



UNIVERSIDADE
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**WHAT IS GENERATION Y LOOKING FOR IN LEADERSHIP?
ABOUT THE AMBITIONS AND PREFERENCES**

Dissertation submitted to Universidade Católica
Portuguesa to obtain a Master's Degree in Strategic
Communication and Leadership

By
Charlotte Stroink

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Under the supervision of Prof. Fernando Ilharco

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ABSTRACT

This study investigates what Generation Y, also called Millennials, is looking for in leadership with a particular focus on their preferences in leadership styles, and their ambition for leadership positions. Employing a mixed research method, including a quantitative survey and qualitative expert interviews, the research addresses the central question: "What is Generation Y looking for in leadership?" in the context of the digital age. The results indicated that while Millennials are always available and connected, they seek for a purpose and a greater impact in their lives. The findings highlight the strong-minded character of Generation Y, yet they also suggest that their impatience clashes with their self-confidence, particularly in a working environment. Furthermore, the study identifies friendly colleagues, intellectual challenges, and career options as prior workplace values. Communication is recognized as the foundation of the leader-follower relationship among this generation. Regarding their preferences, the transformational leadership style is revealed to be the most favoured leadership style of Millennials, while the authentic leadership style is considered to be the most effective. Overall, transformational, authentic, and participative leadership styles dominate the ranking of preference and effectiveness for Millennials. However, the two research methods concluded different results regarding Millennials' ambition for leadership. The quantitative analysis reveals high ambitions for leadership positions, particularly among men envisioning leading companies. Conversely, the qualitative results depict Generation Y as a determined and demanding group with low ambitions for leadership roles. In general, this research highlights the need to review leadership practices to accommodate the leadership roles of Generation Y. In the digital age and the rapidly changing environment of the 21st century leaders and organisations need to adapt to the mindset and expectations of Millennials. Their distinct priorities revolve around purpose, a greater impact and achieving a work-life balance. Consequently, these findings can help emerging and established leaders in gaining a better understanding of the leadership needs, preferences, and ambitions of Generation Y.

Keywords: generation Y, millennials, leadership, leadership style, leadership preferences, leadership ambitions, digital natives, digital age

RESUMO

Este trabalho de investigação focou-se naquilo que a Geração Y, também designada por Millennials, procura na liderança, as suas preferências em termos de estilos de liderança e a sua própria ambição por posições de liderança. A investigação conduzida através de um inquérito quantitativo e de entrevistas qualitativas respondeu à questão central: "O que é que a Geração Y procura na liderança?" tendo em conta a era digital. Neste contexto, o estudo concluiu que o LinkedIn e o Instagram são as redes sociais mais utilizadas por esta faixa etária. Apesar de estarem sempre disponíveis e conectados, os resultados mostram que os Millennials exigem um propósito e um maior impacto na vida. Os resultados demonstram o carácter forte da Geração Y, mas também sugerem que a sua impaciência entra em conflito com a sua autoconfiança, especialmente no local de trabalho. No entanto, os principais valores éticos no trabalho identificados foram simpatia, desafio intelectual e opções de carreira. Relativamente às suas preferências em matéria de liderança, o estilo de liderança transformacional foi identificado como o estilo mais seguido pelos Millennials. Em contrapartida, consideraram o estilo de liderança autêntico como o mais eficaz. De um modo geral, os estilos de liderança transformacional, autêntico e participativo dominaram a classificação de preferência e eficácia para seguir. Além disso, o estudo mostra que a comunicação é a base de qualquer relação entre líder e seguidor. Relativamente à ambição de liderança dos Millennials, os dois métodos de investigação apresentaram resultados diferentes. A análise quantitativa revelou que os Millennials são muito ambiciosos em relação a posições de liderança, e que os homens, em especial, se imaginam a liderar uma empresa. As entrevistas qualitativas revelaram que a Geração Y é um grupo determinado e exigente, com poucas ambições de liderança. Em geral, a investigação mostra que a liderança poderá ter que ser redefinida para os papéis de liderança da Geração Y. Os seus objetivos giram em torno do objetivo, da influência, do equilíbrio entre a vida pessoal e profissional e de diferentes prioridades. Em suma, o estudo mostra como os líderes e as empresas se devem adaptar à era digital e enfatiza como os Millennials são moldados por um ambiente em constante mudança, diferente das gerações anteriores. Deste modo, as conclusões deste estudo podem ajudar os líderes emergentes e estabelecidos a compreender as necessidades de liderança da Geração Y.

Palavras-chave: geração Y, millennials, liderança, estilo de liderança, preferências de liderança, ambições de liderança, nativos digitais, era digital

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STATEMENT OF THE ORIGINAL AUTHORSHIP

"I declare that I have used no other sources and aids other than those indicated in this master thesis. All passages quoted from publications or paraphrased from these sources are indicated as such, i.e., cited and/or attributed. This thesis was not submitted in any form for another degree or diploma at any university or other institution of tertiary education. I hereby agree that my thesis is reviewed and checked on eventual plagiarism with the help of a plagiarism detection program."

Rome, 06.06.2023

A handwritten signature in blue ink that reads "Charlotte Stroink". The signature is written in a cursive style.

Charlotte Stroink

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INTRODUCTION

The question of what exactly makes a good leader and how great leadership can be learned will always remain. The wealth of literature on leadership reflects a diverse range of perspectives and individualised content. However, the characteristics and qualities that define good leadership may evolve and depend on the specific context and environment in which leaders operate. Thus, this study examines the most essential and contemporary elements of leadership while integrating established approaches and current literature as a representative basis for the research. Focusing on the ongoing while also controversial debate surrounding the generational change in leadership positions within the 21-st century working environment, the research centres specifically on Generation Y, also known as Millennials. The interest in this age cohort, including all born between 1980 and 2000, has been growing significantly since the turn of the millennium (Würzburger, 2016). Their personality traits distinguish them from previous generations, such as Generation X, Baby Boomers, and the Economic Miracle Children. Considering that Generation Y grew up in the age of globalisation and digitalisation, they were the first ones in which members have been started to be called digital natives (Bolton et al., 2013). Shaped by growing up in a digital-driven environment and with changes in the labour market, this study seeks to explore the diverse approaches and definitions of Generation Y and its characteristics, with a particular emphasis on leadership. The objective is to gain a deeper understanding of leadership qualities and styles that Millennials not only prefer but also perceive as effective. To achieve this, a dual research method incorporating both an inside and outside perspective is employed, aiming to provide a comprehensive analysis of Generation Y in the context of leadership. The inside perspective is attained through a quantitative online survey involving Millennials as employees and followers. The purpose is to explore their work-related values, expectations, ideas, and ambitions to offer actual insights into the preferences for leader personalities and styles within this generation. The outside perspective is gathered through qualitative expert interviews with selected leaders who interact with Generation Y as employees as well as followers. On the one hand, this perspective creates a comprehensive understanding of successful leadership attributes by managing this age cohort while also expanding the diverse image of the generation from an outside perspective. With the dual research method encompassing both the in- and outside perspectives, the central research

question: *"What is Generation Y looking for in leadership?"* is derived to enrich the existing research and further close the research gap. Moreover, three sub-research questions guide the analysis of Millennials' preferences and ambitions in leadership.

The study is structured as follows: The first section presents theoretical considerations and relevant literature classifications on Generation Y, including their culture, beliefs, and working habits to provide the essential background information. Particular attention is given to the fundamental characteristics of Generation Y. To ensure that the analysis of the age cohort is placed in the right context, digitalisation and its effect on Millennials are expounded further. Their transition from living to working in a digital environment was elaborated and is followed by an in-depth discussion of leadership within the digital work environment. Traditional and contemporary theories of leadership, selected as most pertinent to this empirical work, are presented to establish a common understanding within the broad field of leadership. Based on the theoretical framework, the empirical procedure of the dual research method, consisting of quantitative and qualitative research, is outlined. The analysis of both methods is then conducted and synthesized. The study concludes with the presentation, analysis, and discussion of the results, followed by a comprehensive conclusion and a final outlook.

It is important to note that any gender-specific terminology used, such as "male", "female", "men", or "women", is arbitrary and does not reflect the author's preferences. Such terminology is employed for simplification purposes and due to the frequent use of the pronoun "he" within the text, with the understanding that all genders can be leaders unless otherwise specified.

CHAPTER 1:
PROBLEMATIZATION OF THE RESEARCH

1. PROBLEMATIZATION OF THE RESEARCH

Leadership is a critically important phenomenon that has been the subject of extensive theoretical development and discussion. Various theories and approaches have evolved to understand and interpret this complex construct (Burns, 2012). Excellent leadership serves as the vital link between organizations and individuals, playing a pivotal role in bringing people together and enabling them to reach their full potential. However, the lack of a universally aligned definition of leadership results in different expectations and criteria when discussing the term of a good leader. Generally, one can state that strong leaders start with understanding and considering the people they lead.

Statement of the Problem

Research has proven that Europe has undergone a value transition over the past few decades, significantly influencing the workplace and leadership within corporations. As the Baby Boomer generation gradually retires, Generation Y emerges as the dominant cohort in the workforce, necessitating employers' understanding of their values, preferences, and needs (Naim & Lenka, 2018). It becomes crucial for employers to comprehend this generation's fundamental characteristics, specific attitudes, and unique demands. Millennials have been and been shaped by a digital environment giving them a different understanding of connectivity and flexibility (Lovewell-Tuck, 2013). Furthermore, the diversity of expectations poses a challenge for the future working environment of organisations. To nowadays attract young talents, organisations must be perceived as attractive employers, yet the pursuit of excellence and growth by the well-educated Millennials makes it challenging for leaders to determine what this age cohort seeks in leadership. A central question is whether that generation will revolutionise incumbent leadership behaviour or if thought leader Carl Ludwig von Haller is right with stating that generations talk different and act the same in the end (Rottmeier, 2020). Although existing literature provides a broad understanding of the generation's characteristics and demands, leadership styles and attributes that best meet their needs have continued to evolve over the past years. While studies on Generation Y, particularly in the workforce, have gained sufficient popularity, there is a notable lack of empirical data employing a dual approach that considers both the inside and outside perspectives of Generation Y as employees and leaders. Furthermore, most research focuses on Millennials solely as employees or their distinctiveness compared

to other generations, leaving a gap in understanding the relationship between Millennials' preferences, values, and ambition for leadership positions. This study seeks to bridge this research gap by incorporating the current state of research, the experiences of Millennials representatives and the perspective of leaders' personalities outside of this generation.

Aims and Objectives

Leadership's complex and dynamic nature makes it challenging to discern what Generation Y seeks in their leaders. Thus, this study aims to identify and understand the main aspects that this generation considers essential and expects from leaders and organisations. The research results strive to strike a balance between scientific rigour and practical applicability, providing a better and actualized understanding of the generation's values, goals and selection and development criteria for leaders. The insights will have practical implications for all generations, especially those interacting with Generation Y, emphasizing effective leadership. With these insights, present and future leaders will be enabled to guide Millennials more effectively, fostering intergenerational unity and organisational success. By understanding the values Generation Y holds in their leaders, organisations can tailor their leadership development programs to meet their specific needs and expectations. Additionally, this study seeks to contribute to a comprehensive understanding of Generation Y's build-up on their perspective as well as how they are being perceived and characterized by other generations. As social change inevitably influences the work environment, this research also focuses on the changes in the workplace and the resulting adaptations in leadership behaviour. It explores how Millennials introduce and shape new ways of working and the impact on organisational leadership styles and structures.

Research Questions

After reviewing existing literature, research and conducted studies, the objective of this research is to detect the preferences and ambitions of Generation Y in the context of leadership while addressing the central research question:

RQ1: What is Generation Y looking for in leadership?

This central research question (RQ) aims to uncover the specific leadership qualities, attributes, and behaviours that Generation Y values and seeks in their leaders. By exploring their expectations and preferences, this study aims to provide insights into the leadership styles and approaches that resonate with this generation, ultimately contributing to developing effective leadership practices. To provide a comprehensive understanding of the research topic, three sub-research-questions (SQ) have been formulated:

SQ1: What are the preferences of Generation Y for leaders and their leadership style?

This sub-question explores the characteristics and qualities that Generation Y values in a leader. It investigates their expectations regarding leadership styles, communication and the overall working environment that facilitates their engagement and development.

SQ2: What is the general motivation for Generation Y's own leadership ambitions?

This sub-question seeks to determine the motivations behind Generation Y's ambition to take leadership positions. It investigates their ambitions, their employment motivations, and the components influencing their decision to pursue leadership positions.

SQ3: How do leaders perceive Millennials, especially in their way of working?

This sub-question examines the perspective of non-Generation Y leaders. It endeavours to comprehend how leaders from various generations consider Millennials, particularly regarding their work behaviour, mindset, and ambition. By analysing the leaders' perception, this study attempts to identify any potential gaps or discrepancies in how Millennials perceive themselves and how others view them, thereby shedding light on intergenerational dynamics in the workplace.

Overall, this study aims to increase the understanding of the complex relationship between Generation Y and leadership by addressing these research questions. In addition to contributing to academic research in the field of leadership, the findings have practical implications for organisations seeking to attract and engage the leadership potential of Generation Y. Ultimately, the objective of this research is to promote intergenerational unity, facilitate efficient leadership practices, and fuel organisational success in the constantly evolving workforce of the 21st century.

CHAPTER 2:
GENERATION AS A CONCEPT

2. GENERATION AS A CONCEPT

Following the introduction and problematisation, this chapter is devoted to providing a theoretical background of generational diversity, which begins with an understanding of the generational concept and builds upon this to convey the characteristics and work values of Generation Y based on the present state of research. The concept of a generation and its definition are presented first. Furthermore, the subject of this research and the classification and characteristics of the birth cohorts of Generation Y will then be determined.

"As times change, we change with them" is what people have said for Millennials, referring to a high natural phenomenon that has shaped our lives since time immemorial (Würzburger, 2016). Each new generation is shaped in various ways by their predecessors, including their parents, the media environment, current movement, events, and culture (Twenge et al., 2010). The collective experience serves as a formative influence in addition to each individual's unique experiences. Therefore, individuals born around the same period and who experience similar social and historical life experiences are considered to be members of the same generation (Schaie, 1965). Betty Kupperschmidt, a frequently quoted author in this context, defines a generation as "an identifiable group that shares birth years, age, geography, and key life experiences at crucial developmental stages" that has acquired comparable value systems, perceptions, and attitudes as a result (2000, p. 66).

