foundation, Leadership Center, & Universum, 2017, p. 32)

qualitative research as more respondents can be involved. Hence, a survey serves as a suitable instrument of investigation for quantitative studies as it allows to reach a high number of respondents.

Although surveys are a common tool to collect primary data, there are several disadvantages which can influence the empirical research. For example, participants might not always be aware of the topic or they allow themselves insufficient time to reflect on the questions resulting in inconsistent answers and lack of accuracy. Also, a ‘‘structured survey and fixed-response [...] questions’’⁸⁴ can affect respondent’s answers. This might especially have an impact on questions which aim at gathering data about the respondent’s beliefs and feelings. Another factor which can influence answers, is the way the researcher words the questions. Depending on the choice of language and words, different participants may understand questions differently and answers will vary. However, these disadvantages offset by various advantages. Questionnaires of this type are easy to design and manage and need minimal organisation. In addition, this survey type is rather cost effective. Furthermore, fixed-response questions enable consistent results and limit the extent of answers which makes the process of evaluating and analysing easier.⁸⁵

4.1.2 Construction of survey

The survey was created with Survio.com, an online tool to develop surveys in an easy way. When generating the survey, high emphasis was put on the design and the user experience as these factors play an important role in positively influencing data quality.⁸⁶ Survio.com does not only allow an appealing design which helps to engage with the target audience, but offers also a great user experience for all kind of devices such as smartphones, as well as computers. These characteristics ensure the survey can be answered through all kinds of devices. The survey was conducted in German as it was distributed to people living in Germany. The German as well as the translated version in English can be found in Appendix 1 and 2. However, this subchapter deals with the translated English version.

The main concept of the survey is based on the MLQ 5X which was described above. Although the complete version of the MLQ can only be accessed and purchased through Mindgarden, a free test version is available on the website⁸⁷. Furthermore, it gives official definitions for each dimension. Based on the Transformational Leadership’s dimensions definition, the author created three statements for each dimension. Similar to the original MLQ 5X, each dimension statement is formulated positively. Thus, the author expects positive results. It can happen that results may be quite similar which means small differences in the survey could have a big

⁸⁴ (Naresh & Birks, 2006, p. 225)

⁸⁵ (Naresh & Birks, 2006, p. 225)

⁸⁶ (Nau, 2020)

⁸⁷ (Bass & Avolio, Multifactor Leadership Questionnaire™, 2015, pp. 5-6)

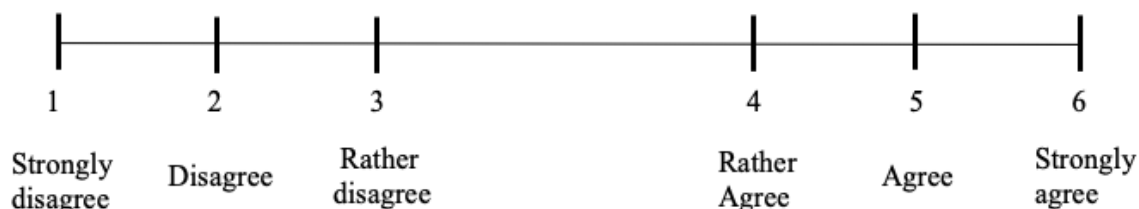
impact. In order to detect differences in the results and to exclude a neutral choice⁸⁸ an equally weighted Likert scale from 1 to 6 was chosen which tends to make respondents go in one direction.

To prevent some of the disadvantages mentioned above, the survey's statements were structured randomly with the online tool random.org. Furthermore, wording was an important factor. As the survey is targeted to Generation Z which involves children, the questions and statements had to be formulated in a very easy and basic language. For instance, instead of using the term *vision*, the word can be explained with 'common goal'. To guarantee the understanding and feasibility, the survey was tested by five people born between 1995 and 2003, including both genders. After receiving feedback some small changes were made in the formulation of text and spelling mistakes were corrected. Before finally sending the survey out, it was checked and approved by the thesis' supervisor and amended.

The survey includes the following questions which serve as additional parameters to evaluate and compare results. Further explanation is given after each question describing how they are relevant for the survey.

- 1) *What year were you born?* – in order to compare age groups and their expectations
- 2) *What sex are you?* – in order to compare different genders and their expectations
- 3) *What is your highest educational qualification?* - in order to compare respondents with different educational qualifications and their expectations
- 4) *How much work experience do you have so far?* – in order to compare respondents with different work experience and their expectations

Furthermore, the survey includes statements which are based on the five Transformational Leadership dimensions. As explained in chapter 2.6.3 the MLQ 5X splits up Idealized Influence in to Idealized Influence – Attributes and Idealized Influence – Behaviours which in turn means that the survey consists of three statements for each of the five dimensions, resulting in 15 in total. Participants were asked to use the following Likert scale to asses to what degree they agreed with the following statements.



Further explanation is provided after each of the following statement describing the relevance to the survey.

⁸⁸ (Allen & Seaman, 2007)

- 5) *My leader should act in the interests of my team.*
- 6) *My leader should envisage a long-term goal for the team.*
- 7) *My leader should stimulate me to think creatively.*
- 8) *My leader should stimulate me to think independently.*
- 9) *My leader should promote my further development.*
- 10) *My leader should inspire me.*
- 11) *My leader should understand my needs.*
- 12) *My leader should not criticize me in public.*
- 13) *My leader should be a role model.*
- 14) *My leader should be my mentor.*
- 15) *My leader should have confidence in me.*
- 16) *My leader should provide meaning to my work.*
- 17) *My leader should build trust.*
- 18) *My leader should promote team spirit.*
- 19) *My leader should communicate his/her values.*

In order to take all relevant factors into account, respondents were also asked if there were any other important leadership components missing.

20) What do you personally consider a good and successful leadership style?

The following question closed the survey to find out if participants had any feedback.

21) Do you have any further comments?

4.1.3 Execution of survey

The survey was distributed on the 27th of February 2020 and responses were collected until the 13th of March 2020. In order to encourage as many people as possible to participate, the link of the survey was sent out via WhatsApp through private chats. To ensure that only Generation Z received the survey, the author made sure that people who were born between 1995 and 2010 got the survey. Additionally, friends and family offered to distribute the survey among younger friends, which enabled the author to also reach the younger audience of Generation Z. In total, 147 results were collected.

4.2 Presentation of the survey's results

Question 1 – Year of birth

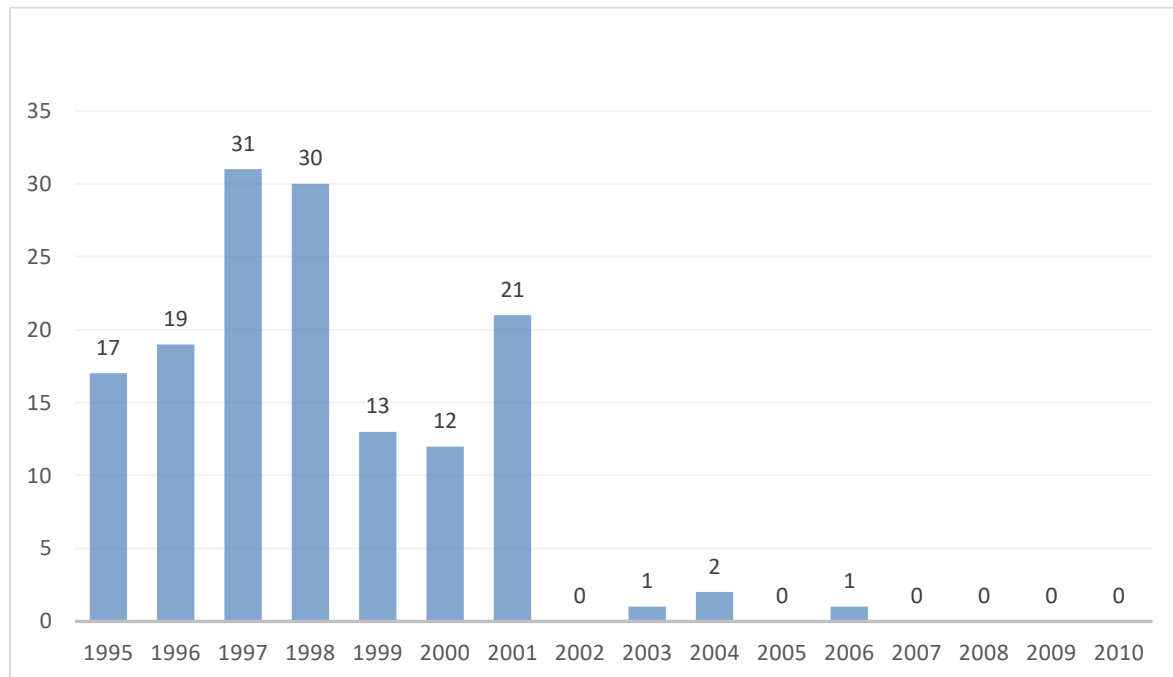


Figure 6: Distribution of year of birth

The distribution frequency of 147 respondents illustrated in Figure 6 shows a right-skewed distribution with most respondents born between 1995-2001 reflecting an age of approximately 19-25 years old. The range covered 1995 to 2006 showing that the youngest respondent is approximately 15 years old.

Question 2 - Gender

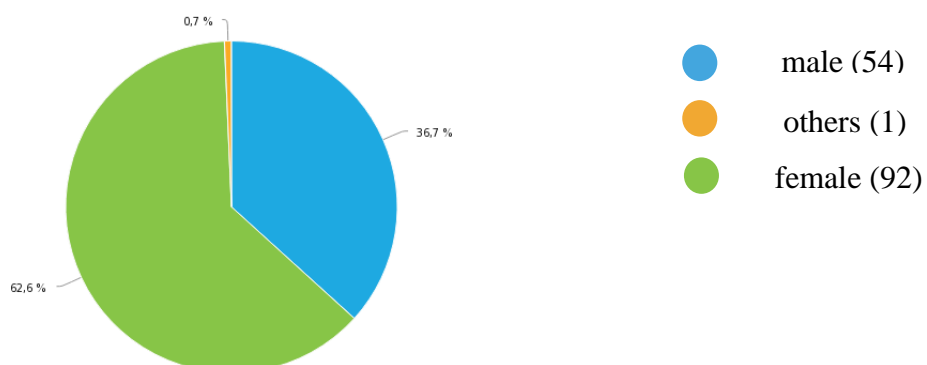


Figure 7: Distribution of gender

The gender split of all respondents was predominately female with almost two thirds (62.6%) identifying themselves within this category (Figure 7). One individual chose the category 'other'.

Question 3 – Highest educational qualification

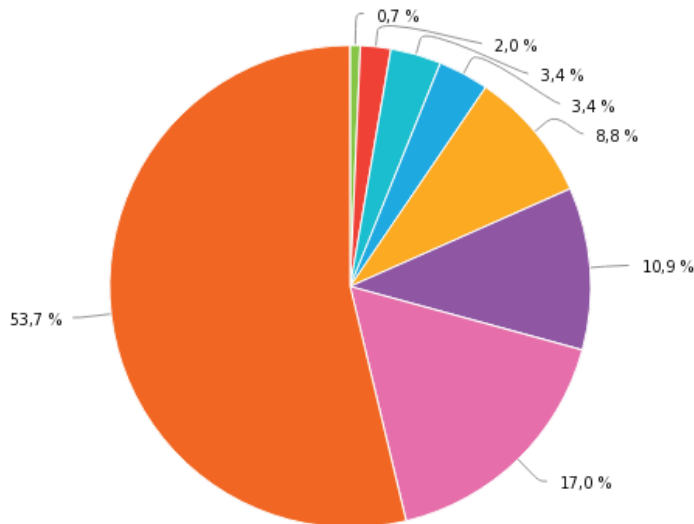


Figure 8: Distribution of highest educational qualification

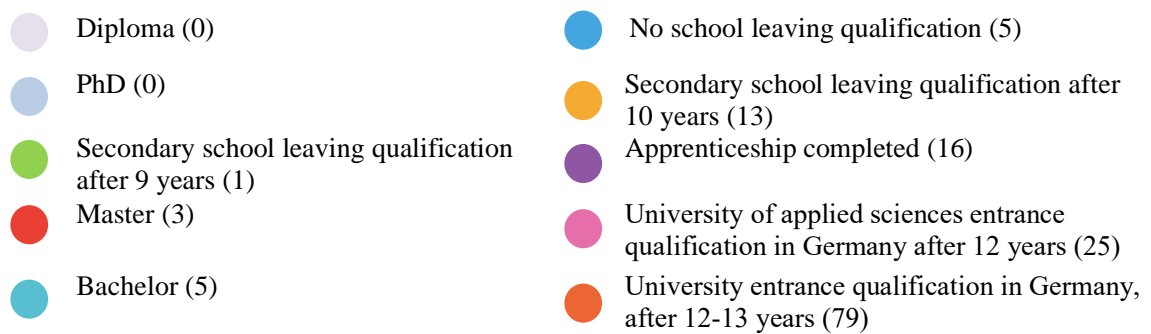


Figure 8 shows that the highest level of education selected by a respondent was a Master's degree (2.0%) followed by a Bachelor's degree (3.4%). Over half (53.7%) of all respondents achieved an Abitur as their highest qualification.

Question 4 – Work experience

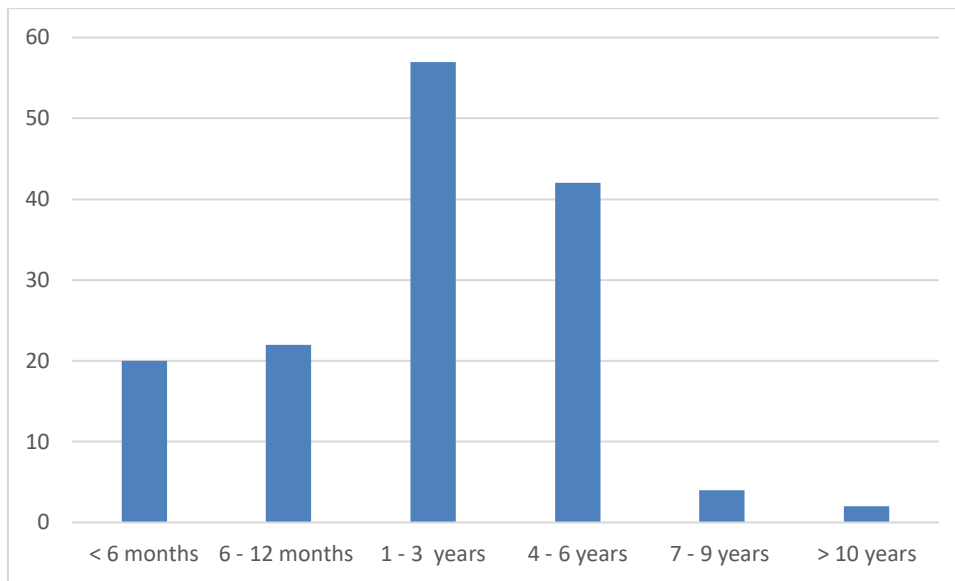


Figure 9: Distribution of work experience

In terms of work experience, the survey showed that 67.4% of respondents had between one to six years of work experience while 28.6% had worked 12 months or less. Besides, two individuals chosen that they had been working for longer than 10 years.

Question 5 – My leader should act in the interest of my team.

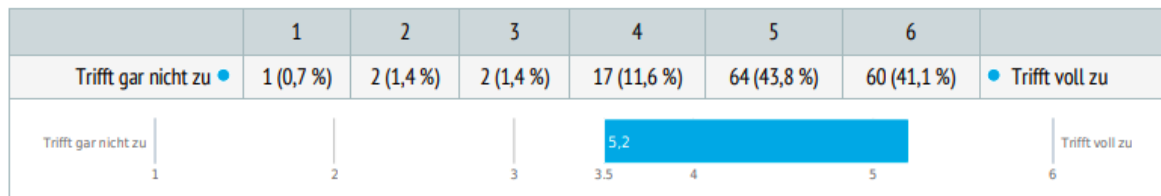


Figure 10: Distribution of question 5

On a Likert scale of 1 to 6 where 1 indicates a position of strongly disagree through to 6 indicating strongly agree, over 95% of respondents chose values of 4, 5 or 6 indicating that they agree that their leader should act in the interests of the team. The mean score as shown in Figure 10 was 5.2.

Question 6 – My leader should envisage a long-term goal for the team.

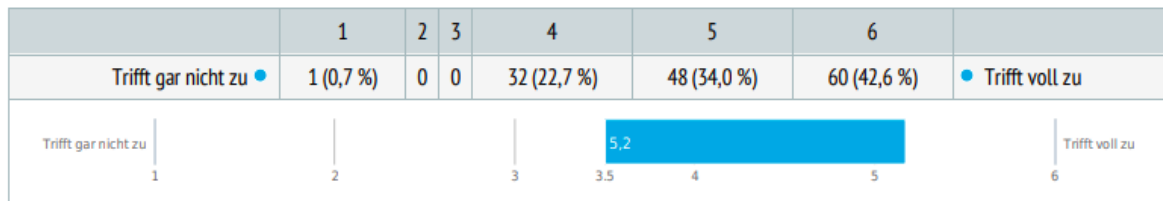


Figure 11: Distribution of question 6

In Figure 11, all respondents except for one individual agreed (5.2 mean score) with the statement that leaders should have long-term goals for their teams.

Question 7 – My leader should stimulate me to think creatively.

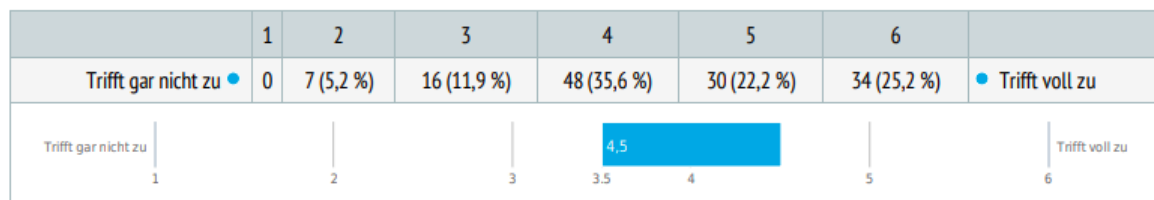


Figure 12: Distribution of question 7

Creativity was considered by the majority of respondents to be an important quality for leaders as evidenced by a mean score of 4.5 in Figure 12.

Question 8 – My leader should stimulate me to think independently.

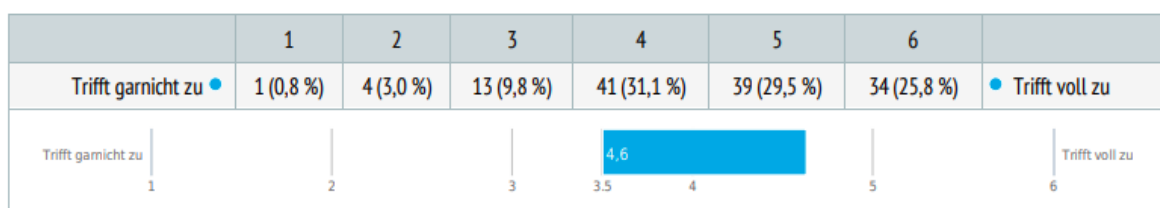


Figure 13: Distribution of question 8

More than 85% of the study population agreed that leaders should stimulate creative thinking. Figure 13 indicates the mean score was 4.6.

Question 9 – My leader should promote my further development.

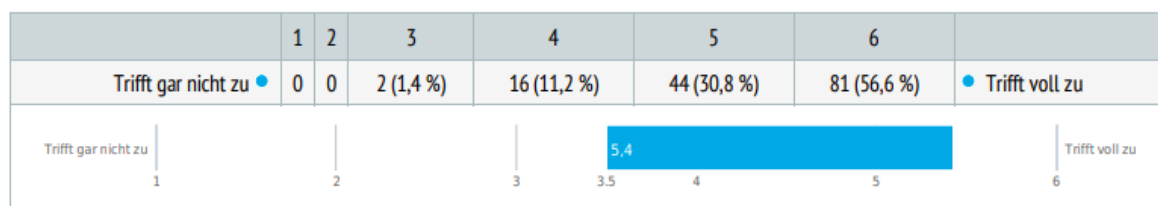


Figure 14: Distribution of question 9

Further development of followers by their leaders was agreed by nearly all respondents (two did not agree) with a high mean score of 5.4 represented by Figure 14.

Question 10 – My leader should inspire me.

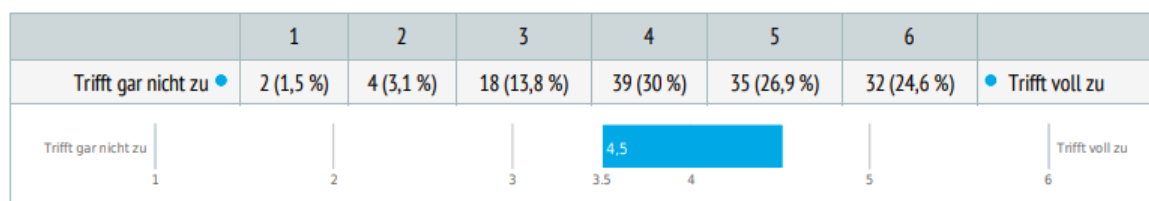


Figure 15: Distribution of question 10

A mean score of 4.5 in Fig 10 reveals that most respondents agreed with the statement leaders should inspire their followers.

Question 11 – My leader should understand my needs.

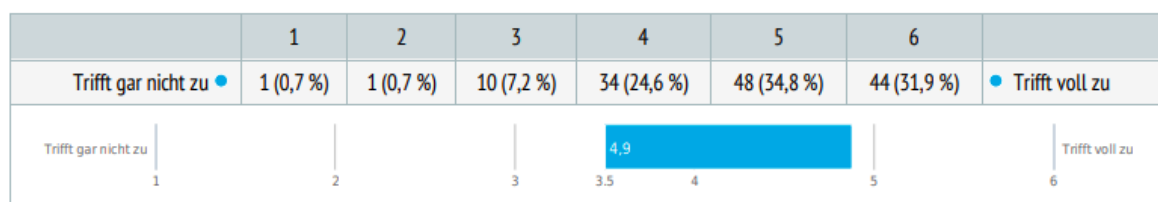


Figure 16: Distribution of question 11

Only 12 of 147 respondents did not agree that leaders should understand the needs of their followers with an overall mean score of 4.9 .

Question 12 – My leader should not criticize me in public.

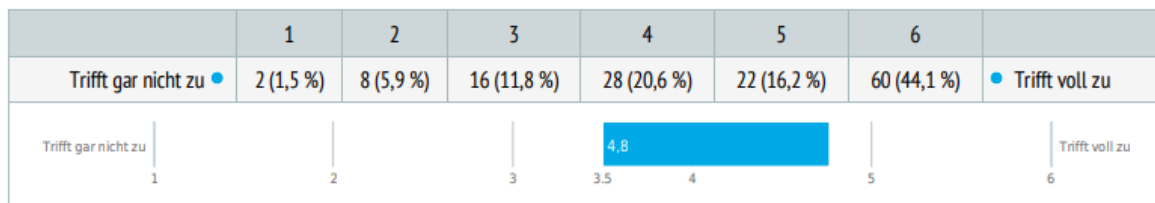


Figure 17: Distribution of question 12

Most respondents (80.9%) agreed that their leader should not criticise them in public.

Question 13 – My leader should be a role model.

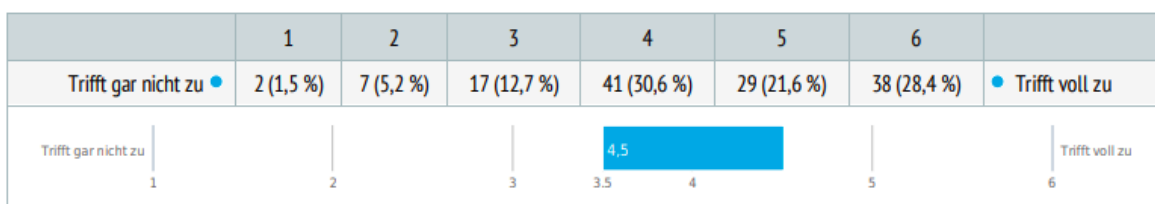


Figure 18: Distribution of question 13

The statement leaders should be a role model was agreed with a mean score of 4.5.

Question 14 – My leader should be a mentor.

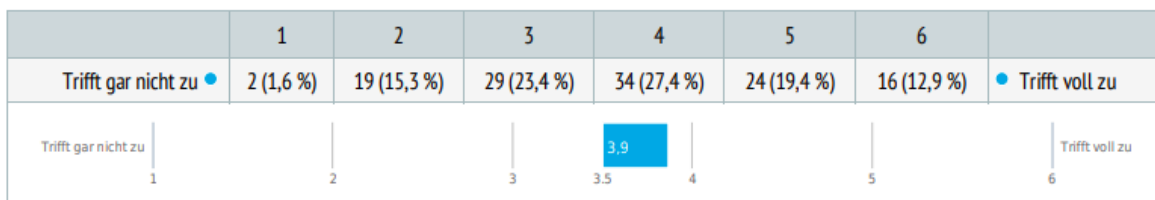


Figure 19: Distribution of question 14

The idea that leaders should be a mentor for their followers was questionable with over 40% respondents disagreeing resulting in a mean score of 3.9 as shown in Figure 19.