As research frequently uses the notion of generations to define and explain the differences that are felt across age groups in society, it determines the function that the individual plays when seen from a historical perspective. Howe and Strauss (2007) state that a generational shift occurs roughly every 20 years.

Generational differences exhibit distinct shifts in terms of personality traits, attitudes, mental health, and behaviour (Kilber et al., 2014). Therefore, each generation develops its unique value system through its attitudes, conventions, and actions (Twenge et al., 2010). According to Scott (2000, p. 356), this value system or worldview stays with the person throughout their life and serves as the anchor against which subsequent events are evaluated. People are therefore stuck in fundamentally diverse subjective spaces. Our culture has designated each generation differently to distinguish them from one another, even though most research

shows that cohort effects are linear rather than categorical, with continuous change over time rather than abrupt changes at birth year cut-offs (Twenge et al., 2008). Rhodes (1983) adds that these cohort effects are the outcome of the environment of adolescence in which individuals are socialised and especially moulded and impacted by their surroundings.

Many generational researchers still adhere to Karl Mannheim's definition presented in his work, "The Problem of Generations", which he first published in 1928 (Mannheim, 2017). Even after more than seventy years, contemporary definitions reflect Mannheim's original approach. The German sociologist lived through a period of significant societal change. In reaction to the irrationalism and scepticism that had evolved due to modernity, social crises, socialist revolutions, World War I, and the breakdown of conventional systems of thinking, he was interested in finding a mechanism to assess political worldviews objectively. Thus, the generational theory was essential for Mannheim to comprehend the organisation of cultural and intellectual processes (Parry & Urwin, 2011).

Mannheim associates the term generation with a person's class position in a society's economic and power structures. This relates more to a social bearing than a specific group and, as a result, has no binding impact on an individual (Mannheim, 1952). Using birth cohorts as the key criteria, he more specifically defines a generation in terms of a shared historical and social background. Nonetheless, he explains that generations are not only chronological groupings of concurrently existing individuals but that shared experiences notably influence a generation throughout the formative years. Consequently, people of each generation are impacted by the collective historical events and the political, cultural, and economic circumstances of their period while forming their identities and ideals. This leads to a bond between persons who do not have direct physical contact. However, Mannheim adds that other categories might develop within a generation since people can experience the same experiences but interpret them differently (Mannheim, 1952). In his main work, he identified three phases of generation development. Firstly, membership in the same age group is the initial need for the establishment of a generation. In addition, there must be some social or cultural characteristics that most individuals in the same age range share. The third stage of generation formation occurs when individuals from a certain age cohort get together to seek a shared objective or way of life.

Today, Mannheim's notion of a generation remains accurate. In an extension of his methodology, contemporary sociologists have expanded their attention beyond historical events to include other cultural variables. Various sociologists mention factors such as music, movies, celebrities, fashion, sports, and leisure activities characterising a generation (Parry & Urwin, 2011).

Irving Rosow (1978), professor of medical sociology, explains generations in greater depth as sociologically significant units or social cohorts that share five features:

- (1) They share a life experience;
- (2) this experience is social or historical in origin;
- (3) it has the appearance of a communal generational framework;
- (4) it separates generations from one another, and
- (5) its effect is mainly consistent over the lifespan.

Due to rapid technological advancements, generational differences in personality are occurring at a faster rate than in the past. The pace of change can be seen as the point for the turnaround in defining a generation. J. B. McKinney noted in his paper "Characteristics of an Age of Change", that "a decade today is the equal of a generation, and norms and ideals crash over like ninepins" (1945, p. 56). According to a modern definition by Marius Hentea, a modernist and avant-garde researcher, a generation is "a post-Enlightenment development" (Hentea, 2013, p. 569). In his article "The Problem of Literary Generations," Hentea declares that generations should no longer be considered biological, or, as he expresses it, "in the sense of the emergence of a butterfly from a caterpillar," but social. He claims that the advent of democracy in the 19th century is responsible for the emerging idea of generational differences. As technology developed at an accelerating pace, age-based differences became even more significant as the young were able to use tools that were not available to their elders. The young benefited from the social and economic advantages that resulted from the concentration of rapid technological development in large cities. At the same time, the transmission of accumulated knowledge and experience by elders became less valuable in the face of changing economic conditions.

Due to globalisation and westernisation, there is an increasing alignment of both national and professional cultures. Despite many cultural differences, this has formed a young generation between 1980 and 2000 that is clearly distinct from previous generations, Generation Y (Ott et al., 2016).

2.1 GENERATION Y

As this paper focuses on the unique cohort of Generation Y, the leadership approaches for managing them and their own ambition to lead, the following section below will define, explain, and further discuss the fundamental characteristics of this generation in general and in the context of the globalised world.

2.1.1 Definition and Classification

The term Generation Y was first used in 1993 when the trade journal "Advertising Age" wrote an article describing young people aged no more than twelve at this time as "different" in their characteristics, thus giving them the label of a new generation (Ad Age, 2001). The argumentation was based on a publication by the historian William Strauss and the economist and demographer Neil Howe from 1991. They coined the term "Millennials" for this generation, which is mainly used synonymously today and is also applied to Generation Y in the present research work. At that time, the definition implied people born after 1981, but the data on which cohorts make up Generation Y are not consistent. Just as for previous generations, there are different understandings, definitions, and time frames for Generation Y nowadays. The designations, the definition and name of the birth cohorts and the attribution of characteristics, values and stereotypes to the different generations vary greatly depending on the author. Broadly defined, Generation Y includes everyone born after 1980 and before the turn of the millennium (Würzburger, 2016).

Certainly, the attitude towards life, work and consumer behaviour did not change completely from a set date at the beginning of 1980. The time frame is meant to capture the general nature and characteristics of the 1980s generation. Just as with other dichotomies, there are always exceptions or examples that cannot be explained or interpreted with the respective model. For example, while Hurrelmann and Albrecht (2014) specify the birth years between 1985 and 2000, Twenge et al. (2010) include the age groups from 1982 to 1999, although

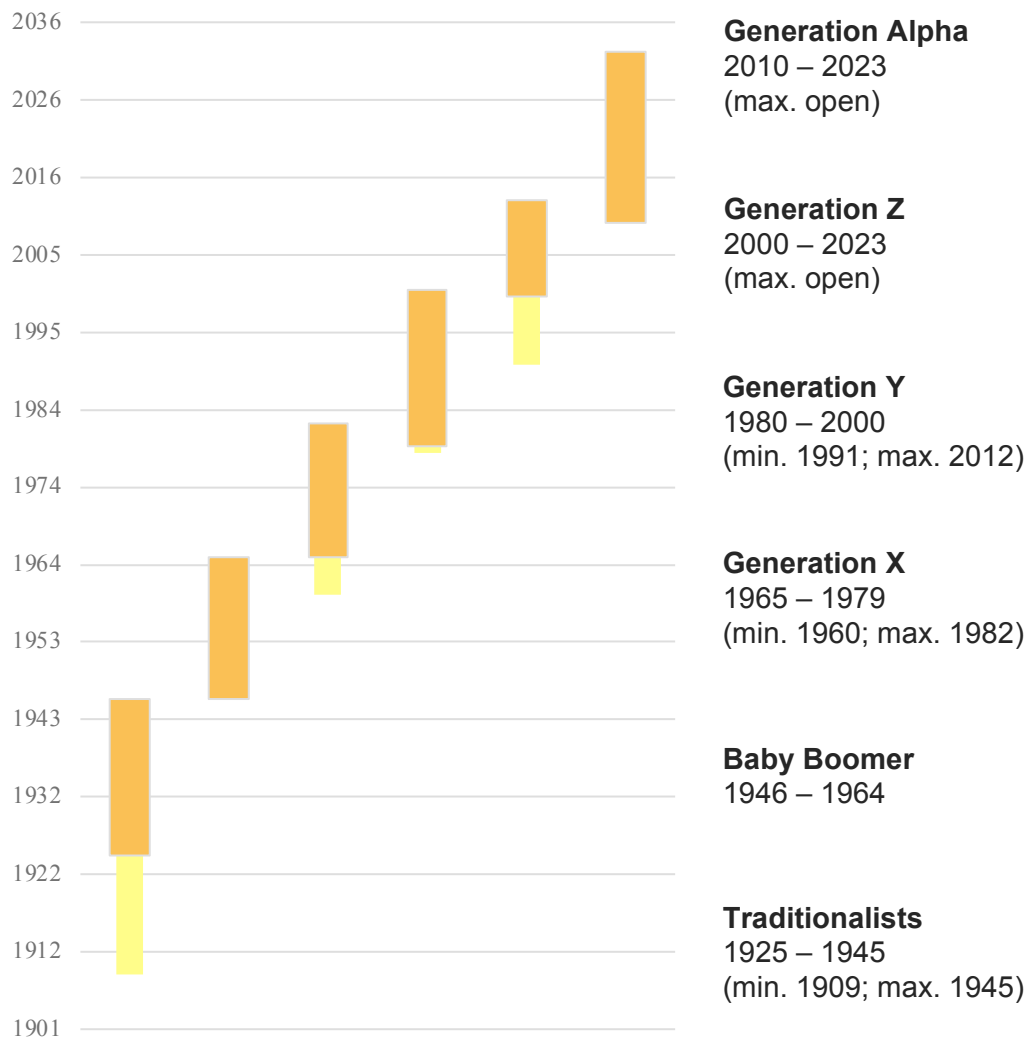
birth cohorts from 1980 onwards are often already counted as Generation Y (Nies & Tullius 2017; Pfeil 2017).

This research is intended as a contribution to this discussion and to be as meaningful as possible by taking many sources into account and following a broad and scientific range in terms of time that includes people born between 1981 and 2000. Following that definition, Generation Y is the successor generation to the Baby Boomers, who were born around 1946 to 1965, and Generation X, who were born between the late 1960s till the end of the 1970s (Hurrelmann & Albrecht, 2014). Generation X is the last disillusioned Baby Boomer cohort, who first sensed that there could be no eternal upward mobility, as their parents had experienced during the post-war and reconstruction generations (Huber & Rauch, 2013).

Figure 1 summarises the findings, with bold components representing the most prevalent categories and transparent elements representing the whole range of birth cohorts cited in the literature.

Figure 1:

Representation of different generations by age cohorts.



People are grouped based on their generational affinity to decrease complexity and provide direction. However, it is essential to note that this approach cannot be used to comprehend individual behaviour, thought, or appearance. Thus, following Mannheim's original aim, generational theory can be a valuable tool for comprehending significant societal trends and developments. However, it cannot provide information about an individual's beliefs and conduct (Parment, 2013).

Moreover, age groups are addressed with various synonymous terms in the scientific literature. For example, Einramhof-Florian (2017) cites 22 existing designations for the so-called Generation Y. For reasons of uniformity, this research limits itself to the terms Generation Y and Millennials.

Now that the temporal classification of Generation Y has been established, the following chapter addresses the characteristics and values of this generation and thus provides the framework for understanding the behaviour, modes of action, and values, especially at work, of the target group of this thesis.

2.1.2 Historical Perspective

Although the span from 1981 to 2000 is vast, their different birth cohorts define the commonalities of a generation. From a historical perspective, it should be considered that during the formative years of adolescence, the fall of the Berlin Wall, the terrorist attacks of September 11, 2001, the introduction of the euro, the Iraq War, and the surge in terrorist attacks are regarded as key events for this generation (Naim & Lenka, 2018). Moreover, the Covid-19 pandemic and the Ukraine-Russia Conflict are the most recent and formative events for Millennials. Environmentally, this age cohort is experiencing an increase in the frequency of natural disasters due to climate change (Moskaliuk, 2016). The permanent concerns regarding global warming, environmental pollution, and natural disasters were defining developments for Generation Y. Moreover, the 1999 reform of the higher education system was pivotal. Bachelor's and Master's degrees have replaced diplomas. Therefore, Generation Y representatives were among the first to witness the Bologna reform (creating uniform courses of study and degrees in the European Higher Education Area). Arguments in favour of the changes to the higher education system included the harmonisation of European study structures, the admission of more students to shorter practice-oriented studies while maintaining the same competencies, and the reduction of educationally disadvantaged students' inhibitions (Mangelsdorf, 2015).

Born into a time of great technological revolutions, the dawn of the Internet age, far-reaching political upheavals and rising prosperity, Generation Y is the first age cohort to grow up with the technological innovations of the internet and mobile phones, at the latest since their

youth. Generation Y's formative years were primarily shaped by globalisation, technical progress, and the internet's pervasiveness through mobile internet, social networks, and instant messaging applications. While the early years of the internet were characterised by the desire to access the global information network, social media channels like YouTube and Facebook are gradually bringing the need for involvement, co-creation, and networking to the forefront, particularly among young people (Parment, 2013). However, as the generational picture is shaped with the shift to the digital age and globalisation, the question of meaning becomes the characteristic of the generation which is Generation Y. Not without reason, the letter Y in the Name of Generation Y – pronounced "why" – symbolises the questioning character that the generation is said to have (Albert et al., 2015).

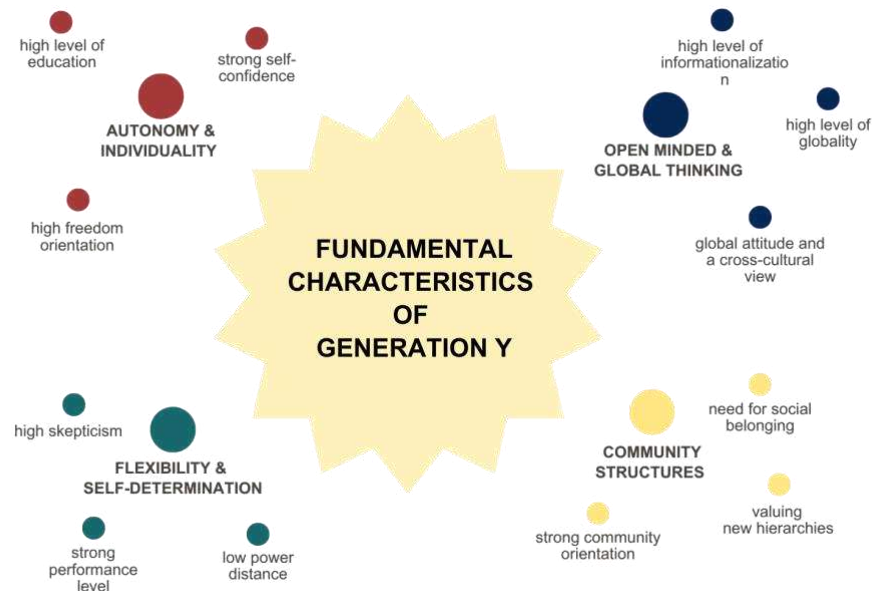
Following the generational concept of Strauss and Howe (1991), who assumes a set of common characteristics for each generation, leading to a cycle of four archetypes, the question arises what exactly characterises Generation Y after all.