Question 15 – My leader should have confidence in me.

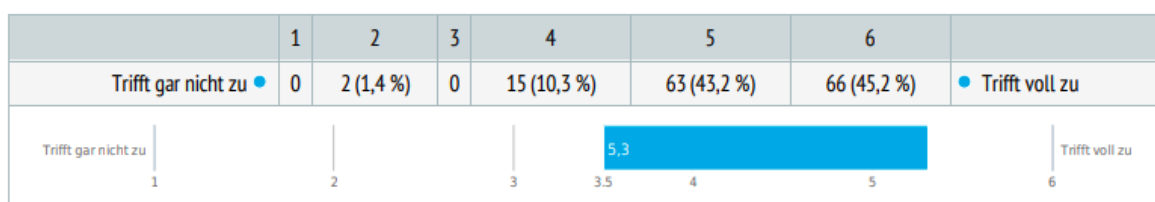


Figure 20: Distribution of question 15

Respondents strongly supported that leaders should have confidence in their followers with a mean score of 5.3.

Question 16 – My leader should provide meaning to my work.

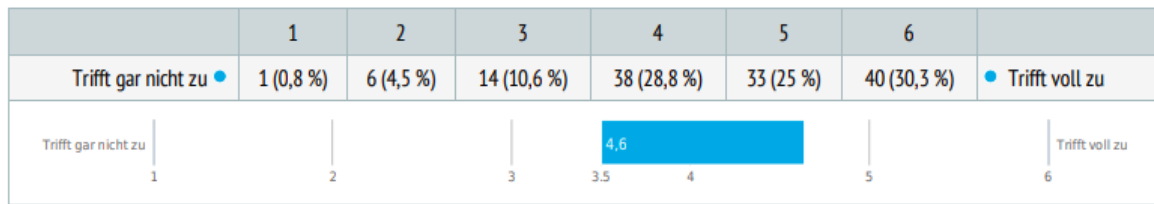
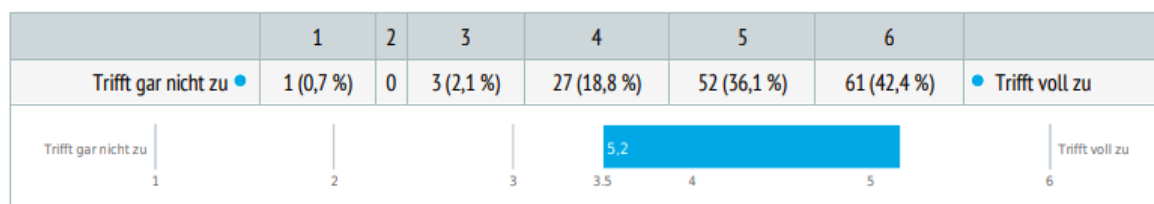


Figure 21: Distribution of question 21

Overall, respondents agreed that their leaders should provide meaning for their work. (Figure 21, mean score 4.6).

Question 17 – My leader should build trust.



Respondents strongly agreed that leaders should build trust as illustrated by a mean score of 5.2 in Figure 22.

Question 18 – My leader should promote team spirit.

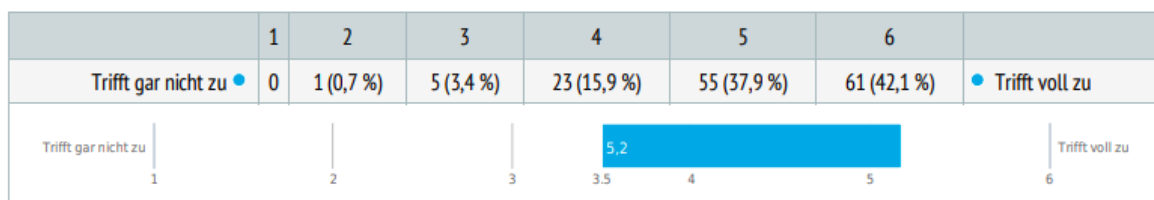


Figure 22: Distribution of question 18

Only six of 147 respondents did not agree that leaders should promote team spirit. This results in a relatively high mean score of 5.2 in Figure 23.

Question 19 – My leader should communicate his/ her values.

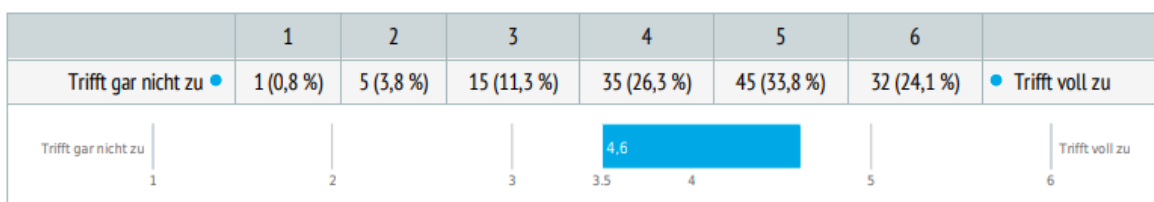


Figure 23: Distribution of question 19

A majority of all respondents agreed that leaders should communicate their values to followers with a mean score of 4.6 depicted in Figure 24.

Results from Q5-Q19 are summarised in Appendix 3. The study population agreed to the leadership statements with mean scores varying from 3.9 to 5.4. The lowest scored statement (Q14) with a score of 3.9 was that leaders should be mentors for their followers. In contrast, the highest score 5.4 was associated with my leader should promote my further development (Q9).

Question 20 – Personal consideration for successful leadership

In total, 72 individuals provided further feedback about what is needed for a successful leadership style. Replies which shared common leadership characteristics by at least five individuals are listed in descending order of frequency below:

- 16 responded that leaders and followers should interact showing respect and appreciation for one another
- 13 wished that leaders use open, direct and clear communication
- 12 would like leaders to show empathy and sensitivity
- 10 indicated that leaders should be open for requests
- 10 gave feedback that a leader should act in favour of the team
- nine replied that followers should have trust in their leaders
- seven said leaders should be open to criticism
- seven would like clear structure and distribution of tasks from leaders

Other noteworthy remarks that leaders included: combine interests of company and employees, a strong personality, rational and economical thinking, creating a positive working atmosphere, separate business from private life, optimise a balance between leadership and friendship styles, technical knowledge, supportive.

Question 21 – Further comments

Only three individuals replied. Of these, two were not relevant and one noted the survey was ‘one-sided’ in that the design tended to favour only positive answers.

4.3 Survey analysis

Analysis of the results from the survey is performed descriptively. A descriptive approach was selected because it effectively describes the data collected from the survey and allows one to visualise the data in graphs and figures. The selected survey tool (survio.com) allowed typical descriptive analyses but also permits the use of cross-checking and use of various filters.

Consequently, a statistical programme such as SPSS was not necessary to fulfil the planned analysis.

The present chapter is split into two parts according to the first two research questions in this thesis. The research questions as stated at the beginning of this thesis are:

- **What does Generation Z expect from effective leadership?**
- **Does Generation Z think that different dimensions of Transformational Leadership have more importance than others for effective leadership?**

For each part, cross-checking is applied to see whether year of birth, gender, highest qualification, or years of work experience influence the mean score and expectation.

4.3.1 What does Generation Z expect from effective leadership?

As shown in Chapter 5.2 for statements 5-19, the higher the value of the mean score then the greater the importance was attached to the statement and the stronger was the expectation. On this basis, the most important leadership attribute is that a leader should promote his followers' further development (mean score = 5.4). The second most important expectation is that the leader should have confidence in his followers (5.3). There are then four expectations with an equal score (5.2) in which the leader should: act in the interests of his team, envisage a long-term goal for his team, build trust, and promote team spirit.

All of the six highest ranked expectations have high scores close to the maximum of 6.0. However, considering the range of scores for the 15 questions (3.9-5.4), all scores were rated relatively high with only one question having a score below 4.0. The statement with the lowest expectation was that a leader should be a mentor (3.9).

The high scores for all statements reflect expectations that are consistent with the attributes of Transformational Leadership. Consequently, this suggests that Transformational Leadership probably is a well-accepted leadership style for Generation Z which would also support the hypothesis: The Transformational Leadership theory is effective for Generation Z.

Further analysis using filters with regard to year of birth was undertaken by using two age groups; 1995-1997 and 1998-2000. These groups were chosen because they covered the majority (84%) of all respondents. While 67 respondents were born between 1995-1997, 56 respondents were born between 1998-2000. The scores of all 15 statements were compared between these two categories. Only three statements resulted in category scores that differed by ≥ 0.3 which was defined as a 'cut-off level'. The first statement with the greatest difference (1995-1997 score 4.7 versus 1998-2000 score 4.2 = 0.5 difference) was my leader should inspire me. The second statement, my leader should be a role model resulted in a smaller difference

($4.7 \text{ v } 4.3 = 0.4$), and the third statement, my leader should be my mentor just reached the cut-off level ($4.0 \text{ v } 3.7 = 0.3$). It is evident that for each of the three categories, the younger age group always had lower expectation. Moreover, for every single statement, the younger age group never expressed a higher expectation and the score was lower for 11 of 15 statements.

The next filter 'gender' was applied for all respondents except for one individual who responded as belonging to the gender option 'Other'. Female respondents ($n=92$) were compared to male respondents ($n=54$), resulting in three statements with score differences of ≥ 0.3 . These three statements were: my leader should be my mentor (female $4.1 \text{ v } 3.5 = 0.6$), my leader should act in the interests of my team ($5.3 \text{ v } 5.0 = 0.3$ difference), and my leader should understand my needs ($5.0 \text{ v } 4.7 = 0.3$). Although, females agreed more to these three statements than males this was not the case for all the remaining statements with only eight statements showing higher scores for females. Thus, there is no common trend with one category as was seen with the year of birth.

Analysis of the highest qualification was carried out by splitting all respondents into two categories; below university entrance qualification ($n=60$) versus respondents with and above university entry ($n=87$, typically after 12-13 years of school). This comparison showed five statements to have differences in scores of ≥ 0.3 reflecting high expectations for: my leader should provide meaning to my work (below university $5.0 \text{ v } 4.5 = 0.5$ difference), my leader should stimulate me to think creatively ($4.8 \text{ v } 4.4 = 0.4$), my leader should stimulate me to think independently ($4.4 \text{ v } 4.8 = 0.4$), my leader should inspire me ($4.8 \text{ v } 4.4 = 0.4$), and my leader should not criticise me in public ($4.9 \text{ v } 4.6 = 0.3$). There were no overall trends across all the statements between the two categories. The five differences between the two categories are difficult to interpret because some respondents without a university entrance qualification may be following an apprenticeship.

The last filter, 'work experience' was split into five groups including all respondents and reflecting different lengths of work experience: 0-6 months ($n=20$), 6-12 months ($n=22$), 1-3 years ($n=57$), 4-6 years ($n=42$), and ≥ 7 years ($n=6$). For this analysis, many statements did not show much change across all categories of work experience. However, five statements reflected noteworthy changing trends and score differences with length of work experience. These statements in order of the magnitude of score differences are: my leader should communicate his/her values (minimum score for 0-6 month's work experience $3.9 \text{ v } 5.5 = 1.6$ difference), my leader should understand my needs (0-6 months $4.6 \text{ v } 5.5 = 0.9$), my leader should have confidence in me (0-6 months $4.7 \text{ v } 5.5 = 0.8$), my leader should not criticise me (0-6 months $4.4 \text{ v } 5.1 = 0.7$), and my leader should promote my further development (0-6 months $5.1 \text{ v } 5.6 = 0.5$). Each of the five statements draws out a stronger expectation with increasing work experience. These trends are represented in the figure below.