2.1.3 Fundamental Characteristics

After extensive research and consideration of various literature, approximately 50 different characteristics can be identified for Millennials, the majority of which complement but some of which also contradict one another (Schirmer et al., 2014; Röttig, 2011; Pendergast, 2010; Parment, 2013; Ruthus, 2014). For the purpose of this study, contradicting or mutually exclusive features judged to be representative of Generation Y by the majority of researchers were prioritised and eliminated, respectively. Based on that, the following four characteristics of Generation Y have been identified to form a proper foundation for this research. An overview is given by Figure 2.

Figure 2:

Fundamental characteristics of Generation Y based on four attributes.



Autonomy and Individuality

The liberalisation of Europe and the rising prosperity of the early 1990s contributed to Generation Y's high orientation toward freedom and individuality. In the past, it was considerably more challenging to satisfy the desire for independence. In contrast, Generation Y has a nearly elevated autonomy orientation to a status symbol and is believed to have a high degree of personal autonomy. Self-determination and the accomplishment of one's desires and objectives are of great importance (Valentine & Powers, 2013).

The results of a survey by the Zukunftsinstitut, a German institution which analyses future trends and public thinking as well as economic and social developments, clearly painted a picture of a generation striving for independence, self-realisation, and autonomy (Huber & Rauch, 2013). For 89 percent of respondents, independence, and the goal of determining one's own life are particularly important. At this point, however, it should be underlined that the individual perspective should not be misunderstood as an ego mentality; instead, it is personality driven. It entails knowing one's person in harmony with the peer group and the network. In this regard, Millennials are less confrontational than consensus oriented.

Moreover, Pendergast (2010) states that the strong self-confidence of Generation Y is concretised by an all-is-possible mentality and an underlying optimism associated with it.

Flexibility and Self-determination

Hurrelmann and Albrecht (2014) claim that the age in which Generation Y grew up was marked by substantial political, economic, and social upheavals, to which the generation could only adjust with a high level of flexibility.

Furthermore, it is indisputable that the range of opportunities has increased significantly in recent years, both in one's private life and professional life. A networked world with always-on communication and unlimited access to virtual worlds and social networks comes with as many opportunities as it creates challenges. The 1980s generation grew up in a society with high transparency, constant communication, many choices, and great individualism. Young people of Generation Y who have grown up in this society, bring high expectations, demands, and hopes to the labour market (Parment, 2013).

Community – orientated structures

Individuals have a fundamental need for attachment and social belonging (Aronson et al., 2011). In order to achieve this, they form groups, whether inside the family or among friends. Consequently, this case is not necessarily typical of Generation Y but instead of all people. What is new, however, is the growing significance of social interaction in groups and the variety of social community structures. Since the beginning of the 1980s, life has been marked by increased internationalisation and intensifying rivalry. The number and scope of external effects on humans have grown, increasing the complexity of life as a whole. In order to compensate for the increased complexity-related uncertainty, the significance of the social group in providing orientation and safety has had to increase. This has increased the significance of social communities.

The multiplicity of social communities has facilitated the development of a vast array of social skills, resulting in Generation Y's distinctive social conduct (Schirmer et al., 2014). From a sociological point of view, communities, peer groups and networks play a prominent role in Generation Y, mainly because institutions and their rules are no longer tacitly accepted. In contrast to Generation X, Millennials are concerned with reforming rather than breaking up existing structures (Huber & Rauch, 2013).

Open minded & Global thinking

On numerous levels, globalisation's effects are reflected. Globalisation has the effect of bringing together openness to the world and tolerance so that Generation Y is also receptive to things with which it is unfamiliar. It views the differences between people not as an impediment but as a source of essential inspiration and ideas (Schulenburg, 2016).

The Millennial Generation is an age group with a global attitude that welcomes cultural diversity and other ethnicities from a cross-cultural point of view. Millennials have a more developed global worldview than prior generations, based on their educational background and the numerous opportunities they must gather international experience as tourists, expats, or exchange students (Lovewell-Tuck, 2013). As a result, members of Generation Y anticipate an equal level of tolerance and acceptance of diversity. Moreover, they can work effectively in multinational teams and welcome foreign employment prospects. For example, moving overseas occurs far more naturally to them than to any generation before.

Another element that fits in with the global mindset of Millennials is their high level of informationalisation and communication. Generation Y can be regarded as a group of individuals who have access to abundant information and can acquire it quickly. The emergence and proliferation of the internet and the widespread availability of computers and mobile devices contributed to the defining event that led to this trait. Millennials have grown up with nearly constant unlimited access to information and practically everywhere. By doing that, Millennials have gained a specialised information collecting and processing capability in order to manage the vast volume of data with which it is confronted (Stenger, 2014). Using information and communication technologies is intuitive, and their pervasive use is taken for granted. High informationalisation is, therefore, indicative of Generation Y's unique communication and information behaviour. This creates a need for a constant flow of information and feedback – whether virtual or actual. In terms of communication, Generation Y individuals are, on average, well-established, learned from a biography of social networks and omnipresent connectivity.

CHAPTER 3:
THE DIGITAL ENVIRONMENT

3. THE DIGITAL ENVIRONMENT

The digital environment refers to the virtual space created using digital technologies, such as computers, smartphones, and the internet. This environment has transformed the way people live, work, and interact with each other, allowing for new forms of communication, information sharing, and commerce. The growth of digital technologies has also led to new challenges, such as data privacy and security, cybercrime, and the spread of misinformation. Understanding the digital environment and its impact on society is becoming increasingly important as technology continues to advance. As a result of digitisation and emerging technology, society has entered the digital era. This period is defined using digital technology to generate, store, and transmit information, permeating almost every aspect of society and business. In addition to political and socioeconomic developments, the societal changes of the previous decades include globalisation, technologization, the varied media offer, and the emergence of consumer sovereignty. The most significant development in the context of technologization was unquestionably the invention of the internet, its subsequent commercialisation beginning in 1990, and its evolution during the following decades. Key contributors to this field of research include scholars such as Sherry Turkle (1996), Siva Vaidhyanathan (2012), Evgeny Morozov (2011), and Jaron Lanier (2013), who have explored the social, cultural, and political implications of our increasing reliance on technology. Their work provides insight into the complex relationship between humans and technology and raises important questions about the role of digital tools in shaping our lives and the world around us.

For a better understanding of that world in the context of the question of this research, the most significant elements of the digital environment in relation to the world in which Millennials grew up will be further examined. As already mentioned, many terms have been assigned to the age cohort from the beginning of the 1980s and the appearance of the internet, another of which is a digital native. Consequently, everything that digital natives understand can be related to the Generation Y cohort.

3.1 BORN IN THE DIGITAL AGE

Born in the digital age refers to individuals born after the widespread introduction of digital technology into everyday life. These individuals have grown up surrounded by digital

technology and have developed the skills necessary to take advantage of digital media and tools. The widespread availability and use of digital technologies, such as the internet and mobile devices, have transformed the way people live and interact with each other. They are more tech-savvy, comfortable with embracing digital technology, and may even be more likely to use it to solve problems and create solutions. This transformation has been especially pronounced for those born into the digital age, often referred to as "digital natives" and in contrast to "digital immigrants" who have adopted technology later in life (Prensky, 2001). Research has shown that exposure to technology from a young age has significantly impacted the attitudes, behaviours, and development of Millennials (Twenge & Campbell, 2010). Given the rapid pace of technological change and its impact on Millennials, it is essential to understand the implications of the digital age for emerging adults and society. Furthermore, research has shown that the rise of technology and the digital age has significantly impacted the relationship models of Millennials (Twenge & Campbell, 2012). For example, the prevalence of online dating and social media has changed how people form and maintain relationships, leading to new models of dating and communication. Overall, the relationship between Millennials and the digital age can be described as complex and multi-faceted.

3.1.1 Born as a Digital Native

The digital environment has become increasingly prominent in recent years, and the notion of digital natives and Millennials has come to the forefront. The term "digital native" refers to individuals who have grown up with technology and have been exposed to digital devices, the internet, and social media from an early age. This new generation of aforementioned "digital natives" is often seen as having different experiences and skills compared to those who grew up before the widespread adoption of digital technologies.

A lot of research has explored the impact of digital technologies in various contexts, especially on the topic of digital natives and Millennials, with authors such as Marc Prensky, Danah Boyd, and Jean Twenge offering unique insights into the impact of technology on this generation. Prensky (2001) was the first to consider the age group that was the first to be born into the digital age as digital natives. He argues that digital natives have different learning styles and needs than previous generations, while Boyd (2014) suggests that technology has created new social norms and behaviours. On the other hand, Twenge and

colleagues (2010) focus on how technology has changed how Millennials think and interact with the world.

In general, it can be stated that digital natives have grown up in a digitally networked world and consume media excessively and permanently compared to previous generations (Bolton et al., 2013). They are accustomed to utilizing laptops and cell phones, taking continual access for granted (Barford & Hester, 2011). Due to the plethora of information, they are accustomed to a high density of information. They have exhibited effective behaviour in managing the vast amount of digital information, emails, advertising, and messages from the start (Parment, 2013).

With the advent of technology, the way that people communicate, and form relationships has changed. Individuals born in the digital age are experiencing new ways of forming and maintaining relationships. Furthermore, scientific research has shown that the increased use of technology has already led to the development of new relationship models among Millennials (Muisse et al., 2009). These new relationship models affect society in terms of commitment, trust, and communication. Research showed trends in casual and commitment-free relationships (Baumeister & Leary, 1995). Although the digital age opened a new world of connectivity and relationship-building, and research showed that technology could facilitate the formation of new relationships and increase social connectedness, it also imposed negative effects (Bargh & McKenna, 2004). For example, a study by Kirschner and Karpinski (2010) found that excessive use of social media was associated with decreased face-to-face communication skills and empathy.

Moreover, technology use has been linked to increased levels of stress, anxiety, and depression, which especially young people are confronted with (Twenge & Campbell, 2012). A study by Rosen et al. (2013) found that excessive technology use was associated with reduced attention span and increased impulsiveness, which can negatively impact emotional regulation. On the other hand, it can also positively affect emotional well-being, such as increased self-esteem and reduced feelings of loneliness (Baumeister & Leary, 1995). The digital revolution has empowered individuals of this generation by providing them with global communication tools. The technologically driven lifestyle fosters new

communication practices and a new self-image when interacting with current technology applications in both private and professional life. "Always on" and "permanently connected", primarily through social media networks, the digital natives are communicatively connected and informed (Blow, 2014).

3.1.2 Social Media Engagement of Generation Y

Technology use has a significant impact on social development and relationships. Although there is no specific focus on the social media engagement of Generation Y in this research, it is essential to mention the whole picture and habits of that generation as a concise element to consider in the digital age.

By growing rapidly in recent years, social media has become an indispensable part of people's everyday lives and a tool for building and sustaining relationships (Elphinston & Noller, 2011). It enables individuals to interact at any time and place and has become a tool for extending social life by allowing people to connect digitally with friends and even strangers who share similar interests, opinions, and values (Zhan et al., 2016). Especially when it comes to spreading information, social media has become a powerful tool. People of Generation Y, especially younger individuals, have become accustomed to constant and extensive use of various social media platforms that provide easy access to real-time information about events, activities, and conversations on various social networks (Przybylski et al., 2013). The unique characteristic attributed to Generation Y is an "information technology mindset and a highly developed skill in multitasking" (McMahon & Pospisil, 2005, p. 421). Social media enable users to connect in various ways and keep individuals connected to their social circles. The latest Global Web Index from 2021 showed that the most popular social media platform Millennials voted for was the social network Facebook, followed by YouTube, Instagram, and WhatsApp. As the highest motivation for usage, 36% of the individuals named "to stay up-to-date with the news and current events" as well as "to find funny or entertaining content" (GWI, 2021, p. 11). This can be supplemented by the study of Sheldon and Bryant (2016), which previously found that the motivation for using Instagram is primarily to "gain knowledge about what others are doing" (p. 58). Due to the tools, filters, and algorithms that social media platforms like Facebook and Instagram offer, shared content can be highlighted, exaggerated, and presented in an idealised way, which can make others uncomfortable or envious (Berezan et al., 2020). For

Millennials, these instruments and tools that emerged from the digital age have become an indispensable part of everyday life. As the world continues to move forward with digital transformation, in general it can be stated that those born in the digital age will be able to continue to keep up with the changing landscape, as well as use their skills to develop new innovations.

These impacts of the digital age on Millennials highlight the importance of considering the role of technology in the development of future generations and its effects on society. In conclusion, being born as a digital native can have both positive and negative impacts on various aspects of development and socialization. It is important to continue to study these effects and for parents, educators, and policymakers to develop strategies that promote healthy and conscious technology use and mitigate negative impacts. However, further research is also needed to understand the long-term implications of these models for society and relationships in the digital age.

3.2 THE NEW WAY OF WORK

Born into the world of technology in its entirety, Generation Y has the technological capabilities and mindset necessary for a company to succeed in today's market. They embrace change and live in the present. They retain their friendships digitally, and the concept of the conventional family is losing currency (Krishnan et al., 2012).

Growing up in an era characterised by rapid and innovative work organisation and new, broader competition results from structural changes in the global workplace. Millennials' natural living and working environment can be described as the "New Normal" (Huber & Rauch, 2013). This generation of future and current employees and leaders, determined by demographic change and competition for highly skilled professionals and managers, impacts the labour market of the future and "may also set the tone" (Parment, 2013, p. 57).