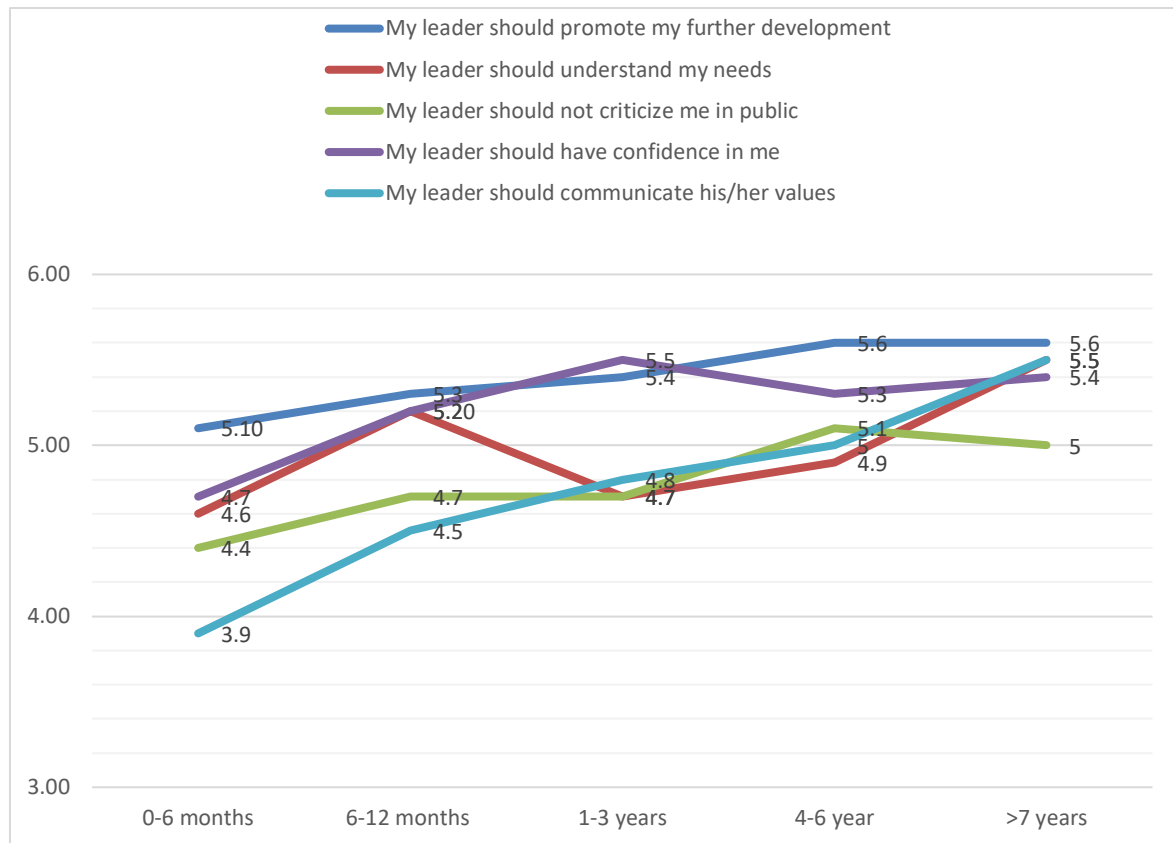


Figure 24: Development of mean scores with work experience

It is remarkable that the statement my leader should communicate his/her values was rated with the lowest score (3.9) with only 0-6 month's work experience but increased to almost the highest expectation/score (5.5) with the longest work experience ≥ 7 years. This suggests as Generation Z individuals gain more work experience they expect more clarity from their leader, what is important to the leader, what the leader believes, and that the leader respects the followers.

It is also clear with increasing work experience, that Generation Z have stronger expectations of their leader to understand their needs and be able to further develop their skills. This also reflects the statement that followers would expect their leader to place more confidence in their ability with increasing work experience. Therefore, criticising and exposing followers in public would be counterproductive as this would be in conflict with building confidence and developing the team.

4.3.2 Does Generation Z think that different dimensions of Transformational Leadership have more importance than others for effective leadership?

As explained above, the five dimensions of Transformational Leadership were split up in to 15 statements in the survey (Questions 5-19). Thus, each dimensions' mean score is created by adding together the respective mean scores of the three different statements and then dividing

them by three. The order of the statements was randomly allocated in the survey to reduce possible bias but come together as illustrated in the figure below to produce an overall dimension average of the three statement mean scores. The calculation can be found in Appendix 3.

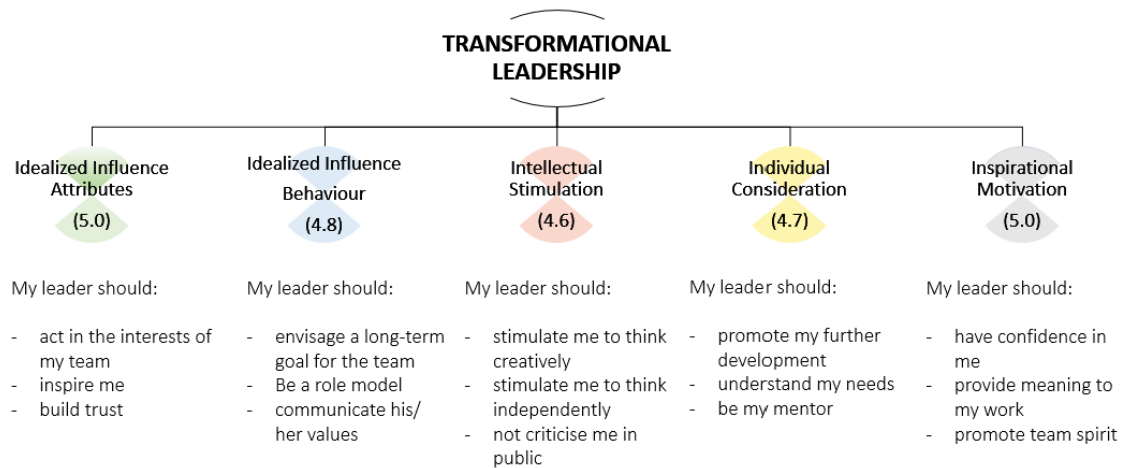


Figure 25: Mean scores of each dimension

To address the question whether Generation Z think that some dimensions of Transformational Leadership are more important than others, the dimensions are listed here in descending order of importance/overall average: Inspirational Motivation = Idealized Influence Attributes > Idealized Influence Behaviour > Individualized Consideration > Intellectual Stimulation. The range of the overall average scores across all five dimensions was 4.6-5.0 showing that the expectations of Generation Z for each of the five dimensions was similar. Nevertheless, there is evidence from the survey results that Generation Z has stronger expectations for Inspirational Motivation and Idealized Influence Attributes (overall average 5.0) especially when compared with Intellectual Stimulation (overall average 4.6, difference = 0.4). If one characterizes Generation Z's expectations of an effective leader within the framework of Transformational Leadership then a leader should:

- act in the interests of the team
- inspire followers
- build trust
- have confidence in followers
- provide meaning to followers' work
- promote team spirit

Further analysis of the dimensions was performed by applying the filter work experience (calculation can be found in Appendix 3). This filter was selected because it revealed the largest differences in expectations in the previous section, and not least, this filter has the greatest relevance to Transformational Leadership in the workplace. The dimension Idealized Influence

Behaviour was the only dimension which showed a trend with increasing working experience (0-6 month's work experience overall average score 4.5 v ≥ 7 year's work experience 5.4 = 0.9 difference). The respective overall average scores for the remaining four dimensions were: Idealized Influence Attributes (5.0 v 5.0 = 0.0), Intellectual Stimulation (4.6 v 4.6 = 0.0), Individual Consideration (4.6 v 5.0 = 0.4), and Inspirational Motivation (4.9 v 5.2 = 0.3).

In conclusion, increasing work experience shows that the dimension Idealized Influence Behaviour attracts greater expectations from Generation Z. It might also suggest that the longer a leader works with followers from Generation Z then the more emphasis should be placed on developing the three components of Idealized Influence Behaviour (envisage long-term goals, be a role model, and communicate his/her values) rather than components from the other four dimensions.

5 Empirical qualitative research

The choice of qualitative research provides deeper insight in to Generation Z and effective leadership, as well as the last research questions. In this chapter, the choice of design for the qualitative research, as well as the construction and execution of the interviews are outlined and explained. Furthermore, the results from the interviews are presented and evaluated.

5.1 The interviews

This chapter discusses the reasons for selecting interviews for qualitative research. The construction and execution of the interviews are also explained.

5.1.1 Choice of study design

In order to answer the last research question:

How can today's leaders incorporate Generation Z's expectations and characteristics effectively within an organisation?

A qualitative research approach was chosen. In depth telephone interviews with expert managers were considered to serve as a suitable instrument to acquire first-hand information and provide a deep insight into this leadership topic.

Although interviews provide information based on practical experience, they also bring disadvantages which could influence the results. Firstly, results are dependent on the interviewer being able to construct and execute a balanced interview. Secondly, interviews

consume precious time from the manager's daily work schedule. These constraints make it difficult to carry out more than just a few interviews. As a result, the quality of the results is influenced by the respondent. For instance, differences in managerial experience and the degree of attention that is applied to the interview questions are potential influential factors. Finally, evaluation and interpretation of the collected data present research challenges.

Advantages during the execution of an interview include the possibility for the interviewer to influence the direction of the interview. This may permit deeper insight as is the case when working with focus groups. The interviewer also has a fair degree of flexibility around the planned interview structure. These qualities enable complex and more difficult questions to be managed which might not be the case in a questionnaire. There is also the option to clarify points, avoid misunderstanding and prevent ambiguous formulation. The respondent is also able to shape the flow of information gathered by questions. However, an important point in an interview is that questions are seldom ignored. Respondents take time to answer during depth interviews, providing their personal insight and a deeper insight in to the research topic for the interviewer.⁸⁹

5.1.2 Construction of interviews

Based on the survey, depth interviews were designed and created. The interviews were targeted at leaders in organizations. Firstly, the interviews were structured along a topic guide. A topic guide allows a handful of topics which are wide in their scope. Such a format leaves the interviewer with flexibility to shape the content and pose questions to achieve deep insight from the respondent.⁹⁰ Using this methodology, the interview was structured around four areas: general information, Transformational Leadership, challenges and opportunities, and differences in managing Generation Z.

Based on these areas, the interview structure was defined as follows:

I. General information: These questions provide further information about each respondent.

1) *What leading function do you have?* – to identify if different businesses have an impact on opinions

2) *For how many employees are you responsible?* – to assess if the number of employees has an impact on opinions

⁸⁹ (Naresh & Birks, 2006, pp. 182-183)

⁹⁰ (Naresh & Birks, 2006, p. 183)

3) *What age group do you belong to?* – to determine if leaders of different ages have different opinions

II. Transformational Leadership: In this part, questions were created upon the five different dimensions of Transformational Leadership asking each respondent how they might incorporate each leadership dimension.

4) *How do you build trust in your followers?* – to find out how the respondent would incorporate Idealized Influence – Attributes in to their leadership style

5) *How do you act with integrity?* - to find out how the respondent would incorporate Idealized Influence – Behaviours in to their leadership style

6) *How do you encourage inspiration and motivation in your employees?* - to find out how the respondent would incorporate Inspirational Motivation in to their leadership style

7) *How would you encourage your employees to be innovative and creative?* - to find out how the respondent would incorporate Intellectual Stimulation in to their leadership style

8) *How do you respond to each individual's needs?* – to find out how the respondent would incorporate Individual Consideration in to their leadership style

III. Challenges and opportunities: In this part the aim is to find out which challenges and opportunities might be encountered by Generation Z in a VUCA world.⁹¹

9) *In this context, what challenges do you see in particular for the employees of Generation Z?* – to identify challenges that may be important for managing Generation Z

10) *In this context, what opportunities do you see in particular for the employees of Generation Z?* – to identify opportunities that may be important for managing Generation Z

IV. Differences in managing Generation Z: This part consisted of the final question to find out if there are significant differences in managing across generations.

11) *Do you see any differences in managing Generation Z employees compared to other employees?* – in order to compare differences between generations of employees

⁹¹ (Åhman, 2012, pp. 36-38)

5.1.3 Execution of interviews

After analyzing the results of the survey and designing the interview structure, telephone interviews were started. Like the surveys, all interviews were carried out in Germany. Using personal contacts, three potential respondents were found who were suitable for the interview. The interview sample size was intentionally limited to three respondents to perform depth interviews rather than many short simple interviews. A respondent was suitable for the interview when working in a managerial position in which they were able to exercise a leadership style being responsible for at least 5 staff who are 25 to 60 years old. Each respondent also had to work in a different business environment. An interview was only initiated if the respondent agreed to participate during earlier contact by e-mail. As a result, three telephone interviews were conducted, each lasting between 30 to 45 minutes.