Nevertheless, work must be given a different purpose in a society where the satisfaction of basic needs is essentially assured. Since the 1980s, the increase in prosperity in Europe has lessened the need to perceive work as a method of guaranteeing one's livelihood, and the growing Generation Y has accepted this mental model (Schulenburg, 2016). This has increased the importance of labour as a means of satisfying one's own needs and desires.

Thus, work has become a way of achieving one's ambitions and wishes. The focus is shifting away from extrinsic job motivation through money, which was once vital for securing one's livelihood, and toward intrinsic motivation concerning the work itself. As is typical of intrinsic motivation, the joy of work shifts one's propensity to perform from working for money to working for self-fulfilment (Comelli & Rosenstiel 2009). In the Traditionalist era, the employer mostly decided on job advancement, but nowadays newer generations are aligning their professions with their own requirements. They cut their working hours, take time off, leave a firm on ethical or moral grounds, or search for a more pleasant working atmosphere and improved prospects for further training (Lyons et al., 2011).

These outcomes are consistent with Generation Y's perception of hierarchy and authority. It is questionable if the hierarchical organisational structures chosen by earlier generations are still suitable for the autonomy- and independence-seeking representatives of Generation Y. In terms of hierarchy, another attitude of this generation is that authority is questioned and not taken for granted. Even senior workers must first acquire the respect and authority of Generation Y (Parment, 2013). Low power distance is characteristic of Millennials' work ethic and willingness to work (Hurrelmann & Albrecht, 2014). Members of this age group do not accept unequal power distribution since there is no logical justification. This lesson was learned through both their education and various historical events. As a result, they reject rigid hierarchies, whose rigidity serves only to preserve power (Röttig, 2011). Structures that are more adaptable and goal-oriented are preferred.

A further attribute linked to Generation Y is a relentless drive for professional recognition. They seek both monetary and non-monetary gratitude for their efforts (Twenge & Campbell, 2008). Appreciation and recognition are fundamental to their professional life. Millennials desire to be taken seriously and rewarded for their accomplishments, ideas, and contributions to company objectives (Huber & Rauch, 2013). Once more, a rationale may be formed from the social situation. Due to their numerous acquaintances in digital networks, individuals are accustomed to hearing and providing various comments in their personal life. On Facebook or Instagram, people receive instant feedback and recognition for a photo, activity, or comment. Consequently, the importance of quick acknowledgement of accomplishment and immediate receiving of rewards is growing in the workplace.

Concerning the social work setting, the demand for feedback, mentorship, Generation Y's attitudes toward hierarchy and authority, interactions with co-workers, and attitudes toward teamwork are identified. Consistent with the desire for recognition, several studies concur that the current generation requires fast and consistent feedback (Bencsik et al., 2016, Nazarian et al., 2017, Naim & Lenka, 2018).

Regarding the subject of purpose and worth in the workplace, the generation is once again living up to its "Y" ("why") label. The subject of meaning is fundamental and pertinent to the decision-making process regarding choice of career. Salary, position, and social standing are no longer the most crucial factors. For Generation Y, their work must be more than a place to earn money. In response, companies voluntarily become green companies or adopt measures for corporate social responsibility. The value system in the workplace and in general has changed for the Millennials, which is why this will be further reviewed in the following.

3.2.1 Values in the Workplace

The theoretical consideration starts with the definition of general values, from which the work values are generated. One of the most referenced definitions of values originates from Rokeach in 1973, who defines a value as a "persistent opinion that a certain style of action or end state of life is individually or socially superior to an opposite or converse way of conduct or end state of existence" (Rokeach, 1973, p. 5). Geert Hofstede (2005, p.5), a pioneer in the field of comparative cultural psychology, formulated a more straightforward version based on this and indicated a general tendency to choose certain conditions over others. Consequently, values are generally vague; they are abstract psychological constructs that underpin more concrete constructions like attitudes, interests, and preferences. A person's values are shaped by the environment, culture, and society in which they were raised, by their education, and potentially by their religious views (Moskaliuk, 2016). Rokeach (1973) contends that values are established or taught during childhood and stay reasonably steady. Hofstede (2005) and Lyons et al. (2007) concur that values are stable but underline that they are not unchanging. This assumption can be related to the value system of Millennials and the changes in the world of work that the generation has brought about.

Generation Y's career is more self-directed and differently value-driven than that of earlier generations. The trend is away from traditional careers and toward careers that fit the lifestyle of Generation Y (Lyons et al., 2011). Increasing work and personal life integration support the acceptance of values in the workplace. Representatives of Generation Y value self-actualising employment that is gratifying and meaningful (Bencsik et al., 2016). Thomas Barlow, writing for the Financial Times in 1999, described the self-actualisation that Generation Y seeks in its work as follows: "The notion has grown in recent years that work should not be merely a means to an end, a way to make money [...] but provide a rich and fulfilling experience in and of itself. Jobs are no longer simply jobs; they are lifestyle options" (Barlow, 1999, n.d.). Thus, Generation Y seeks occupations that are consistent with their ideals and are, thus, perceived as significant (Deloitte, 2018). The experience brings greater happiness than possession, argues Kerstin Bund in her book about the Millennial age (2014). Rather than large bonuses, Millennials prefer time for continued education, vacation, or community service. They prefer variety to a retirement account – not in five years, but today. Exchange with other sites, further training, or an internship are incentives motivating Millennial employees to achieve outstanding results.

3.2.2 Generation Y in the Employee Role

In the following section, Generation Y is considered in the employee role and is thus the reference point and subject of the guidance.

Generation Y's high self-confidence manifests in diverse expectations. First, its members anticipate substantial income commensurate with their great worth. On the other side, their self-assurance drives them to anticipate individualised care and treatment. Employers are also expected to satisfy individual requirements, up to and including a high level of satisfaction at work, or else employees would seek employment elsewhere where they are better appreciated (Schulenburg, 2016). In addition, Generation Y is less likely than Generation X and Baby Boomers to find their jobs satisfying. Park and Gursoy (2012) found that this generation has a significantly higher intention to leave a company than previous generations. Confirming this, the 2018 Deloitte Millennials Study established that only 28% of Generation Y would like to stay at their current company for more than five years, and 43% of Generation Y would consider changing jobs within the next two years. This suggests that the fulfilment and purpose aspect is critical to employee retention. Generation Y

questions activities that do not have a noticeable or apparent purpose, which can be explained by a general aversion to the meaningless (Parment, 2013).

Also, self-design plays a vital cultural role, making individual creativity Generation Y's primary driving force. Self-realisation and its implementation are the driving forces that no longer only inspire people in their private lives but also their careers (Huber & Rauch, 2013). Individuality, self-determination, and the pursuit of one's desires and objectives all contribute to Generation Ys need for co-determination in the workplace (Schulenburg, 2016).

Another point worth highlighting is flexibility. However, flexibility is not just a characteristic of Generation Y but also a desire in terms of working hours or the rejection of rigid processes (Röttig, 2011). Modern communication technologies make physical barriers increasingly permeable. Work and private life are progressively merging, and it is no longer appropriate to speak of work-life balance as a division of the two spheres. Today, work-life balance emphasises that work and private life are becoming increasingly integrated, meaning a greater work-life integration. Another study by Winter and Jackson (2016) discovered that Generation Y has a highly realistic concept of work-life balance. They view it as a dynamic process that fluctuates according to the workload. Consequently, they are likewise willing to accept a work-life imbalance during periods of heavy workload. Forbes magazine reports that if parenting and part-time work are made available, employers receive more motivated, satisfied employees who are less likely to seek employment elsewhere, that is loyalty for flexibility (Adams, 2015).

3.2.3. Generation Y in the Leader Role

This section discusses Generation Y in leadership roles. Assumedly, leadership in the sense of an active, communicative process of influencing personnel to support the attainment of corporate, divisional, and departmental goals is still a necessary task in the 21st century (Schulenburg, 2016). Through general theories and a theoretical foundation, the different terms and aspects of leadership will be further examined in Chapter 4.

One may argue that the traditional concept of leadership is outdated in an environment characterised by a systematic, holistic vision of businesses and a high degree of self-control and self-organisation among employees. Certainly, leadership today has to be different from a few years ago. It needs to be more well-grounded and introspective due to the information obtained from business research and experience. Moreover, this is precisely why leadership should still be seen as an active influence: applying well-grounded leadership knowledge requires the active development of one's leadership talents. Furthermore, reflecting on one's leadership behaviour is impossible without directly addressing one's personnel. From a leadership perspective, each generation differs from the previous one. It is essential to know the generation to deal with them effectively and ensure that members of different generations can work together effectively and achieve common goals (Kilber et al., 2014). In 2023, Generation Y members will be between the ages of 23 and 42. This means that a significant number have already acquired leadership positions, and their numbers will continue to climb over the next few years. In this regard, a large number of Generation Y employees aims to seek influence in firms as quickly as possible and actively shape them, resulting in a solid propensity to assume leadership responsibilities (Hurrelmann & Albrecht, 2014).

Generation Y's negotiating stance shifts first when they are promoted to executive positions. Due to the limited number of management positions and the relatively high propensity of Generation Y to assume positions of responsibility in companies, the balance of negotiating power shifts in favour of the companies. Since there are relatively few leadership positions and a proportionally high desire for Generation Y to take on leadership positions, the company can now determine who fills these positions (Butler et al., 2020). Therefore, Generation Y's work and living reality must shift from making expectations to fulfilling them. The initial contingency must be deconstructed, which requires time, as with any change. However, Generation Y is not incapable of mastering this mental model shift. In fact, because of their high level of education and strong performance focus, they are typically aware of and motivated to satisfy the reasonable demands placed on a manager and have the expertise to do so.

Chapter 4 will focus on the theoretical frameworks surrounding leadership in order to establish a better understanding and background of the concept.

CHAPTER 4:
LEADERSHIP: KEY NOTIONS AND CONCEPTS

4. LEADERSHIP: KEY NOTIONS AND CONCEPTS

"Leadership is one of the most observed and least understood phenomena on earth", is how the grandfather of leadership studies, James MacGregor Burns, describes it.

Due to its complexity and different meanings and characteristics, there is not one universal leadership definition. Most definitions reflect the assumption that it involves a process whereby intentional influence is exerted over other people to guide, structure, and facilitate activities and relationships in a group or organisation.

Even though the redefinition of the term leadership is regarded to be an infinite process, the principle of leadership and followership can be traced back to the beginnings of humankind, as well as to evolution itself. Theories evolved through time, experience, and varied contexts to portray the human aspect of the construct and thereby putting relationships, conduct, and emotion into perspective. Scientific research on leadership dates back over many years. Since the 20th century, research has largely focused on the determinants of leadership effectiveness, such as traits, skills, behaviours, situations, and power sources. While there are many leadership theories and psychological approaches, only a few are well-recognised. For a deeper grasp of Generation Y analysis, it is crucial to comprehend and acknowledge these increasingly prevalent leadership ideas. Understanding the psychological and social effects of good leadership will assist in identifying the type of leader that Millennials require, desire, and aspire to be.

Therefore, this chapter examines different definitions, selected leadership theories and styles, and differences between leadership, management, and leadership effectiveness.

4.1 THEORIES ON LEADERSHIP

Leading is not an easy task. Being a good leader is even more challenging. What makes a leader effective, and what separates people from becoming a leader or being a follower? Questions like that have always and will continue to come up, which is why different leadership theories have been developed to concretise and differentiate the leadership construct.

The Evolutionary Leadership Theory describes the causes and methods by which leadership and followership have evolved through time. Even though the idea pertained to a period when people faced different obstacles than they do now, it is nevertheless applicable to explain leader and follower dynamics: leadership is seen as essential for the human species to survive (Van Vugt & Ahuja, 2010). According to Van Vugt and Grabo (2015), two criteria must be met for the development of leadership. An organism requires an incentive to decide to do an activity. Secondly, there needs to be a cause to execute the activity with others.

Given that humans have been characterised as a social species that has evolved to live in groups, it is evident that Darwin's theory of evolution favoured organisations with leaders and followers over those without a leader. It demonstrated that members of groups with leaders reproduced more often than members of groups without leaders. (Van Vugt & Ahuja, 2010). Consequently, leadership occurs anytime when interaction is required in a social situation.

Due to the difficulty of defining the concept of leadership, various definitions now exist in different industries. In general, leadership is frequently characterised as the capacity to inspire people to achieve individual and organisational objectives (Shamir et al., 1993). Edward Fiedler (1981) defined a leader as the person responsible for leading and organising task-relevant group activities and primarily responsible for conducting these tasks in the group. According to Pfeffer and Salancik (1975), leadership relates to a leader's tasks and social behaviours. In his handbook of leadership, Stogdill (1974) proposed that leaders establish and sustain expectation and interaction structure. Bryman (1992) describes leadership as a person's capacity to steer followers toward shared objectives. Robinson (2013) defines it as "exercised when others recognise ideas expressed in talk or action as capable of progressing tasks or problems which are important to them" (p. 93). His definition includes both sides: the vision and action of the leader as well as the interaction with the followers.

Even though specific theories diverge, there is overlap for elements in the following areas of leadership, which Northouse (2015) and Parry and Bryman (2006) defined:

- **Process:** Leadership is a dynamic interaction, an ongoing relationship between leaders and followers.
- **Influence:** Leadership requires influencing followers and communicating ideas that implement change. Leaders earn the loyalty of followers who are adaptable and amenable to influence.
- **Group context:** Leadership impacts the organisation of a group and occurs in a group context with a common purpose.
- **Goal attainment:** Leaders and followers share objectives or purposes towards accomplishing a defined goal.

In order to understand the concept of leadership at its core, the development of leadership theory on a broad scale should first be clarified. The model serving as a basis here is adapted from Straub (1980) and has gone through a series of phases illustrated in Figure 3. The first stage describes being born into a position of leadership. In the second phase, leaders possessed specific personality characteristics. The third stage was characterised by official roles and the authority to direct. Stage four emphasised connections and recognised the agency of individuals being led. The researchers Brymer and Gray (2006) conceptualised the fifth stage of leadership evolution as those leaders who are capable of recognising environmental cues and adapting their behaviour to the context or scenario.

Figure 3:

Evolution of Leadership Theory (adapted from Straub, 1980).



There are multiple diverse leadership styles, a growing corpus of empirical research on each of them, and researchers who argue that it is practically difficult to distinguish between them. However, leadership definitions and concepts may vary widely and have been the subject of much investigation. For the purpose of this study, the following styles are applicable from a practical viewpoint and have been described in academic literature.