While executing the interview, importance was placed on focusing on the following points to gather qualitative information. Thus, the interviewer should:⁹²

- ensure empathy with the respondent
- support a comfortable atmosphere
- motivate the respondent to talk freely
- ask further question instead of being satisfied with short answers such as ‘yes’ and ‘no’
- indicate when respondents have not clarified their answers which needs to be further investigated

Following this framework, empathy was developed by introducing the topic briefly to the respondent. It was explained why their participation was important in the interview and relevant to the research project. Furthermore, an attempt was made to develop a conversation whenever possible. This was also conducive to a comfortable atmosphere instead of following a strict of questions. The time and date of the interview was previously chosen by the respondent to ensure the interview was relaxed and allowed enough time. Furthermore, it was assured that their personal information and the information they provided would be handled in an anonymous and confidential manner. It was not necessary to probe for more information during all interviews because each respondent provided detailed answers rather than just replying with ‘yes’ or ‘no’.

5.2 Presentation of the interview’s results

In order to present and analyze the data the following steps were undertaken.⁹³

⁹² (Naresh & Birks, 2006, p. 181)

⁹³ (Naresh & Birks, 2006, p. 207)



Figure 26: The four steps of evaluating interviews (Naresh & Birks, 2006, p. 207)

During the interview, notes were taken based on the respondent's information. After the interview, time was taken to reflect on the content and gather the relevant information. The collected data was then organised and filtered by importance. Only relevant data were left for verification. All the data was then summarized using a spreadsheet (see Appendix 4) in order to get an overview of the relevant results. Finally, the results were verified against the underlying theory. The key findings from Appendix 4 are presented below in order of the four different areas of the interview.

I General Information: The three respondent leading functions were: Head of Digitalization and Marketing, Aviation Industry; Director for Global Infrastructure and Systems Operations, Automotive Industry; Manager of Educational Foundation, Educational Support for Disadvantaged Children. The number of employees that each respondent managed was 19, 270, and 7 respectively. Each respondent confirmed they had some employees belonging to Generation Z. The age group for each respondent was 41-50, 51-60, and 21-30.

II Transformational Leadership: *Building trust* was the first question which revealed three approaches: An open, honest and direct communication with respect and equal treatment for all employees with attention to needs and success in the first case. Second, to provide challenges and give responsibility. The third approach was personal: develop relationships, exercise patience especially for new starters and be objective with oriented solutions.

Acting with integrity was answered with authenticity and standing up for yourself, manager should be consistent with what he claims, and support employees equally and appreciate their work.

Inspiring and motivating was answered by allowing independence and rewarding employees through opportunity and vary tasks with training, being transparent and provide challenges, and finally conveying organisation's vision and mission and communicate success.

Encouraging to be innovative and creative resulted in several points: use of creative workshops and returning employee questions back to all employees and independence, individual responsibility and responsibility for decisions and problem solving with best employee ideas for innovation recognition, and what went well – what did not, and planning for new environments.

Responding to needs was answered with specific approaches including: to listen and be open to criticism, honesty and open communication, and lastly admitting to mistakes, and again open communication.

III Challenges and opportunities: *Challenges* that managers may encounter with Generation Z were answered by all three managers in a different manner: Firstly, with different generations working together it can be difficult for managers to treat all equally and younger employees are more flexible, secondly, work environments which maximize output from minimal resources (minimax) may not fit into Generation Z's expectations and difficult to teach Generation Z when they have little work experience, and finally the lack of their independence makes it hard for Generation Z to work autonomously and hard to implement feedback because of lack of objective analysis.

Opportunities that managers see for Generation Z had some common features: willingness and openness with flexibility ready for change (knowledge groups), difficult to introduce agility in a fixed working routine but dependent on the individual who thinks differently, and last openness for technology without being reluctant to a (new) technical approach.

IV Differences in managing Generation Z: Managers were able to identify specific differences for Generation Z from other generations: First, Generation Z places more emphasis on flexibility with free time and communication and Generation Z need reassurance and confirmation while older generations make their own decisions, need more training than older generations, and finally individuals lack experience and require more leadership and support than older generations.

5.3 Interview analysis

The analysis of the results from the interviews is undertaken by comparing and verifying the results with the current level of knowledge. This subchapter addresses the final research question:

How can today's leaders incorporate Generation Z's expectations and values effectively within an organisation?

The results from the interviews in Chapter 3.1 above showed that all dimensions of Transformational Leadership were relevant for effective leadership. These dimensions were also similar to the findings from another research work (Dabke, 2018) suggesting that these expectations do not occur by chance. The question arises whether senior managers recognize what Generation Z expect, and if managers are able to accommodate Generation Z and develop these individuals to add value to the organization.

The thesis research question, how can managers incorporate Generation Z's expectations, was answered by all three managers who provided different approaches for all questions. Each question is compared with findings from other research.

Transformational Leadership: The replies provided by all three managers for the *building trust question* (dimension/area Idealized Influence Attributes) all matched values previously described for Generation Z. Honesty, equal treatment, providing challenges and responsibility, and developing relationships were all examples of how the three managers build trust. The Varkey Foundation revealed that equality was important for Generation Z⁹⁴. The Foundation also showed that these individuals want to work hard. Consequently, providing challenges and giving responsibility is likely to strengthen trust in their leader and promote harder work. Developing relationships, mentioned by one manager, was important for effectively incorporating Generation Z. This could be compared with 'kindness to others' which the Varkey Foundation rated as one of the key values of Generation Z⁹⁵. Being kind and fair develops personal relationships between leader and follower and helps to build trust.

The question *act with integrity* (Idealized Influence Behaviour) was answered by approaches such as supporting employees equally, and being consistent with what you claim. These findings can be compared to the values of equality and honesty which the Varkey Foundation established as core values for Generation Z⁹⁶.

The approaches from the three managers for the question *inspiring and motivating* (Inspirational Motivation) included rewarding employees by providing opportunity and vary tasks, convey mission and vision, and communicate success. Conveying mission and vision by a leader could be valued by Generation Z as it has been shown that individuals from Generation Z value 'looking after the wider world beyond their immediate community'⁹⁷. Providing opportunity by a leader has also been shown as a value that Generation Z feel is important especially in terms of opportunity for advancement⁹⁸. The Universum study suggested that a distributed leadership style may be appropriate for motivating Gen Z. This leadership style also includes providing opportunities consistent with the feedback from one manager for this question.⁹⁹ Communicate success seems to be a key leadership for managers which could also mean recognition of achievement. Recognition is more important than financial reward as a motivator for Generation Z.¹⁰⁰

⁹⁴ (The Varkey Foundation, 2020, p. 69)

⁹⁵ (The Varkey Foundation, 2020, p. 46)

⁹⁶ (The Varkey Foundation, 2020, p. 46)

⁹⁷ (The Varkey Foundation, 2020, p. 46)

⁹⁸ (Hope, 2016)

⁹⁹ (INSEAD, Emergin Markets Institute, The HEAD Foundation, Leadership Center, & Universum, 2017)

¹⁰⁰ (Hope, 2016)

Encouraging innovation and creativity (Intellectual Stimulation) was answered in several ways how to effectively incorporate these qualities in the organization. Examples were returning employee questions back to all employees and being independent. It has been observed before that individuals from Generation Z desire to be independent.¹⁰¹ Returning employee questions back to all employees to solve problems was an interesting approach but has not been mentioned before by other workers.

Responding to needs (Individual Consideration) was a question which resulted in a common approach from all three managers. The feedback for incorporating these activities was to listen and be open to criticism, honesty and open communication, and admitting to mistakes. Honesty has been named as a core value for Generation Z according to the Varkey Foundation and seems to be important for leaders¹⁰². Open communication was not an approach which matched the values for Generation Z from other studies which are presented in this thesis.

Challenges and opportunities: The first question addressed which *challenges* managers might encounter with Generation Z. These challenges comprised the problems of different age groups working together, stricter working environments, inexperience, and a lack of independence. Clearly, it is difficult for leaders to accommodate the expectations of Generation Z if there are one of two or three Generations and many employees working together under one leader. One manager also said that the nature of the workplace did not allow enough flexibility or freedom to provide Generation Z (and other employees) an environment that might meet all their values and expectations. Presumably this would also be the case on many production lines. One of the greatest challenges to manage the aspirations of Generation Z is their relative inexperience which is also contrary to their desire to be independent. Independence usually comes with some experience. All these challenges will clearly compromise the capacity for leaders to exploit the opportunities with Generation Z.

The second question in this section *opportunities* showed that managers recognize their youngest employers as willing and ready for change, open to technology, but these characteristics may be dependent upon the individual. One manager noted that Generation Z were more flexible to accept working at home which has become very important in modern times. There is undeniably a management opportunity for Generation Z in those work environments which rapidly change because young people are open to new things and readily accept elements of change. Digitalization of company operating processes and information technology may be areas that present the biggest opportunities for leaders and organizations to benefit from Generation Z. Generation Z have grown up with digital technology and are better placed to understand it and just try things out. The Corona crisis has accelerated the dependence

¹⁰¹ (Agentur Junges Herz, 2019)

¹⁰² (The Varkey Foundation, 2020, p. 46)

on the use of social media and web-based learning which provides Generation Z with advantages over older generations.

Differences in managing Generation Z: If different generations have different values and expectations, it is not surprising that there may be different approaches and leadership styles required to manage Generation Z. The three managers recognized that there were specific issues which largely result from a lack of experience with this generation. These individuals require more leadership and support, more training, reassurance and guidance than older generations. Similar needs may have applied to previous generations when these individuals first started their working careers. Leaders also recognize that Generation Z place more emphasis on free time and communication. This may require different leadership styles and the introduction of new working practices which exploit the skills of Generation Z who are best placed to use digital technology. After all, Generation Z have grown up with these tools.

6 Discussion

The thesis' research used a web-based survey which showed that Generation Z have high expectations of effective leadership. Based on 15 components of Transformational Leadership Generation Z indicated that their highest expectations of their leader is their further development and having confidence in them. These expectations were followed by interest in their team, long-term goals for their team, building trust, and to promote team spirit. These findings may have important implications for leaders who would like to effectively manage Generation Z and benefit from this young workforce. Moreover, these findings underline that individuals from Generation Z probably accept Transformational Leadership as an effective leadership style.

Transformational Leadership has been characterised by five dimensions¹⁰³ which were assessed from the survey and showed that Generation Z thinks that the dimensions Inspirational Motivation and Idealized Influence Attributes are the most important for effective leadership. These two dimensions are characterised by a manager who acts in the interests of the team, inspires followers, builds trust, has confidence in followers, provides meaning to followers' work and promotes team spirit. These two dimensions endorse the most important of the 15 components above and suggest these attributes would offer the most successful approach for managing Generation Z effectively. Further analysis of all 5 dimensions regarding the length of work experience showed Idealized Influence Attributes was the only dimension which increased in importance with working experience. This finding suggests the longer a leader works with followers from Generation Z the more emphasis should be placed on developing

¹⁰³ (Bass & Avolio, Multifactor Leadership Questionnaire™, 2015, pp. 5-6)

the three components of Idealized Influence Behaviour (envisage long-term goals, be a role model, and communicate his/her values).

The present study went further to determine how managers in leading positions could incorporate the expectations and values of Generation Z effectively within their organisations. Depth interview based on the dimensions of Transformational Leadership confirmed that senior managers recognise and also develop different approaches to managing Generation Z. Many of these approaches were shown to match the values of Generation Z described by other research^{104 105 106} and the values which were found to be important in the present study. The last research topic in this thesis was about challenges and opportunities which managers encounter with Generation Z. The results showed that these individuals typically require more leadership and support from their managers based on their inexperience. However, organisations might benefit from the flexibility and readiness for change that these individuals offer. Companies whose processes are highly digitalized and information technology businesses may be areas that present the biggest opportunities for leaders and organizations to benefit from Generation Z who have grown up in the digital world.

The area chosen for the research survey was around Munich in Germany because this is where the author lives. The three managers selected for depth interviews also work in this area. Munich is a rapidly growing area which offers a diversity of industrial, research and educational organisations¹⁰⁷ and the demographics are attractive for study. On the other hand, this focus on just one geographical area may not represent the expectations of Generation Z and views of managers in other cities in Germany. The managers were also from just three business sectors: aviation, automotive, and educational. There are many other large sectors based in Munich including pharmaceuticals in which expectations and appropriate leadership styles may differ. The web-based survey achieved 147 respondents which is a reasonable sample for the analysis of the expectations from Generation Z. However, the depth interviews rely on just three managers which is a very small sample to assess whether managers really understand and accommodate Generation Z for an effective leadership. While there is fundamental weakness in this approach it was chosen intentionally to provide depth interviews rather than a lot more interviews which just deal with little information. The strength of this work is that only few other studies have been done on this topic. Generation Z are growing up in a digital world which is increasingly important for businesses to embrace.¹⁰⁸ Transformational Leadership has been shown to offer a very effective style for leaders^{109 110} but this area in connection with Generation Z has barely been researched. Studies like the present one have the potential to show what is

¹⁰⁴ (The Varkey Foundation, 2020)

¹⁰⁵ (Hope, 2016)

¹⁰⁶ (INSEAD, Emergin Markets Institute, The HEAD Foundation, Leadership Center, & Universum, 2017)

¹⁰⁷ (Landeshauptstadt München, 2019, pp. 4-9)

¹⁰⁸ (Mckenna, 2019)

¹⁰⁹ (Malik, Javed, & Hassan, 2017)

¹¹⁰ (Nahavandi, 2015, pp. 213-214)

important for Generation Z and how leadership in organisations might benefit from this generation.