4.1.1 Leadership and Management

Before different leadership styles are examined, the theoretical framework is followed by a distinction between the terms leadership and management to create an understanding of the concepts behind them. The term "management" is frequently used in the field and discussion of leadership. Since the two terms are often blurred and not distinguished, it is even more important to differentiate and distinguish them from each other.

According to Algahtani (2014), management is about planning, building, and directing organisational systems to accomplish missions and goals. Leadership focuses on a potential change by establishing direction, aligning people, and motivating and inspiring. The management discipline entails running and controlling organisational operations to get bottom-line results. A relationship of authority is inherent to the idea, as there is a clear distinction between superior and subordinate. The objective is to provide order and consistency by planning, formal work procedures, plans, structures, and outcomes monitoring. To comply with this, the manager must possess specific professional and administrative competencies (Robbins et al., 2010).

In contrast, the leadership practice involves motivating people and welcoming change. It involves providing employees with the sensation of being acknowledged while encouraging them to achieve at their highest level (Fullan, 2011). According to Welch and Welch (2005), leaders "create new aims, tweak old ones, or initiate new courses of action" (p. 3). A leader challenges the status quo most positively and diplomatically, intending to improve constantly.

Throughout the 20th century, the theory of management has received increasing attention and particularly evolved in the second half of the century. Additionally, the notion of leadership itself has shifted from being viewed as an innate trait and a personal affair to a

discipline impacted by various players (Heames & Harvey, 2006). In the 1980s and 1990s, the focus centred primarily on the management discipline, followed by the emergence of the leadership discipline in about 2000. Following the management discipline, the tendency has shifted from a leader who used to assist his staff and take the initiative in addressing problems to a modern leader who focuses on economic competitiveness and delegates responsibility and autonomy to his people. Heames and Harvey (2006) call this the shift from the 20th century manager to the 21st century global leader. This transformation has led to an increased delegation of responsibilities to staff. The manager must now behave more as a coach, facilitator, and sparring partner in order to provide the employee with the optimal work environment. The discipline of leadership bolsters the notions of human free will, self-direction, and inner motivation.

4.1.2 Leadership Styles

In general, leadership styles have been formed based on many factors, such as decision-making distribution. Also, the leader-follower relationship has been characterised in various ways (Ismail & Ford, 2010). Overall, leadership style may be considered as a collection and combination of distinctive characteristics and behavioural patterns that a leader frequently demonstrates (DuBrin, 2015). Although there is no one best leadership style, Davenport and Prusak (1998) claimed successful leaders are said to be able to adapt their leadership style to meet subordinates' needs and particular situations.

In the following parts, an effort will be made to discern between the most debated leadership styles and the current state of research. In general, it can be stated that the cultural context plays a role and makes different models not necessarily universally applicable.

4.1.2.1 Traditional Leadership Theories

The research undertaken by Lewin and his team is one of the most significant and traditional social psychological leadership theories among the different approaches to leadership styles (Liden & Antonakis, 2009; Marrow, 1969; Wolf, 1973). Lewin was a German social psychologist widely regarded as one of the most significant psychologists in history. In their experiment in 1939, Lewin and his colleagues investigated which leadership style schoolchildren responded best to. They examined the effect and defined three forms of

leadership styles: autocratic/authoritarian, democratic/participative, and laissez-faire/delegative. With that, they laid the groundwork for leadership research which is why this research will use this model as the essential element of leadership for further implementation.

Autocratic (Authoritarian) Leadership

Autocratic leaders have clear expectations about what must be done and when and how it should be done. In this leadership style, the emphasis is on the leader being in command and controlling their employees. There is also a clear separation between the leader and their employees. Authoritarian leaders make decisions on their own without significantly involving team members. Numerous studies have demonstrated the adverse outcomes of an autocratic leadership style, such as negative emotions, low satisfaction and demotivation experienced by employees (De Cremer, 2006). Moreover, some studies found subordinates experienced burnout (De Hoogh & Hartog, 2009) or passive-aggressive behaviour exhibited by leaders (Johnson & Klee, 2007). Although this style has been criticised for its negative effects, it also has positive attributes to mention. According to the classic work on leadership by Stogdill (1974), one of the benefits of autocratic leadership is its ability to assure swift and effective decision-making. Since the leader has sole decision-making authority, they can make fast and effective decisions without engaging in a time-consuming consensus-building process. In situations where time is of the essential, such as during a crisis or emergency, this can be especially crucial. In addition, according to the Handbook of Leadership by Bass and Stogdill (1990), autocratic leadership can provide clarity and direction for employees, ensuring that they comprehend their roles and responsibilities and know what is expected of them. In situations where employees lack the knowledge or experience to make decisions on their own, autocratic leaders can be effective because their expertise and experience can help ensure that the best decisions are made for the organisation. Autocratic leadership has its drawbacks, but in certain circumstances it can be an effective leadership style.

Democratic (Participative) Leadership

In the democratic leadership style, leaders provide employees with instructions and enable them to participate in decision-making (Kaufmann, 2001). According to Lewin's research, the participatory or democratic form of leadership is typically the most effective

(Scheidlinger, 1994). Lewin's experiment showed that children whose instructors were democratic, and cooperative were less productive than those whose teachers were authoritarian, but their results were qualitatively better.

Leaders following the participative leadership style encourage team members to collaborate but maintain the final decision-making authority. In this manner, employees are more driven and imaginative. They have a sense of belonging to the team, which increases their dedication to the overall group's objectives. Given the shared effect on decision-making, studies have demonstrated several good results of the democratic leadership style, including higher motivation, more outstanding commitment (Yammarino & Naughton, 1992), satisfaction, and decreased turnover (Spector, 1986). Very recent research by Wang and colleagues (2022) confirms that the participative leadership style creates a higher level of trust and improves workers' performance for the organisation. While this style has been recognised for its ability to foster employee engagement and creativity, it also has several potential drawbacks. One of the primary drawbacks of democratic leadership is its potential to delay decision-making. According to Avolio et al. (2009), democratic leaders frequently solicit input and feedback from group members, which can result in protracted discussions and delays in the decision-making process. In addition, the need for consensus can sometimes result in concessions that are not in the organisation's best interest. As stated by Goleman (2017), democratic leadership can sometimes result in a lack of direction and focus, as the emphasis on participation and collaboration can lead to a lack of distinct direction and an inability to take decisive action. Although democratic leadership can be effective in certain circumstances, leaders must be aware of its potential drawbacks and employ it with caution.

Laissez-faire (Delegative) Leadership

"Laissez-faire" is a French term that means "allow to happen" and the exact opposite of an authoritarian management style. Laissez-faire leaders provide minimal or no direction to their staff and let them make their judgments. Lewin's experiment observed that this group of youngsters was the least productive. They were more demanding of the teacher, lacked cooperation, and were incapable of working alone. Even when highly qualified professionals are involved in the work and decision-making, the laissez-faire leadership style frequently results in poorly defined responsibilities and a lack of motivation (Scheidlinger, 2015). As a

result of avoiding leadership tasks, laissez-faire leaders themselves delay making choices, hesitate before acting, and are absent when required (Judge & Piccolo, 2004). Avolio and Bass (2001) described the style as avoidance or lack of leadership. According to the authors, it appears to be the least effective leadership style due to its high degree of passivity.

Nonetheless, the purpose of this brief overview was not to indicate that one method was replaced or excluded by another, since this is not the case, but rather to place the contemporary concept of leadership in perspective. This will be examined in the following section.

4.1.2.2 Contemporary Leadership Theories

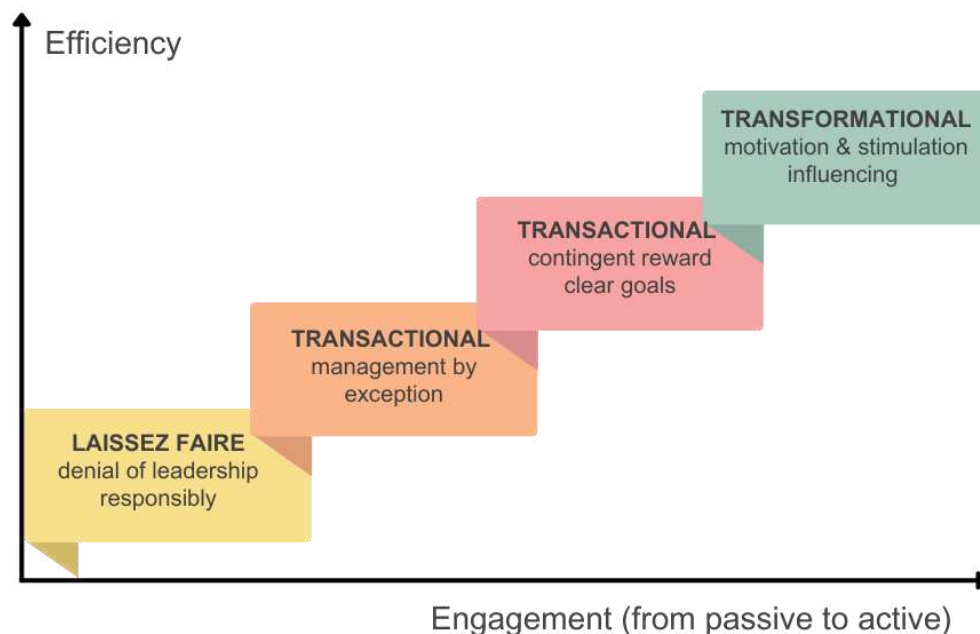
Research reveals a variety of leadership theories, the majority of which have similar qualities but include various methodologies. Avolio and colleagues (2009) reported and explained that leadership is and will be an ever-changing and complex process. Researchers have identified a trend that this field is evolving. Since the 1980s, more recent leadership theories have attempted to incorporate a more holistic and systemic understanding of leadership in response to the rising complexity of the business environment. They no longer think that human behaviour and decisions are primarily conscious and logical and can be controlled directly (Pinnow, 2012). Contemporary approaches to leadership consider numerous elements within the leader's environment, such as the work context, human interaction, and their cultural background, which has resulted in the emergence of a new subgenre of leadership theories. Traditional theories centre on a leader's intrinsic or learned qualities, traits, and skills. Such leadership theories focus on the leader's responsibility without considering the dynamics of followership. Other traditional approaches consider successful leadership as a formula: if certain factors, such as specific attributes or abilities, are met, an individual has the qualifications to be a good leader. In contrast, the more contemporary conception of leadership has a moral component and stresses that great leaders today can inspire, motivate, and transform people. In addition to focusing on managing emotions, feelings, personalities, awareness, empathy, and healing, these approaches are also known as soft leadership (Rao, 2013).

Full Range Leadership Model

The political scientist Burns was the first to divide leadership into two concepts, namely transactional and transformational. Based on that, Bernard M. Bass extended and established the transformational, transactional, and laissez-faire leadership approach in 1985 (Bass, 1985). Figure 4 illustrates the full range of leadership models in total, which was introduced by Avolio and Bass in 1991 (Northouse, 2015). However, it is essential to distinguish the individual leadership styles, even though leaders often combine styles within themselves.

Figure 4:

Full Range of Leadership Model (adapted from Avolio & Bass, 1991).



Transactional Leadership

The majority of leadership approaches that emphasise the interactions between leaders and followers refer to transactional leadership (Northouse, 2015). As the term claims, transactional leadership includes an action (Bass & Riggio, 2006). The negative counterpart of such leaders is the non-transactional passive leader who avoids making choices and is absent when required (Bass, 1985). Transactional leadership is believed to be organised and rather short-term. The two main components of transactional leadership are the contingently rewarding and the action of managing by exception (Avolio & Bass, 2001). The first

theoretical approach, introduced by Burns, claims that the transactional leader leads by delivering incentives or not offering them (Burns, 2012).

In contrast to that, the transformational leader motivates followers to perform better through their intrinsic motivation. Van Vugt and Ahuja (2010) state that transactional leaders vary in their strictness of hierarchies. The researchers infer an instrumental and formal interchange between leaders and subordinates, suggesting a transparent chain of command. Driving followers by trading prizes for outstanding performance as well as observing and reprimanding subordinates' mistakes and poor performance is also referred to as contingent reward leadership.

Transformational Leadership

In the last two decades, transformational leadership has been one of the most studied leadership styles (Anderson & Sun, 2017). In contrast to transactional leaders, transformational leaders inspire and encourage people to accomplish greater-than-anticipated achievements via internal incentives rather than external rewards (Bertocci, 2009). Based on the ideas of Bass and Avolio (1990), the behavioural patterns of a transformational leader have been classified as the four I's: idealised influence, inspiring motivation, intellectual stimulation, and personalised concern. Transformational leaders are highly motivational, empowering their followers and going beyond. He is ideally considered to be a role model and mentor, wanting his followers to become leaders themselves (Van Vugt & Ahuja, 2010). Additionally, the paradigm of Luthans and Avolio (2003) clearly identifies transformational leadership in terms of charisma. While Bass (1985) identifies charisma as an essential trait of a transformational leader, Luthans and Avolio (2003) place less emphasis on charisma and assert that true leaders are not always charismatic. Therefore, transformational leadership is closely connected to charismatic leadership. However, transformational leaders concentrate on the outcome of the followers, and charismatic leaders focus on the leader's perception by his followers (Fiol et al., 1999).

The laissez-faire style, which was already mentioned in the context of traditional leadership theories is also a component of the Full Range Leadership Model.

Effective Leadership

Another contemporary leadership approach is the effective leadership theory. According to King et al. (2011), great passion, an unbreakable commitment to helping others, a visionary approach to the future, and a conscientious commitment to lifelong learning are all essential components of effective leadership. A leader is urged to improve judgment abilities, such as for threats, issues, and anticipating and has the ability to always come up with new concepts and improvisation (Brymer & Gray, 2006). Leaders must build social skills, such as team-related, supportive, and empathetic abilities. In addition, they examine psychological issues such as trust, stress, motivation, and emotions, and possess good verbal and nonverbal communication abilities and persuasion. Phipps and Swiderski (1990) examined the significance of soft and conceptual talents for effective leadership. Other researchers discovered that effective leadership includes characteristics such as empathy, caring, acceptance, trustworthiness, compassion, inventiveness, the desire to inspire, and the absence of judgment (Luckner & Nadler, 1997).