The findings of the present study were analysed and evaluated in Chapter 5.3.1 (web-based survey and Transformational Leadership expectations) and Chapter 6.3 (depth interviews and effectively incorporating expectations into organisations). The content is not duplicated here, but specific observations are further discussed.

The results gained today may no longer be applicable in five years' time as one of the main challenges studying Generation Z is their young age. In addition, it may have also been difficult for young people without work experience to understand the survey. Fortunately, there were enough respondents to split them up in to five different working experience groups. This analysis showed that the Transformational Leadership dimension Idealized Influence Behaviour became more important with increasing work experience. This is an important point because future studies should consider age and length of work experience in the study design.

There are many theories of leadership but Transformational Leadership was selected for this study based on its relatively recent development and relevance.¹¹¹ Transactional Leadership and the trait theory have similarities to Transformational Leadership and are sometimes studied together.¹¹² An important issue is that transactional leadership or indeed another leadership style could have equal relevance to the study of Generation Z. The findings of the present study are mainly limited to the dimensions and characteristics of Transformational Leadership. Nevertheless, there is endless scope to study and compare other styles of leadership for Generation Z.

Returning to the design of the web-based survey which used a Likert scale for respondents to rate their agreement with various statements aligned with their expectations of effective leadership. There are both advantages and disadvantages in using this approach. There was one valuable comment provided by one respondent in the last question under 'other comments'. It was the observation that most statements were worded in a way that could have influenced a positive response. The magnitude of the survey mean scores (3.9-5.4) reflected this could be the case as not any single mean score was reflecting a position of disagree. Nevertheless, it should be pointed out that these are mean scores and individual analysis shows that some respondents responded with the value 1.0. However, the remark is a valid one and statements should be worded in a balanced way.

There are many other aspects of this study which would be interesting for discussion but for the time available further research would be needed. This discussion closes by returning to the study hypothesis and main objective of this study. The hypothesis is, *The Transformational*

¹¹¹ (Nahavandi, 2015, pp. 213-214)

¹¹² (Bass & Riggio, 2006, pp. 5-8)

Leadership theory is effective for Generation Z. Based on the findings of this study, the answer is ‘Yes’. The research design based on dimensions of Transformational Leadership showed Generation Z have high expectations of effective leadership and that leaders recognize and accommodate these expectations using different approaches. The first aim was: *What does Generation Z expect from effective leadership?* The web-based survey based on Transformational Leadership showed that respondents strongly agreed with the 15 statements showing preference for further development and leaders having confidence in them. Therefore, Generation Z expressed what they expect. The second aim was: *Does Generation Z think that different dimensions of Transformational Leadership have more importance than others for effective leadership?* Again, study respondents clearly expressed preference for two of the five dimensions: Inspirational Motivation and Idealized Influence Attributes. By using length of work experience as a filter, it was also shown that Idealized Influence Behaviour became more and more important with increasing work experience. These findings also have implications for the appropriate choice of leadership as young employees gain work experience. The final aim was: *How can today’s leaders incorporate Generation Z’s expectations and values effectively within an organisation?* Based on feedback from the depth interviews, managers recognised and developed different approaches to managing Generation Z. Managers also noted both challenges and opportunities which influence their capacity to accommodate the expectations and which approach is appropriate. Not surprisingly, individuals from Generation Z require a different leadership approach than older working generations.

7 Future consideration and conclusion

7.1 Future consideration

Generally speaking, the aims of this thesis were to investigate whether a particular leadership style is effective for Generation Z, what Generation Z expects from leadership and if leaders can incorporate these expectations effectively within the workplace. There has been very little research in this context especially with Transformational Leadership. By establishing that Generation Z have high expectations and preference for specific dimensions of the theory, these findings serve as a good basis for further research. It would be interesting to extend this research to a larger sample of managers for interviews to strengthen the results. Further research could also include the application of different theories of leadership and the choice of different study populations. The influence of length of working experience on Generation Z’s expectations was also shown in the present study which suggests looking at different ages of Generation Z in their later working careers may reflect changing values. It might even be possible to ask the same study population in five years’ time to look for development in the same individuals. The possibilities for new studies are huge, especially in Germany. Different cities, different industries, and different ages of the leaders are all important influential factors in this area of

study. Finally, it would be interesting to compare Generation Z's expectations against those of older generations.

It should not be forgotten, that these types of studies provide insight how leaders can most effectively embrace the value and benefits of Generation Z. This is not just limited to higher productivity but to more sustainable industries which offer a better working climate.

7.2 Conclusion

It can be concluded that Generation Z have high expectations of effective leadership and that Transformational Leadership would be an effective leadership style for this rapidly expanding generation. Today's leaders recognize the expectations and values of Generation Z and develop various approaches to effectively incorporate these individuals into their organisation. Generation Z are a young but rapidly expanding generation which are growing up in a digitalized world within various industries. Now is the time to understand the next generation - Generation Z - to derive the greatest benefit for society.

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Appendix 1: Umfrage zur Generation Z und Führungskräften

Einführungstext:

Zur Generation Z gehören alle, die zwischen 1995 und 2010 geboren sind. Gehörst du dazu?
Wenn ja, interessieren mich **deine Erwartungen** an Führungskräfte.

Diese Umfrage dauert maximal 5 Minuten. Die mit einem Sternchen (*) gekennzeichneten Fragen sind Pflichtfelder, nicht markierte Fragen kannst du überspringen. Deine Angaben möchte ich für meine Bachelorarbeit zum Thema "Generation Z und Führungskräfte" verwenden. Dabei werden deine Antworten anonym und vertraulich behandelt.

Falls du noch Fragen hast, kannst du mir gerne eine Mail an lea.cowlrick@gmx.de schicken.

Vielen Dank für deine Teilnahme!

Lea

1) In welchem Jahr wurdest du geboren?

- | | |
|----------------------------|----------------------------|
| <input type="radio"/> 1995 | <input type="radio"/> 2003 |
| <input type="radio"/> 1996 | <input type="radio"/> 2004 |
| <input type="radio"/> 1997 | <input type="radio"/> 2005 |
| <input type="radio"/> 1998 | <input type="radio"/> 2006 |
| <input type="radio"/> 1999 | <input type="radio"/> 2007 |
| <input type="radio"/> 2000 | <input type="radio"/> 2008 |
| <input type="radio"/> 2001 | <input type="radio"/> 2009 |
| <input type="radio"/> 2002 | <input type="radio"/> 2010 |

2) Welchem Geschlecht gehörst du an?

- Männlich
- Weiblich
- divers

3) Was ist dein höchster Bildungsabschluss?

- | | |
|--|--|
| <input type="radio"/> Noch kein Schulabschluss | <input type="radio"/> Berufsausbildung |
| <input type="radio"/> Qualifizierter Hauptschulabschluss | <input type="radio"/> Bachelor |
| <input type="radio"/> Mittlerer Schulabschluss | <input type="radio"/> Master |
| <input type="radio"/> Fachhochschulreife | <input type="radio"/> Diplom |
| <input type="radio"/> Allgemeines Abitur | <input type="radio"/> Promotion |

4) Wie viel Arbeitserfahrung konntest du bis jetzt sammeln?

- < 6 Monate
- 6 – 12 Monate
- 1 – 3 Jahre
- 4 – 6 Jahre
- 7 - 9 Jahre
- > 10 Jahre

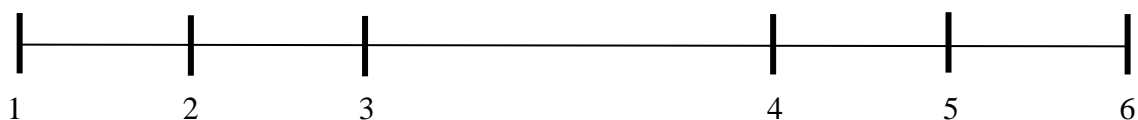
Bitte schätze auf den folgenden Skalen ein, wie sehr du mit der Aussage übereinstimmst:

1: trifft gar nicht zu - 2: trifft nicht zu - 3: trifft eher nicht zu -

4: trifft eher zu - 5: trifft zu - 6: trifft voll zu

Bist du dir bei einigen Aussagen nicht sicher, so kannst du diese einfach überspringen.

5) Meine Führungskraft sollte im Interesse meines Teams handeln.



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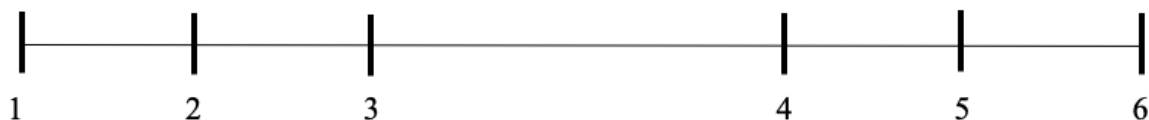
6) Meine Führungskraft sollte ein langfristiges Ziel für das Team vor Augen haben.



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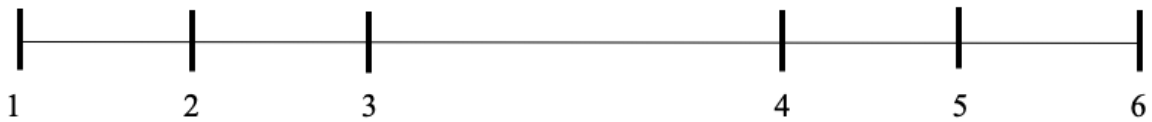
7) Meine Führungskraft sollte mich zum kreativen Denken anregen.



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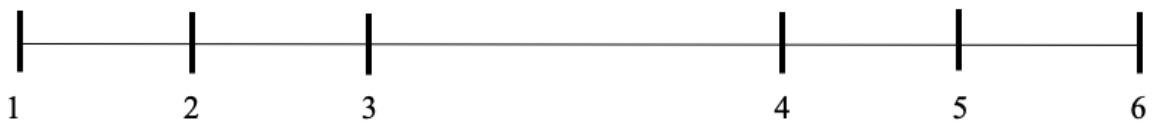
8) Meine Führungskraft sollte mich zum unabhängigen Denken anregen.



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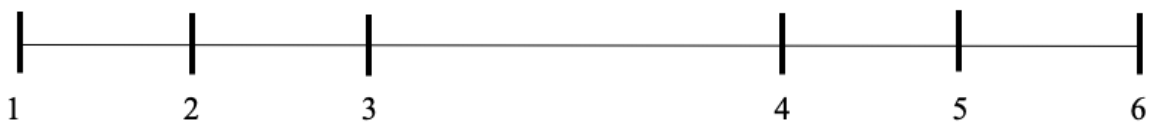
9) Meine Führungskraft sollte meine Weiterentwicklung fördern.



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10) Meine Führungskraft sollte mich inspirieren.



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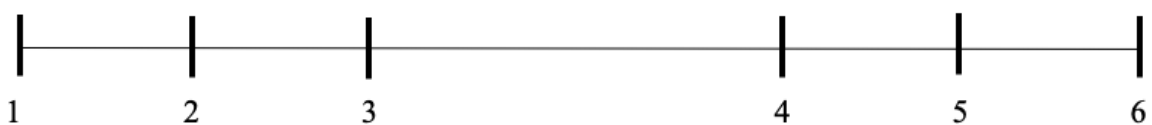
11) Meine Führungskraft sollte meine Bedürfnisse verstehen.



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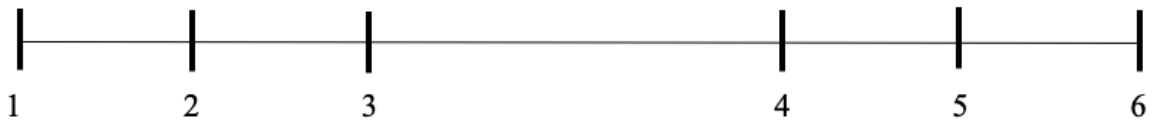
12) Meine Führungskraft sollte mich nicht in der Öffentlichkeit kritisieren. (IS)



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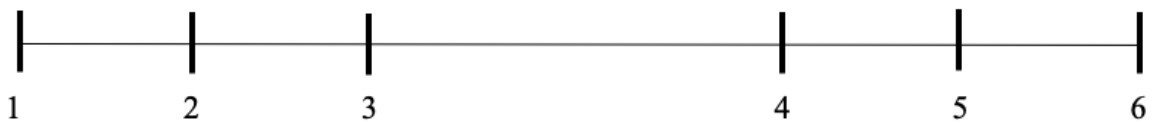
13) Meine Führungskraft sollte mir als Vorbild dienen.