Communication behaviour is fundamental in the context of effective leadership (Penley & Hawkins, 1985). According to Johnson and Hackmann (2018), leadership is, first and foremost, a communication-centred endeavour, with leaders investing most of their time in formulating messages for multiple groups. As a result, as a person's level of responsibility rises, the emphasis on communication will intensify, resulting in a greater need for communication skills. Following the communication-centred definition by Johnson and Hackmann (2018), leadership is a "human (symbolic) communication that modifies the attitude and behaviour of others [...] to meet shared group goals and needs" (p. 12). According to the researchers, communication enables the creation of meaning via the transmission of symbols. Therefore, the purpose of communication is to create a shared worldview between the communicating parties. Several similarities may be seen by applying this concept to effective leadership. Linked to this, Barge and Hirokawa (1989) claim that a leader's effectiveness is associated with the leader's communication skills and construct a model with communication as the focal point of leadership.

Authentic Leadership

Being an authentic leader means exuding trustworthiness, which requires authenticity: No one can be authentic if they try to be someone other than themselves. The leaders' skills include being self-aware, honest, mission-driven, focused on results and having the ability to set a moral standard (Northouse, 2015). Authentic leaders may also serve as role models for their followers to become authentic leaders. This aligns with the notion that authentic leaders exhibit a kind of humility, which may be explained by the fact that charisma is not a fundamental part of this leadership style, unlike other leadership approaches. George et al. (2007) describe seven dimensions of authentic leadership, which show that authentic leadership emerges from learning from each individual's life story, which makes each execution different. Following that, Erickson (1995) should also be mentioned in this context. He explains that authenticity can be seen as a dynamic state. Following Harter (2002), authentic leadership involves both: "owning one's personal experiences" like emotions and beliefs and behaving in line with the true self: "expressing oneself in ways that are consistent with inner thoughts and feelings" (p. 382). The author also argues that people can behave differently in different situations if they continue to act out of their own choice and based on their own experiences.

Especially when examining the style of authentic leadership, the digital environment needs to be taken into consideration. In addition to making knowledge publicly accessible, the fast growth of technology over the past decades has brought continual connection and openness. According to Luthans and Avolio (2003), "in the world of leadership, there is very little that is private anymore" (p. 243). Many leaders arouse a discrepancy by publicly expressing one thing and then contradicting themselves in private. In a rapidly changing technological and social world, authenticity is of the utmost importance. Leaders are rigorously critiqued for their actions and words, not just by the public but also by their employers.

In reaction to these upcoming challenges, the researchers Luthans and Avolio (2003) created one of the first models for authentic leadership. Within this, they characterised the authentic leader as "confident, hopeful, optimistic, resilient, transparent, moral/ethical (and) future-oriented" (Luthans & Avolio, 2003, p. 243). The researchers proposed their paradigm of authentic leadership as a combination of positive, transformational, and ethical leadership. Moreover, they believe that leaders are not born but continually grow. This developmental

approach is consistent not only with Erickson's (1995) position on authenticity but also with the fundamental psychological characteristics of the positive leadership concept proposed by Luthans et al. (2001).

Nevertheless, because leadership and its service are constantly in flux, no static theory will ever be capable of ultimately defining a style. In summary, traditional leadership theories consider the leader in terms of skill set and capabilities. Whereas modern leadership theories include a moral and emotional component, concentrating on a leader's power to inspire, develop, and change persons. The relationship between leaders and their followers are an important factor in modern research and subject of every leadership theory. As this represents a vital part for the purpose of the study, the next section will examine this relation in closer depth.

Emotional Leadership

As leadership has been a complex and multi-dimensional construct over the years, various leadership theories have been proposed, including trait theory, situational theory, transformational leadership, and emotional leadership. The latter focuses on the emotional and social intelligence of leaders and the impact of their emotions on followers and organisational outcomes. Emotional leadership represents a significant contribution to the literature, highlighting emotions' importance in the leadership process. It emphasises the role of emotional intelligence in effective leadership and the impact of emotions on followers and organisational outcomes. Before understanding the term emotional leadership, it is crucial to understand the concept of emotional intelligence (EI). EI refers to the ability to perceive, understand, and manage emotions in oneself and others (Salovey & Mayer, 1990). It encompasses five key components: self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 1995). EI has been linked to several positive outcomes, including job performance, job satisfaction, leadership effectiveness, and team cohesion (Goleman et al., 2002). The term emotional leadership refers to the use of emotions by leaders to influence and inspire followers (Huy, 1999). It is based on the premise that emotions are contagious and that leaders can transmit positive emotions to followers, leading to improved performance, motivation, and satisfaction (Fernandez-Abascal & Martín-Díaz, 2015). An emotional leader creates a positive emotional climate that fosters trust, commitment, and

collaboration, promoting a high engagement level among followers (Harms & Credé, 2010). Studies have shown that emotional leadership can positively impact various organisational outcomes, such as job satisfaction, organisational commitment, and turnover intentions (Eisenbeiss et al., 2008). Emotional leaders are also more likely to engage in behaviours that promote ethical and moral behaviour, such as being fair and transparent in their dealings with others (Harms & Credé, 2010). In addition to that, emotional leaders have been found to enhance the creativity and innovation of their followers (George, 2000).

Servant Leadership

One of the more recent and influential theories is servant leadership, which emphasises the importance of leaders serving the needs of their followers and the organisation. This leadership philosophy places the well-being of the followers and the organisation above the leader's own personal interests (Greenleaf, 1977). The approach to leadership is characterised by a focus on the development and growth of the followers, a desire to serve others and the use of power and influence to help others achieve their goals (Crum et al., 2017). The servant leadership approach is fundamentally characterised by several important characteristics. These include an emphasis on the advancement of followers, a keen awareness of empathy and compassion, a dedication to moral conduct, and a readiness to share authority and decision-making duties (Spears, 1995).

Additionally, servant leaders are frequently characterised as being modest, self-aware, and extremely ethical (Crum et al., 2017). According to research, servant leadership can benefit followers and companies in various ways. For instance, it has been discovered that servant leaders encourage higher levels of job satisfaction, engagement, and motivation among their subordinates (Liden et al., 1993). Additionally, servant leadership has been associated with increased employee well-being, increased innovation, and better organisational performance (Walumbwa et al., 2011)

4.1.3 Leader and Followership

After investigating different leadership styles, the question of what kind of followership style members of the Millennial generation exhibit arises. Considering followership as a group phenomenon also raises the question of why some people become leaders and others follow. According to Van Vugt and Ahuja (2010), natural selection produces a mixed population

with the leader and followership genes, not calculating the proportion. The genes themselves do not mean the determinants of becoming or being a leader, but whether leaders are made or born should be examined to further understand the different facets of the construct of leadership. Based on Charles Darwin's theory, evolution creates leaders and followers simply through the rules of natural selection. Van Vugt and Ahuja (2010) investigated the origin of evolutionary pressures and how that still needs to be considered regarding different leadership styles. They suggest that structuring groups into leaders and followers are a product of evolution because these groups had a reproductive advantage over groups without leaders. Referring to the animal kingdom and how they deal with certain situations of distributed leadership, the authors mention that leadership based on dominance seems to be a recipe for success but can come with its costs. Following the definition of Howell and Costley (2001), followership refers to an individual's interactive position that complements the leadership function and is just as crucial in determining group and organisational achievement as the leadership role. Even though leaders cannot exist without followers, the term is often linked with negative connotations (Bjugstad et al., 2006).

Moreover, researchers have discovered that the leader-follower dynamic is not about two or more independent brains reacting consciously or unconsciously to each other. In a sense, the individual brains merge into a single system. According to Goleman & Boyatzis (2008), a great leader is one whose behaviour powerfully exploits the design of the interconnectedness of the brain. The leader can be considered a kind of "human glue" that holds the group and its unity together, primarily through challenging times (Van Vugt & Ahuja, 2010, p. 66). Authenticity and trustworthiness condition the uniqueness and strength of a leadership position. Only by being authentic and self-aware is one able to build meaningful relationships. For that, social intelligence as a set of interpersonal competencies and the ability to recognise one's own and other's feelings leads to the critical concept of interacting and interconnection to build genuine relationships. According to that, the definition of leadership as "a process of social influence" between leaders and followers links to the concept's social aspect (Kruse, 2013, p. 2). This emphasises the fact that following is about social belonging. While humans are social creatures, following the principle of social proof, they study the behaviour of others to determine the appropriate behaviour for themselves (Cialdini, 1984). They take their cue from the people around them to learn how they should

think, feel, and act. The more similar they are, the more accurate they are and the more likely they will adopt it. Referring once more to evolutionary leadership theory, followership is an instinct trait. However, loners with leadership qualities who wanted to separate themselves from the group died in a hostile environment. The characteristics of followers evolved to solve a problem faced by our ancestors and confirmed the need for adaptation and transformation.

Concerning a leader's personal development, psychological biographies of leaders show how vital a mentor and an intense one-to-one relationship with its mentee can be. Going back to Socrates, Plato and Aristotle, mentoring has been essential and still is, as one can see through mentor-relationships like Steve Jobs and Mark Zuckerberg. As history has shown us, "Gifted people need one-to-one relationships" (Zaleznik, 1977, p. 11). However, for the mentor-mentee relationship and the leader-follower relationship, the concept of social intelligence plays a huge role. To determine the efficacy of leadership, according to Offerman (2004), one must analyse the extent to which followers are driven to contribute to the success of an organisation in the best way possible. According to Ciulla (2009), positive attitudes and behaviours of leaders and followers contribute to the efficacy of leadership. A good leader-follower connection is essential to the functioning of an organisation and causes followers to voluntarily conduct their leader's will (Ruiz et al., 2011). Understanding followership as a reflection of leadership suggests its great importance (Goleman et al., 2011).

To conclude, despite all efforts, it has not been possible to map the complexity of leader-and followership reality in a single leadership theory. This research presented the central classical and more modern leadership theories, following their historical development and cultural context. Almost every leadership theory contains useful features or approaches for leadership circumstances. However, no single leadership style or ideology guarantees success in every case. Consequently, it is not easy to provide a definitive response to the question of whether leadership style is best suited for Millennials. Nonetheless, it is essential to understand the many ideas and components to determine the trend for the most suitable leadership style when dealing with Generation Y personalities and contribute to the present study state.

4.2 GENERATION Y IN THE CONTEXT OF LEADERSHIP

It has been shown that Millennials exhibit different attitudes, values, beliefs, and goals in the job than prior generations. As a result, the Millennial generation in the workplace has gained increased attention. But how are Millennial leaders defined and understood within the leadership literature? Although several studies have been conducted on Millennials, little attention has been paid to the leadership and followership styles in the workplace and upcoming challenges in that context. As shown above, there are a variety of leadership styles. Therefore, businesses will determine if and how Generation Y's entrance into the workforce will alter the concept of the perfect leader (Hill et al., 2010). Whereas in the old logic of an industrial society, making a career meant climbing the hierarchical ladder with a single employer for one's entire life, a completely different concept of success is developing today: breaks and discontinuities in one's biography, such as unemployment, are no longer only unavoidable. They are becoming increasingly common, particularly among young adults. After a few years, they may quit the firm willingly and at their initiative to change employment, become self-employed, or pursue other courses. The willingness of highly skilled career beginnings and young professionals to adjust to external conditions of firms and employers that do not align with their ideas, desires, and requirements is decreasing. In addition to professional self-fulfilment and monetary stability, career-family harmony is gaining prominence. And when the line between professional and personal life is becoming increasingly blurred, it is no longer sufficient to maintain the work-life balance by compensating with leisure time. Rather, work-life balance must be integral to one's whole professional existence (Huber & Rauch, 2013).

This brief overview of the new working world, or the working world in which Generation Y prefers to work, now serves as the basis for a further understanding of the new components that Generation Y has brought and shaped into the working world. In the following, these will first be presented theoretically so that they can be examined empirically in this combination for the first time in a more in-depth research study.

4.2.1 Gender Differences: Woman versus Man is over?

Over the years, gender-related research on leadership has increased as the competence to lead in diverse settings and multicultural teams has become increasingly crucial. Korabik

and Ayman (2007) established a blend of the most prevalent gender, and leadership study approaches within which they explained the interconnected problem of three perspectives, namely intrapsychic, social structure, and interpersonal interaction. Eagle and Johnson (1990) analysed the existence of gender disparities in leadership styles. They found that men have a more autocratic and directive leadership style, whereas women have a more interpersonal one. Therefore, women's leadership seemed to be more democratic and inclusive. In general, Lowe et al., (2008) found that Millennials exhibit an inclusive leadership style that emphasises timely feedback since they have a team-oriented mentality. In addition, several studies associate women with transformational leadership and men with transactional leadership (Eagly et al., 2003). These results are consistent with males being task-oriented and women being more relationship-oriented (Korabik & Ayman, 2010). Particularly when comparing male and female leaders, some researchers note disparities in personality characteristics. For instance, the Zukunftsinstitut discovered that far more women (73%) believe it likely that they would work part-time at some point so that they may focus on other responsibilities. In this way, established role models continue to influence the following generation, even if they are no longer viewed as desirable conformity examples (Huber & Rauch, 2013).

On the other hand, Generation Y men demonstrate an excellent propensity for acting independently and a high level of self-confidence: forty percent of all men believe they would one day run a corporation. This self-evaluation has been portrayed elsewhere and by several detractors as excessive confidence. Individually, four out of ten women and men can envision themselves being self-employed (Thomas, 2009).

From a social structural viewpoint, research focuses on the roles men and women play within a society (Eagly et al., 2000). As the evolutionary perspective considers men's roles to be more congruent with leadership needs, it has led to bias against female leaders (Eagly & Karau, 2002). Applying the interpersonal interaction viewpoint describing leaders' interactions with co-workers and subordinates to the issue of gender, researchers note that men and women engage in socially differing ways depending on the gender of the other individual (Korabik & Ayman, 2007). Several studies highlight women's strengths in this profession regarding specific personality traits of leaders, like emotional intelligence. However, there are several leadership philosophies. One might approach it by focusing on

the necessary attributes, a leader's behaviour, or the circumstances in which leadership occurs (Van Vugt & Ahuja, 2010).