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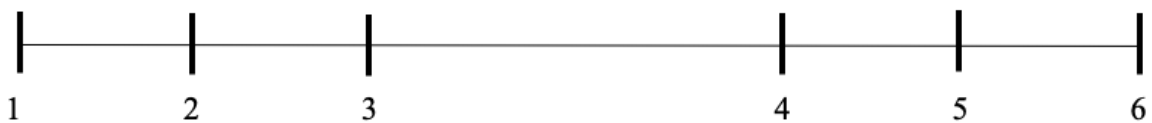
14) Meine Führungskraft sollte mein Mentor sein.



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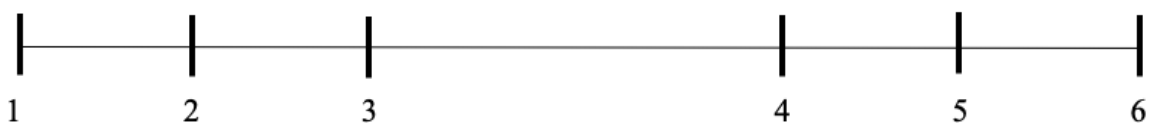
15) Meine Führungskraft sollte mir etwas zutrauen.



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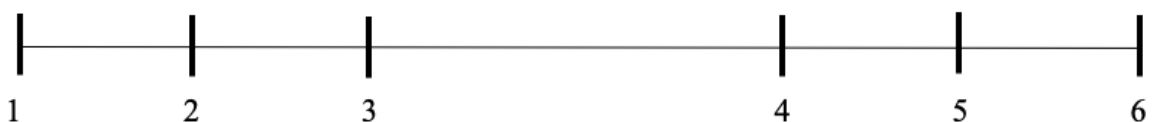
16) Meine Führungskraft sollte meiner Arbeit Sinn/ Bedeutung geben.



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17) Meine Führungskraft sollte Vertrauen schaffen.



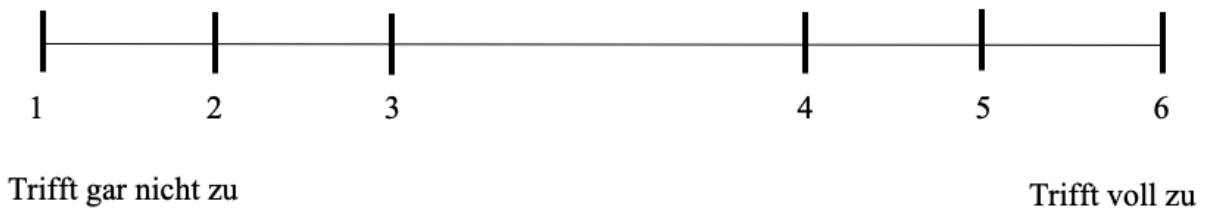
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18) Meine Führungskraft sollte den Teamgeist stärken.



19) Meine Führungskraft sollte ihre Werte kommunizieren.



20) Was findest du persönlich wichtig für einen guten und erfolgreichen Führungsstil?

21) Hast du noch weitere Anmerkungen?

Appendix 2: Survey on Generation Z and Leadership

Introduction:

Generation Z includes all those born between 1995 and 2010. Does this apply to you? If so, I would like to learn more about **your expectations** of leaders (managers).

It will take 5 minutes at the most to answer this survey. You are required to answer questions marked with an asterisk (*) whereas you may skip unmarked questions. I would like to use the information you provided for my bachelor's thesis on the topic "Generation Z and Leadership". Your answers will be used anonymously and confidentially.

If you have any questions, please feel free to send me an email to lea.cowlrick@gmx.de

Thank you very much for participating

Lea

1) What year were you born?

- | | |
|----------------------------|----------------------------|
| <input type="radio"/> 1995 | <input type="radio"/> 2003 |
| <input type="radio"/> 1996 | <input type="radio"/> 2004 |
| <input type="radio"/> 1997 | <input type="radio"/> 2005 |
| <input type="radio"/> 1998 | <input type="radio"/> 2006 |
| <input type="radio"/> 1999 | <input type="radio"/> 2007 |
| <input type="radio"/> 2000 | <input type="radio"/> 2008 |
| <input type="radio"/> 2001 | <input type="radio"/> 2009 |
| <input type="radio"/> 2002 | <input type="radio"/> 2010 |

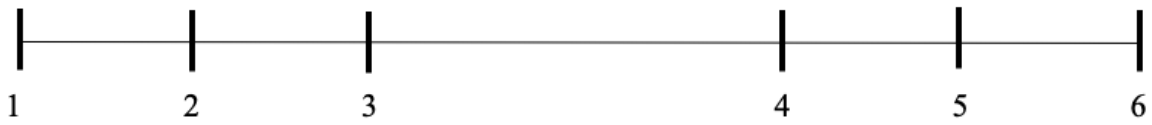
2) What sex are you?

- Male
- Female
- Diverse

3) What is your highest educational qualification?

- | | |
|--|--|
| <input type="radio"/> No school leaving qualification | <input type="radio"/> "Abitur" (university entrance qualification in Germany, typically after 12-13 years of school) |
| <input type="radio"/> "Qualifizierter Hauptschulabschluss" (secondary school leaving qualification, typically after 9 years of school) | <input type="radio"/> Apprenticeship completed |
| <input type="radio"/> "Mittlere Reife" (secondary school leaving qualification, typically after 10 years of school) | <input type="radio"/> Bachelor |
| | <input type="radio"/> Master |
| | <input type="radio"/> "Diplom" (German university degree comparable to a Master's degree) |

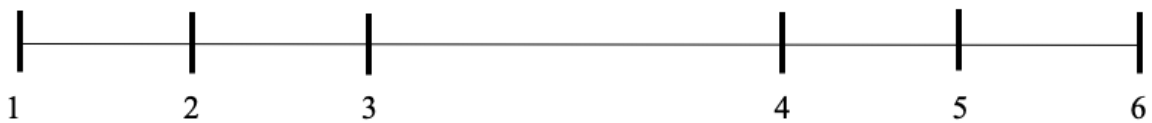
7) My leader should stimulate me to think creatively.



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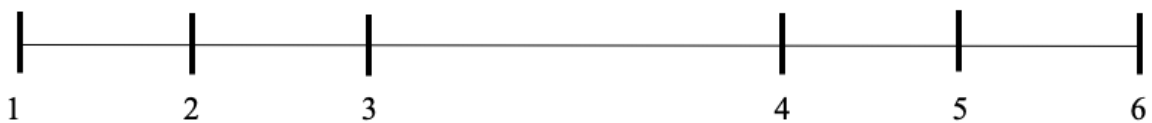
8) My leader should stimulate me to think independently.



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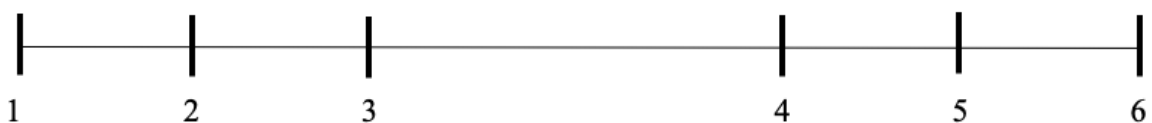
9) My leader should promote my further development.



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10) My leader should inspire me.



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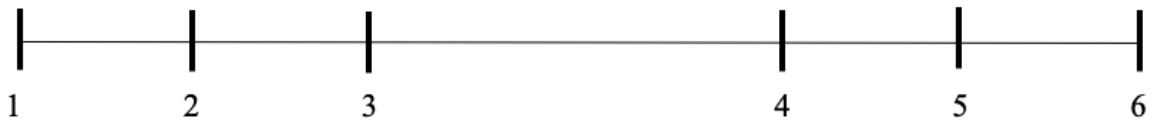
11) My leader should understand my needs.



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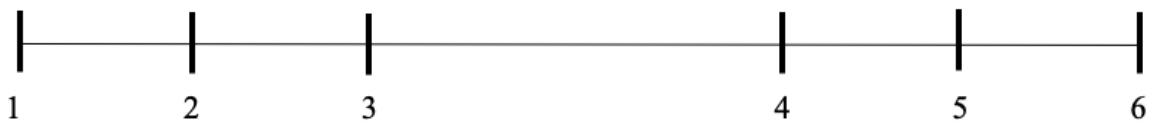
12) My leader should not criticize me in public.



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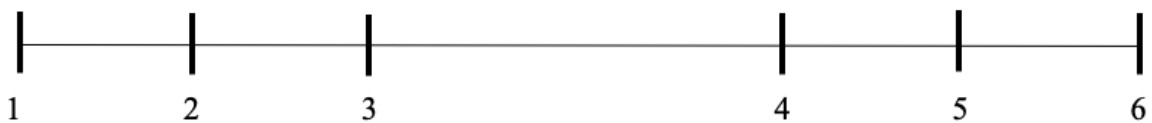
13) My leader should be a role model.



Trifft gar nicht zu

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14) My leader should be my mentor.



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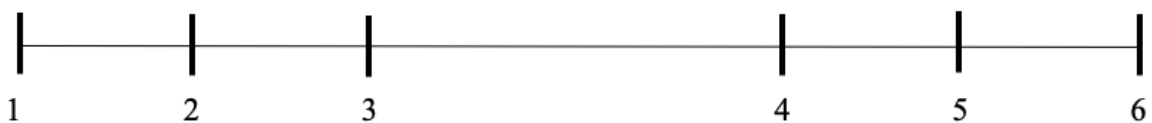
15) My leader should have confidence in me.



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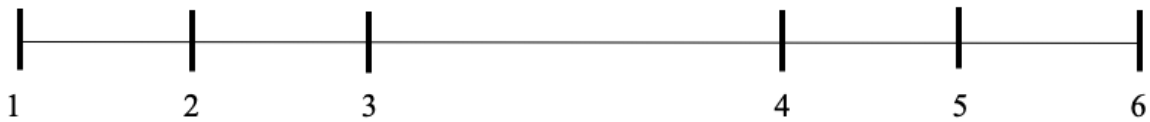
16) My leader should provide meaning to my work.



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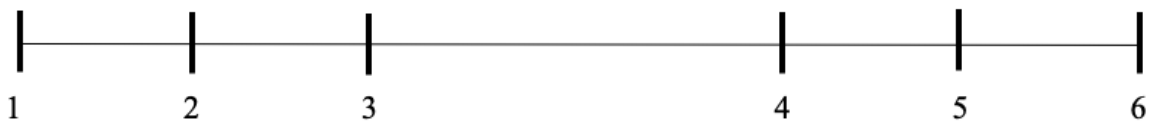
17) My leader should build trust.



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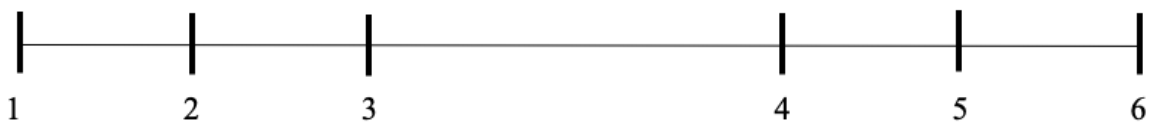
18) My leader should promote team spirit.



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19) My leader should communicate his/her values.



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20) What do you personally think is needed for a good and successful leadership style?

21) Do you have any further comments?