Additionally, leadership styles and the idea of leader-follower interactions may be used to examine the problem. Surprisingly, in the great majority of aspects, men and women are almost identical. In practically all sectors, the desires of Generation Y have little connection to the gender of young professionals. Male and female aims have coincided to an almost astonishing degree, demonstrating how far the war of the sexes has progressed, at least in their imaginations, and how their needs and expectations have merged (Huber & Rauch, 2013).

In conclusion, there are numerous approaches to analysing the impact of gender in the various theories of leadership. It can be stated that studies have seen distinct differences in the leadership styles of men and women. However, it becomes evident that contextual signals influence the magnitude of apparent differences. In addition, it appears that study on gender and leadership is becoming more prevalent compared to previous years and should be investigated further.

4.2.2 Leading in a Digital Environment

The emergence of the internet and remote work has transformed the concepts of business and leadership. Digital innovation has had a significant effect on how teams work and communicate. Like Ilharco (2013) examined the concept of hyperreality and its impact on modern society through the example of the football coach José Mourinho, one can transfer that to the challenges every leader must face in a digital environment. Especially in times of the global Covid-19 pandemic, leaders have had to face a new complexity of controlling and leading teams and followers fully remotely for the first time. Being a leader today means having a coherent presence both in the real world and in the digital space. Millennials, also called "digital natives" and the generation of the new media need leaders who have the core competencies that have emerged from past learning and the flexibility and digital expertise to shift when needed (Thompson, 2018). Kane et al. (2019) state that people need leaders who can "be the change we seek" (p. 16). As the age of top-down hierarchical company systems has passed, it is no longer sufficient to possess degrees and experience to be a great leader. Participation and engagement on the front lines are necessary for modern and

effective leadership (Swigunski, 2022). To encourage and inspire people amidst the changes and unpredictability of the fast-changing digital world, leaders of the digital era must possess a whole new set of skills. When guiding employees, they must develop ways to be more engaging and less authoritative than ever before. Therefore, it has never been more crucial to lead employees and strengthen their commitment to their remote-working duties and responsibilities. The former diplomat, businessman and economist Krach (2017) defined five components that drive Millennials in the digital environment.

1. Always receptive to change and experimenting: young professionals thrive on problem-solving and the capacity to investigate alternatives to arrive at effective resolutions. When the excitement of experimenting with one organisation dwindles, individuals prefer to look for a new workplace.

2. Hierarchies are considered as an impediment to cooperation: The top-down structure used in large and small organisations has a long history, over many generations prior to the Millennial generation. Now, the favoured model adopts a flatter hierarchy, resulting in new leadership dynamics. The reason for organising in this manner is the belief that anybody may assume leadership at any time. This shift to fewer levels is more practicable for smaller organisations than for large corporations that have become dependent on hierarchical structures. However, certain adjustments may be made to fit the demands of Millennials, who want increased possibilities for cooperation with co-workers within an open framework.

3. Connectivity at the workplace is taking priority: The pursuit of workplace relationships is indicative of good leadership qualities. By building connections, workers are able to develop together and advance individual and as a team at a rate typical of the digital era.

4. The importance of flexible work: Generally, the regular nine to five schedule establishes a distinct divide between work and family life. This equilibrium, which was the emphasis of earlier generations, has become more flexible with the arrival of technology. Consequently, Millennials realise the independence and desire to choose their own schedules.

5. *The importance of transparency:* A significant aspect of the Millennial perspective on employment is a demand for openness, accessibility, and transparency. This cohort values understanding their leader's mindset and the inner workings of the organisation. Transparency is the foundation for the other viewpoints and qualities within Krach's defined components. Even if simply via their attendance at a meeting, Millennials want to be part of decision-making processes, a sense of community with their peers and require less rigid internal structures. Moreover, they want to be entrusted with flexible work hours and the belief that their employer has faith in their honesty.

4.2.3 About Founding and Leading

The much-touted new culture of self-employment is contingent on economic framework circumstances and the broader atmosphere for entrepreneurship. According to Omilion-Hodges and Sugg (2019), Millennials aspire "to navigate tension within leader-manager relationships and how to communicate effectively to foster a strong, trusting relationship with their future managers" (p. 99). From this viewpoint, one can suppose that Millennials, as leaders themselves, would use a two-way communication strategy and stress the need for developing reciprocal connections with subordinates. In the meanwhile, leadership literature suggests that participative leadership entails including subordinates in decision-making, soliciting subordinates' input, and addressing organisational challenges with colleagues (Chen & Tjosvold, 2006). Therefore, it seems that the younger generation is still figuring out their own leadership style and how strong their ambition to start their own business can be. The majority of businesses today are confronting upheaval which is something for which Millennials are well-known. They thrive in surroundings where change is continuous, and they are very adaptable. Therefore, Millennials are not bothered by a constantly shifting environment and accepting responsibilities. Overall, a company will be successful if its leader can adapt to change, has a clear vision, is inspiring, and motivates people. According to Delgado et al.'s (2020) research, Millennials are capable of doing this and improving the organisation. Besides the leadership style used, one of a leader's responsibilities is to motivate others to pursue a similar path. Following Fore (2012), "Millennials want leaders who offer direction, demonstrate competence, cultivate good interpersonal connections, establish a favourable work environment, are capable of self-management, and have outstanding communication skills" (p. 7). In their research of Millennials in teams, Harris-

Bound and Flatt (2010) showed that Millennials are more individualistic than collectivist. In line with that, Burkhart, and Nemes (2015) also state that Generation Y takes on the role of a pioneer in the changing world of work.

Furthermore, in the context of the start-up hype, which is prevalent among the young generation, and because there is hardly any research on the perspective of the young Generation Y, which investigates in more detail how the people of this generation view themselves and each other as leaders, this research will examine this in more detail.

CHAPTER 5:
EMPIRICAL METHODOLOGY

5. EMPIRICAL METHODOLOGY

This chapter describes the methodology and design of the empirical work done in this study after conducting the theoretical framework of leadership in the specific context of Generation Y. In preparation for the empirical analysis, this chapter provides a comprehensive understanding of the study's research design. First, the fundamental principles governing the various ways to collect qualitative and quantitative data are given. Second, it provides an overview of this research's data collection and analysis procedures. Then, the following passages will go into how the study's data was gathered, which involved qualitative interviews and a quantitative online survey. Finally, data analysis and interpretation of the findings will follow.

Although this research explores Generation Ys perception and ambitions of leadership and the preferred leadership styles that best support these needs, based on a theoretical construct, this research adheres to interpretivism to offer an insight based on personal experiences. The interpretivism approach has various drawbacks that must be considered because it relies heavily on using people as subjects and the researcher (Rehman & Alharthi, 2016). Since this strategy often incorporates observation and interviews, researcher bias could be a potential drawback. Due to the interview structure, this strategy also enables the researcher to collect accurate and thorough data.

5.1 EMPIRICAL METHODOLOGY DESIGN

The empirical methodology design is a crucial aspect of any research study that aims to gather empirical evidence to answer research questions or to test hypotheses. As Parry (1998) stated: "there is a growing appreciation that both quantitative and qualitative methods are necessary to leadership research" (p. 87). Within the framework of the research, the main opinions, and current ideas in the context of the leadership of persons belonging to Generation Y were empirically surveyed quantitatively by using a survey on the one hand, and on the other hand, the concrete experiences of male and female experts were collected by means of semi-structured interviews. On the one hand, the Millennial generation's perspective is better comprehend their values and attitude in the workplace towards leadership. In addition, the leaders' perspectives are considered since they are seen as crucial to generating a general picture.

5.1.1 Research Design

A mixed-method approach has been chosen as the research design for this investigation. In the broadest sense, mixed methods refer to the combination as well as the integration of qualitative and quantitative elements within a study or several related studies (Schreier & Odağ, 2020). In the social sciences in general, mixed methods have become increasingly important in recent decades. To fully comprehend and analyse the research problem, the mixed methods technique for empirical research provides several advantages (Creswell, 2009). However, combining qualitative and quantitative data may require much time, resulting in a smaller sample size or fewer interviews because of time constraints (Sandelowski, 2000). In line with Creswell's (2009) assertion that qualitative and quantitative data results can be "used side by side to reinforce each other" (p. 14), the mixed approach research methodology has been chosen to generate a more thorough and comprehensive exploratory study.

It should be noted that there are numerous approaches to execute the mixed method approach. In this study, the researcher seeks to gather quantitative data first and then seeks qualitative data to add additional information that may help to explain, support, or refute the quantitative data. Creswell (2009) claims that since mixing methods first appeared in 1959, several academics have established three general mixed-method research methodologies. There are three main methods of the mixed methods approach, which dominate: first, the "sequential mixed methods", second, the "concurrent mixed methods", and lastly, the "transformative mixed methods". According to Creswell (2009), the second "concurrent mixed methods" method aims to combine qualitative and quantitative data and give a thorough understanding of the research subject while considering many viewpoints. Therefore, it will be used for this study to give a full overview of the research problem. Hence, the second qualitative element of this research is integrated into the quantitative research. In order to establish a multidimensional perspective on the research question, Creswell (2009) claims that this approach can be used if, for example, employees are researched quantitatively while their leaders are questioned qualitatively. As a result of this process, two distinct databases are created during a single phase of data gathering, which may then be independently examined and then contrasted in a conversation. The researcher can "gain perspective from different types of data or from different levels within the study", which is the approach's greatest benefit (Creswell, 2009, p. 215).

In this study, the varying perspectives will be reviewed through a qualitative and quantitative examination of Generation Y's perspectives as employees and leader personalities. The following are the outcomes of both findings: The first section of the study will be quantitative research. It will concentrate on people only from Generation Y who are in employment. However, this study section employs a deductive methodology while maintaining objectivity by keeping the researcher at a distance. Moreover, in order to achieve a higher level of validity, the quantitative part of the study seeks to validate the earlier ideas and theories presented through the literature review in Chapter 2 and Chapter 3. The quantitative research seeks to validate Millennials' self-perceptions, preferences, and leadership ambitions. Thus, the second part is based on the founders' experiences regarding their perception and exhibition of leadership styles, especially by leading Generation Y. It employs an inductive methodology based on qualitative research conducted through in-depth interviews. As a result, this portion of the research is based on the leaders' own experiences and involves the researcher's own participation. Additionally, since this study seeks to examine the impact of leadership perceptions on the veracity of their own leadership styles, the possibility of bias must be considered.

5.1.2 Research Instruments

The quantitative data were collected via a SurveyMonkey survey where respondents only belonging to Generation Y were asked to answer questions regarding four sections: working situation, preferences in the workplace and on, leadership styles and their personal perception of their peers in Generation Y. They were asked to express their preference in various multiple-choice questions.

Selected participants were interviewed in a semi-structured setting during a virtual Zoom meeting to gather qualitative data. The interview participants were born in and outside Generation Y. The interview questions aimed to assess Millennials' perceptions of leadership styles from the inside and about Millennials' working habits from the outside. A six-question interview script, including demographic information, was used as a guide.

5.1.3 Research Sample and Setting

The population of this study consisted of 341 professionals from Generation Y living mainly within Europe but all around the world and working across various industries, including

business services, media, communication, healthcare, public administration, psychology and many more. They were primarily located in Europe but also located around the world. This included 338 survey respondents, three interviewees, all born between the years of 1981 to 2000, and three interviewees born outside of this generation. Table 1 provides a more comprehensive overview of participants and their respective industries.

Table 1:

Research Sample by the most represented industries.

Industry	Participants
Business Services	97
Media, Marketing or Communication	64
Healthcare and Medicine	26
Public Administration	21
Information Technology	13
Judiciary	12

5.2 VALIDITY & LIMITATIONS

It is frequently criticised in connection to cross-sectional studies in generational research that only present differences, and thus rather, age effects are measured (Parry & Urwin, 2011). Similarly, cross-sectional studies risk generalising the results of one cohort. This effect is observable in qualitative surveys as well as in quantitative methods.

Terms, Rights and Confidentiality / Ethical considerations

Every research project should take ethical considerations into account in order to determine whether the research topic, the questions, and the objectives raise any ethical concerns. The consent page/form for the survey and the interview stated that participation was voluntary; participants could withdraw from the study at any time without risk or penalty. Other than the time required to complete the survey and participate in the in-person interview, there were no costs to participants. All responses were kept private and were only used for the investigation. Throughout the data collection, the data were kept in a secure environment. Individual participants will be given a copy of the study upon request.

CHAPTER 6:
DATA PRESENTATION AND ANALYSIS

6. DATA PRESENTATION AND ANALYSIS

In contrast to the survey, which allows for the observation of quantitative data, online interviews require a different method in order to get qualitative findings. As mixed approaches were applied to collect the essential data, it is vital to distinguish between the analysis of the two methods. Throughout the analytical phase, both approaches were first evaluated independently. This chapter will combine them to examine possible connections and oppositions.

For the analysis of the online survey's findings, the software SPSS is utilised. The program permits access to reports detailing specific outcomes. To merge the survey findings with those from the online interviews, the data was categorised, which allowed the emphasis to be directed to the qualitative content, which was backed by numerical indicators of trends. Furthermore, different statistical tests were applied to explore the relationships between the replies.

In order to analyse the interview data, the interviews are first transcribed (see Appendix H-M). Applying Mayring's content analysis in the following, this technique permits methodical analysis and offers greater validity and reliability for qualitative research results (Mayring, 2000). The research questions and the structure of the theoretical framework formed the basis for the data interpretation. Following the transcription of the interviews, a coding strategy with thematic categories was developed to assign assertions. Following the theory of Mayring (2000), three processes are required for successful data processing. First, the data was shaped and corrected by removing filler words and fragments. Second, the main aspects were filtered. Silverman (2011) states that material not meeting a category may be discarded throughout the coding process. To prevent losing data through this, important material was carefully selected. The relevant material was compiled and categorised following the construction of categories and a coding schedule. Afterwards, the statements were analysed and evaluated based on the theoretical context and survey results.

6.1 QUANTITATIVE DATA COLLECTION

Quantitative methods represent an approach to the numerical representation of empirical facts by interpreting information in numbers (Hussy, 2013). The objective of quantitative

research is to offer a numerical depiction of the trends or opinions of a specific demographic. In addition, it can be utilised to examine pre-established notions that contribute to a hypothesis (Creswell, 2009). The objective of quantitative research is to offer a numerical depiction of the trends or opinions of a particular demographic. In addition, it can be utilised to examine pre-established notions that contribute to research questions (Creswell, 2009). This research section seeks to determine Generation Y's attitudes, preferences, and perceptions of leadership and signs of their self-identification regarding particular traits. For the data collection, an online survey is used. This section of the research seeks to determine Generation Y's attitudes, preferences, and perceptions of leadership and signs of their self-identification regarding particular traits. As a degree of standardisation, in accordance with the usual quantitative approach, a standardised survey with closed questions and predetermined response options was chosen for the data collection. The survey allows for any number of responders, regardless of the total sample size. The chosen quantitative research method of the questionnaire is conducted as a cross-sectional study, which means that the data are collected at one point in time (Döring & Bortz, 2016).