Appendix 3: Results and Calculations of Survey

The dimensions are colored as the following:

- IDEALIZED INFLUENCE ATTRIBUTES
- IDEALIZED INFLUENCE BEHAVIOUR
- INTELLECTUAL STIMULATION
- INDIVIDUAL CONSIDERATION
- INSPIRATIONAL MOTIVATION

1. Mean scores of questions 5 and 19 (Q5-19) from all respondents

Q	Statement	Mean Score
5	My leader should act in the interests of my team.	5.2
6	My leader should envisage a long-term goal for the team.	5.2
7	My leader should stimulate me to think creatively	4.5
8	My leader should stimulate me to think independently.	4.6
9	My leader should promote my further development.	5.4
10	My leader should inspire me.	4.5
11	My leader should understand my needs.	4.9
12	My leader should not criticise me in public.	4.8
13	My leader should be a role model.	4.5
14	My leader should be my mentor.	3.9
15	My leader should have confidence in me.	5.3
16	My leader should provide meaning to my work.	4.6
17	My leader should build trust.	5.2
18	My leader should promote team spirit.	5.2
19	My leader should communicate his/ her values.	4.6

2. Mean scores of dimensions from all respondents

Dimension	Mean Score
Idealised influence attributes	$(5.2 + 4.5 + 5.2)/3 = 5.0$
Idealized influence behaviour	$(5.2 + 4.5 + 4.6)/3 = 4.8$
Intellectual stimulation	$(4.5 + 4.6 + 4.8)/3 = 4.6$
Individual consideration	$(5.4 + 4.9 + 3.9)/3 = 4.7$
Inspirational motivation	$(5.3 + 4.6 + 5.2)/3 = 5.0$

3. Mean scores of questions 5 and 19 (Q5-19) grouped by year of birth

Q	Statement	1995-2010	1995-1997 (67)	1998-2010 (55)
5	My leader should act in the interests of my team.	5.2	5.2	5.2
6	My leader should envisage a long-term goal for the team.	5.2	5.2	5.1
7	My leader should stimulate me to think creatively	4.5	4.5	4.4
8	My leader should stimulate me to think independently.	4.6	4.7	4.6
9	My leader should promote my further development.	5.4	5.5	5.4
10	My leader should inspire me.	4.5	4.7	4.2
11	My leader should understand my needs.	4.9	4.9	4.9
12	My leader should not criticise me in public.	4.8	4.8	4.8
13	My leader should be a role model.	4.5	4.7	4.3
14	My leader should be my mentor.	3.9	4.0	3.7
15	My leader should have confidence in me.	5.3	5.3	5.3
16	My leader should provide meaning to my work.	4.6	4.7	4.6
17	My leader should build trust.	5.2	5.3	5.1
18	My leader should promote team spirit.	5.2	5.2	5.1
19	My leader should communicate his/ her values.	4.6	4.7	4.5

4. Mean scores of questions 5 and 19 (Q5-19) grouped by gender

Q	Statement	All	Female (92)	Male (54)
5	My leader should act in the interests of my team.	5.2	5.3	5.0
6	My leader should envisage a long-term goal for the team.	5.2	5.2	5.0
7	My leader should stimulate me to think creatively	4.5	4.6	4.4
8	My leader should stimulate me to think independently.	4.6	4.7	4.5
9	My leader should promote my further development.	5.4	5.4	5.5
10	My leader should inspire me.	4.5	4.5	4.6
11	My leader should understand my needs.	4.9	5.0	4.7
12	My leader should not criticise me in public.	4.8	4.8	4.7
13	My leader should be a role model.	4.5	4.6	4.4
14	My leader should be my mentor.	3.9	4.1	3.5
15	My leader should have confidence in me.	5.3	5.3	5.4
16	My leader should provide meaning to my work.	4.6	4.6	4.7
17	My leader should build trust.	5.2	5.1	5.3
18	My leader should promote team spirit.	5.2	5.2	5.2
19	My leader should communicate his/ her values.	4.6	4.6	4.7

5. Mean scores of questions 5 and 19 (Q5-19) grouped by highest qualification

Q	Statement	All	< allg. Abitur (60)	> allg. Abitur (87)
5	My leader should act in the interests of my team.	5.2	5.2	5.2
6	My leader should envisage a long-term goal for the team.	5.2	5.1	5.2
7	My leader should stimulate me to think creatively	4.5	4.8	4.4
8	My leader should stimulate me to think independently.	4.6	4.4	4.8
9	My leader should promote my further development.	5.4	5.4	5.4
10	My leader should inspire me.	4.5	4.8	4.4
11	My leader should understand my needs.	4.9	4.8	4.9
12	My leader should not criticise me in public.	4.8	4.9	4.6
13	My leader should be a role model.	4.5	4.3	4.4
14	My leader should be my mentor.	3.9	3.9	4.0
15	My leader should have confidence in me.	5.3	5.3	5.3
16	My leader should provide meaning to my work.	4.6	5.0	4.5
17	My leader should build trust.	5.2	5.2	5.2
18	My leader should promote team spirit.	5.2	5.0	5.1
19	My leader should communicate his/ her values.	4.6	4.5	4.5

6. Mean scores of questions 5 and 19 (Q5-19) grouped by work experience

Q	Statement	All	0-6 months ()	6-12 months ()	1-3 years (57)	4-6 years (42)	>=7 years (6)
5	My leader should act in the interests of my team.	5.2	5.1	5.4	5.3	5.1	4.8
6	My leader should envisage a long-term goal for the team.	5.2	5.1	5.3	5.2	5.1	5.2
7	My leader should stimulate me to think creatively	4.5	4.6	4.5	4.6	4.3	4.4
8	My leader should stimulate me to think independently.	4.6	4.7	4.5	4.8	4.4	4.5
9	My leader should promote my further development.	5.4	5.1	5.3	5.4	5.6	5.6
10	My leader should inspire me.	4.5	4.8	4.8	4.4	4.7	4.8
11	My leader should understand my needs.	4.9	4.6	5.2	4.7	4.9	5.5
12	My leader should not criticise me in public.	4.8	4.4	4.7	4.7	5.1	5.0
13	My leader should be a role model.	4.5	4.4	4.3	4.6	4.4	5.6
14	My leader should be my mentor.	3.9	4.0	3.7	3.8	4.0	4.0
15	My leader should have confidence in me.	5.3	4.7	5.2	5.5	5.3	5.4
16	My leader should provide meaning to my work.	4.6	4.8	4.7	4.4	4.8	4.6
17	My leader should build trust.	5.2	5.1	5.0	5.3	5.1	5.5
18	My leader should promote team spirit.	5.2	5.1	5.0	5.3	5.1	5.5
19	My leader should communicate his/ her values.	4.6	3.9	4.5	4.8	5.0	5.5

7. Mean scores of each dimension grouped by work experience

Dimension	Mean Score				
	0-6 months	6-12 months	1-3 years	4-6 years	>=7 years
Idealized influence attributes	(5.1+4.8+5.1)/3= 5.0	(5.4+4.8+5.0)/3= 5.1	(5.3+4.4+5.3)/3= 5.0	(5.1+4.7+5.1)/3= 5.0	(4.8+4.8+5.5)/3= 5.0
Idealized influence behaviour	(5.1+4.4+3.9)/3= 4.5	(5.3+4.3+4.5)/3= 4.7	(5.2+4.6+4.8)/3= 4.9	(5.1+4.4+5.0)/3= 4.8	(5.2+5.6+5.5)/3= 5.4
Intellectual stimulation	(4.6+4.7+4.4)/3= 4.6	(4.5+4.5+4.7)/3= 4.6	(4.6+4.8+4.7)/3= 4.7	(4.3+4.4+5.1)/3= 4.6	(4.4+4.5+5.0)/3= 4.6
Individual consideration	(5.1+4.6+4.0)/3= 4.6	(5.3+5.2+3.7)/3= 4.7	(5.4+4.7+3.8)/3= 4.6	(5.6+4.9+4.0)/3= 4.8	(5.6+5.5+4.0)/3= 5.0
Inspirational motivation	(4.7+4.8+5.1)/3= 4,9	(5.2+4.7+5.0)/3= 5.0	(5.5+4.4+5.3)/3= 5.1	(5.3+4.8+5.1)/3= 5.1	(5.4+4.6+5.5)/3= 5.2

Appendix 4: Results of Interview

	Questions	Interview 1	Interview 2	Interview 3
I. General information	1) <i>leading function</i>	Head of digitalization and marketing in the aviation area	<ul style="list-style-type: none"> Director for global Infrastructures and systems operations in the automotive industry 	<ul style="list-style-type: none"> Manager of Educational Foundation which fights against educational disadvantages by supporting children in an adaptive way
	2) <i>number of employees</i>	<ul style="list-style-type: none"> 13 full-time employees 4 part-time employees 2 trainees 	<ul style="list-style-type: none"> 270 employees 	<ul style="list-style-type: none"> 7 employees including one voluntarily social worker (in German: FSJler) Owner of GmbH with 5 employees
	3) <i>age group</i>	41 – 50	<ul style="list-style-type: none"> 51-60 	<ul style="list-style-type: none"> 21-30
II. Transformational leadership	4) <i>building trust</i>	<ul style="list-style-type: none"> Open and direct communication Open criticism Honesty Respectful approach Equal treatment of all employees Addressing employee's needs Communication of employee successes 	<ul style="list-style-type: none"> Provide employees with challenges and different tasks Provide employees with responsibility 	<ul style="list-style-type: none"> Using personal relationship Managing conflicts objectively Solution-oriented approach Having patience, especially in cases with no work experience
	5) <i>acting with integrity</i>	<ul style="list-style-type: none"> Authenticity Standing up for your own values 	<ul style="list-style-type: none"> "Walk the talk" → Doing things consistent with what one claims. 	<ul style="list-style-type: none"> Equal treatment of all employees Open communication Appreciation of work No Exposure of employees Stand by employee

6) encouraging <i>inspiration and motivation</i>	<ul style="list-style-type: none"> ▪ Allow independent work ▪ Further training ▪ Varied range of tasks ▪ Rewarding employees through home office or new job opportunities 	<ul style="list-style-type: none"> ▪ Total transparency ▪ Provide challenges ▪ Everyone is allowed to do mistakes 	<ul style="list-style-type: none"> ▪ Using company's vision and mission for benefit of society → communicate this to employees (FSJler is not yet aware of this as experience is missing) ▪ Communication of employee's successes
7) encouraging to be <i>innovative and creative</i>	<ul style="list-style-type: none"> ▪ Allow independent work ▪ In case of questions these are returned to the employees to support their problem-solving skills ▪ 'Creative workshop': different innovations methods and techniques are developed and discussed → at the end of the workshop one project will be executed ▪ E.g. in the context of this workshop a travel blog for the airport was developed (first airport worldwide with to implement this idea) 	<ul style="list-style-type: none"> ▪ Every employee has his/ her own area of responsibility ▪ Employees are encouraged to make decisions independently as there is trust ▪ Employees are encouraged tackle problems themselves → support problem-solving skills ▪ "Innovation": every employee has opportunity to contribute innovative ideas by documenting them in a shared place → best ideas are presented every three months and sometimes executed (best three ideas are rewarded) ▪ E.g. using Google glasses instead of piece of paper helps employees during production 	<ul style="list-style-type: none"> ▪ Reflecting e.g. on previous projects: what went well/ what didn't? → finding solutions on this basis ▪ Working in a dynamic environment as there are new teachers and new students every year meaning that there is a steady need for planning
8) <i>responding to needs</i>	<ul style="list-style-type: none"> ▪ Listen ▪ Being open to criticism 	<ul style="list-style-type: none"> ▪ Open communication ▪ Honesty 	<ul style="list-style-type: none"> ▪ Open communication ▪ Admitting own mistakes

III. Challenges and opportunities	9) <i>challenges</i>	<ul style="list-style-type: none"> Many different generations in work place → challenging to treat them equally → e.g. elderly generations do not accept home office as well as younger ones; some are much more flexible than others 	<ul style="list-style-type: none"> Conservative environment + minimax principle (with lowest possible resources, maximum output) → this approach might be different to Gen Z's expectations, e.g. flexibility hardly possible due to core working hours Challenging to use as little resources as possible to teach Gen Z everything without him having hardly and working experience 	<ul style="list-style-type: none"> Gen Z's lack of independence makes it hard for them to work autonomously Hard to implement feedback for Gen Z due to lack of objective analysis
	10) <i>opportunities</i>	<ul style="list-style-type: none"> Willingness of young people Openness to new things Flexibility: simple introduction of change elements → Combination of knowledge groups 	<ul style="list-style-type: none"> In this working environment rather conservative working methods: therefore, challenging to incorporate dynamics and agility Dependent of individual (but rather exception) for good and fast incorporation because Gen Z does things differently and many employees come straight away from uni with hardly any working experience 	<ul style="list-style-type: none"> Open for technology no reservation against technical approaches
IV. Differences in managing Generation Z	12) <i>differences in managing Generation Z</i>	<ul style="list-style-type: none"> Generation Z places higher emphasis on flexibility, free time and communication Older Generations tends to make decisions by themselves, whereas younger people need reassurance and will ask for conformation 	<ul style="list-style-type: none"> rather no only big difference: lack of experience → needs more training than other generations 	<ul style="list-style-type: none"> Lack of experience → Gen Z needs more leadership than older generations Gen Z expects a lot of support