Using online questionnaires has several advantages. They are handy and timesaving since they can be answered quickly and without requiring specialised equipment or instruments, so long as a solid internet connection and a laptop or mobile phone are available (Evans & Mathur, 2005). Moreover, online questionnaires are cost-effective, and the online platform permits straightforward and independent geographical dissemination, which is crucial considering that the author was in Portugal when the data were collected. Moreover, the method may also be considered ecologically benign as these do not need to be printed. The anonymity provided by online surveys is also a significant advantage of the format since it might encourage more honest responses. However, online surveys also have disadvantages, which must be considered carefully. One of the primary downsides of online surveys is the response rate, which is frequently much lower than the number of individuals who receive the survey. In addition, the self-explanatory nature of online surveys might be challenging since some respondents might not always comprehend the questions. Thus, the introduction and presentation of the study were given great emphasis. In addition, the self-administration aspect of the surveys might result in partial responses. Online surveys are not always the most effective method for interviewing digital immigrants. Consequently, while the target

demographic is recognised for its technological attitude and comprises the first digital natives, this issue does not affect them (Prensky, 2001). To ensure the security of the obtained data, a researcher must also possess technical expertise. As a result, participants' concerns over the security of their private details may develop. This brings up the topic of data ownership. As the researcher is not physically present when respondents reply to the questionnaire, the respondents' identities cannot be checked (Smith, 1997).

Considering the benefits and drawbacks of online surveys in the context of this study, it remains an appropriate research method. The questions were developed following the theoretical framework's structure. In addition, it was crucial to make the questions brief and straightforward to avoid misunderstandings. This enabled a qualitative analysis combining existing ideas and notions with the results of one's investigation.

6.1.1 Conception of the online survey (Survey Setting)

The online survey was conducted using the web platform SurveyMonkey. The survey comprises eight sections, including an introduction and a goodbye. Since the survey's questions and research background are taken from English-language literature, the whole survey is conducted in English. In total, the questionnaire had 35 questions. It was divided into 7 sections: **(A)** Demographics (gender, age, and nationality, place of residence, education), **(B)** Professional Situation (length of time in the company, industry, company type, current position), **(C)** Values in the Working Place, **(D)** Generation Y (characteristics), **(E)** Leadership (opinion, characteristics, attributes, styles), **(F)** Social Media (usage, importance), **(G)** Open Questions.

Overall, the questionnaire is structured as follows: It begins with an introduction mentioning the university, the topic of the master's thesis, the duration of the processing of about five minutes, the contact details of the author and the reference to anonymity. The first set of questions is about the participants' year of birth in the form of age cohorts– queried as control variables in three gradations to check the participation of the target group Generation Y. In addition, the option "None often the above" was given so that participants not belonging to the target group could leave the survey directly. For further demographic identification, the gender, nationality and the (main) country of residence were asked afterwards. To simplify filling out the questionnaire on a smartphone, in addition to the free text field "Other", 12

countries were suggested for selection, which was most represented in the author's original target group. The next question was about the educational level, which was queried with five-degree options or the sixth option, "None of the above". In the following parts, the question categories are relevant to the research question on professional experience and situation, specific to Generation Y, leadership, and social media following. In the end, participants are cordially thanked and invited to contact the researcher if they have any additional questions or are interested in participating in the qualitative study phase. Multiple Likert-type scales with nominal and ordinal measurement scales were utilised to evaluate the survey questions. The online questionnaire created by the author is shown in Appendix A.

6.1.2 Pre-test of the Survey

A pre-test was carried out before the survey's release and made available via the SurveyMonkey software. Five people were requested to participate in the survey, representing various nations, professional specialities, genders, and ages. The researcher was able to make changes by directly responding to concerns about potential misunderstandings and uncertainties after that. A broad grasp of the questions was ensured, particularly by selecting the participants from fields unrelated to communication or leadership. The inclusion of native English speakers helped to ensure proper grammatical use. Also, the duration and ethical issues were established. The time required to complete the survey and any potential general challenges were addressed in the feedback from the pre-test. The pre-test findings indicated that modifications looked to be required. A few questions need to be rephrased since some participants claimed they did not comprehend the notion of leadership styles. This was done so that everyone could understand the various approaches. Ultimately, the pre-test seemed beneficial in raising the standard and clarity of the questions.

6.1.3 Survey Sample

The sample of the present study comprises members of Generation Y living worldwide, which at approximately 1.8 billion makes up about 23% of the world's population (Neufeld, 2021). The only significant questionnaire participation criterion is the year of birth, as established in Chapter 2, which corresponds to an age range of 23 to 42 years for data collection in 2023. The sample selection does not account for additional factors like gender,

education level, or profession. The present research focuses on the international Generation Y, and due to the intended summary by cultural clusters, all nationalities can participate in the survey.

At the beginning of the presentation of the location and dispersion measures, Table 2 provides an overview of the demographic profile of the sample. In total, 338 people responded to the survey. 55.3% of respondents were female, slightly more than half, and 76% were between the ages of 23 and 29. The proportion of bachelor's degrees (38.8%) and master's degrees (38.5%) were nearly identical. There was just one participant who was unemployed at the time. Over half (55.0%) of respondents had been employed for one to three years. Participants came from various industries, with business services coming in first (31.3%) of the participants and media, culture, marketing, and communication coming in second (19.7%).

Table 2:

Frequency distribution of demographics based on gender.

	Men		Women		Both
	N	%	N	%	N
	147	43,5	187	55,3	334
Age					
1981 - 1987	21	14.3%	18	9.6%	39
1988 - 1993	18	12.2%	21	11.2%	39
1994 - 2000	108	73.5%	148	79.1%	256
Nationality					
Germany	100	68%	129	69%	229
Austria	11	7.5%	14	7.5%	25
Portugal	6	4.1%	8	4.3%	14
Swiss	4	2.7%	7	3.7%	11
Netherlands	7	4.7%	3	1.6%	10
France	4	2.7%	5	2.7%	9
Great Britain	5	3.4%	4	2.1%	9
Highest Level of Education					
Baccalaureate/A level/IB	12	8.2%	26	13.9%	36
Vocational apprenticeship	4	2.7%	10	5.3%	14
Bachelor's degree	54	36.7%	76	40.6%	130
Master's degree	66	44.9%	63	33.7%	129
Doctorate	6	4.1%	9	4.8%	15
Working Experience					
less than 1 year	27	19.9%	44	26%	71
less than 3 years	42	30.9%	56	33.1%	98
less than 5 years	30	22.1%	28	16.6%	58
less than 10 years	25	18.4%	22	13%	47
less than 15 years	8	5.9%	8	4.7%	16
Industry / Branche					
Business Services	64	47.1%	31	18.3%	95
Media, Culture, Marketing or Communication	16	11.8%	45	26.6%	61
Healthcare/Medicine	7	4.8%	19	11.2%	26
Public Administration	6	4.4%	11	5.9%	17
Information Technology	7	4.8%	6	3.6%	13

6.1.4 Data Collection and Processing

The data collection took place in one week from the 12.01.2023 to the 19.01.2023. The survey was created online using SurveyMonkey and sent to family, friends, work colleagues, co-workers, and other students via the institutional email from Universidade Católica Portuguesa. Moreover, the survey link was posted on the researcher's social media networks, WhatsApp, Instagram, and LinkedIn, to encourage participation (Appendix C). The snowball sampling method, in which people in the population refer other people in the population, was used to increase participation. This method is suitable for collecting data from individuals who are challenging to reach (Naderifar et al., 2017). This case is given here since the population of Generation Y is very large, but access to international participants was only possible through a limited number of contacts. Following this strategy, the survey link was sent to as many contacts as possible from a wide range of nations and asked them to forward it to friends and family, friends, or co-workers between the ages of 23 and 41. The participants' anonymity was protected, and participation in the survey was completely voluntary. The number of records before cleaning is $N_{vor} = 386$. After the quality check, 48 records were deleted with the reason for excluding participants outside the target group (born before 1981 or after 2000). Otherwise, there were no missing values because all items were marked as required in the survey. Thus, the adjusted number of records is $N = 338$. The data sets were analysed using the statistical software SPSS.

The data processing of the items of the work values, which were measured via a Likert scale, is carried out by assigning a value from 1 to 5 to each response alternative. As a rule, a negative assessment is assigned a low value and a positive assessment a high value (Jonas et al., 2014). In this work, the following assignment was chosen according to Table 3:

Table 3:

Units of the Likert Scales used for this research.

Very unimportant/strongly disagree/never	1
Unimportant/disagree/rarely	2
Neutral/neutral/sometimes	3
Important/agree/often	4
Very important/strongly agree/very often	5

6.1.5 Ethical Considerations

Ethically, a software application like SurveyMonkey is preferable to attaching a questionnaire to an email. Nevertheless, there are still a few ethical concerns. The online questionnaire was anonymous, and participants were initially informed that their participation was optional and for academic purposes only. In addition, the introduction indicated that participants might email the researcher if they had any more concerns or if anything remained uncertain. In addition, the gender demographic question included the options of not answering or non-binary. However, it should be observed that control over access and participation in the survey was quite limited. As a result, there is no assurance that the replies to the online survey are equivalent to those that might have been obtained using an alternative survey format. In addition, as the questions gather answers about the personalities of Generation Y and their preferred leadership styles, it is essential to recognise that some respondents may be hesitant to express their view openly since it is associated with their leader and place of work. Although the introduction explicitly mentioned that participants' replies would be kept anonymous and confidential, this might pose significant constraints to the study.

Among these possible constraints, the researcher elected to continue collecting these data to give signs of validation of the self-perception of the relevant Millennials and to evaluate the previously stated research for this particular age group. For this study, the premise of significance level $p = .05$ applies.

6.2 ANALYSIS AND INTERPRETATION OF THE SURVEY

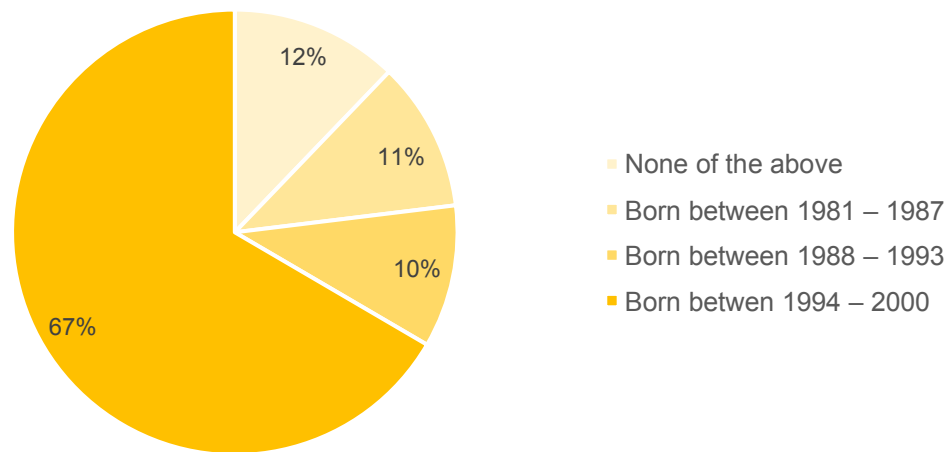
The findings of this study focus separately on Millennials and leaders. Regarding the Millennial perspective, the results of the survey will first deliver a first impression. After the section of demographics and professional situation and characteristics, it will be first discussed what values they have in the workplace and in a leadership person. In addition, preferred leadership styles and attributes were ranked according to Millennials and compared to previous literature.

(A) DEMOGRAPHICS

From the 386 participants, the age cohort of the people born between 1994 to 2000 made the biggest cohort with 257 people. In contrast, 41 people were part of the age cohort between 1988 to 1993 and 40 participants were born in the time span between 1981 to 1987. Unfortunately, 48 people do not belong to any of the age cohorts out of the defined Generation Y and are examined from the survey and the data analysis at SPSS.

Figure 5:

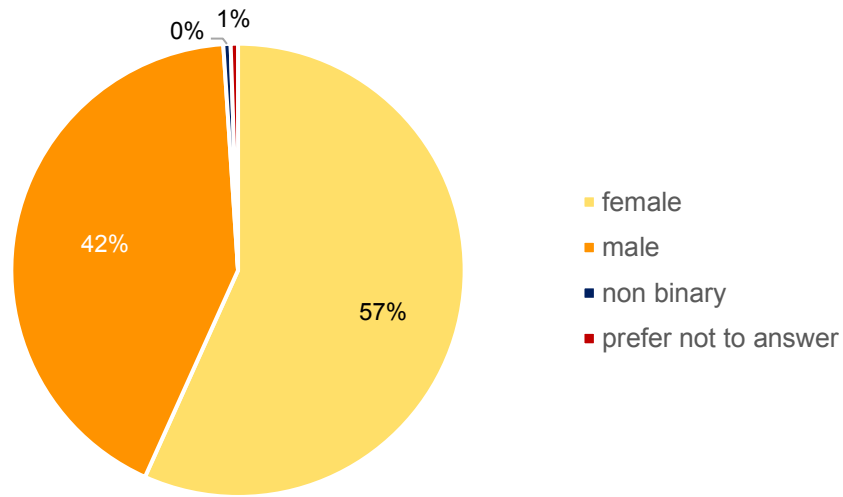
Total percentage of participants divided into age cohorts of Generation Y in % (N=386).



As mentioned before, the sample sized after cleaning records a total number of 338 valid respondents. Incomplete responses (48) are eliminated before the data analysis. From the 338 valid responses 187 participants identify with the gender 'female', 147 identify with the gender 'male' and two participants as 'non-binary' as well as two participants chose 'prefer not to answer' (see Figure 6). Therefore, it can be said that one may assert that the gender distribution has a level of significance that is comparably relevant for both the male and female population.

Figure 6:

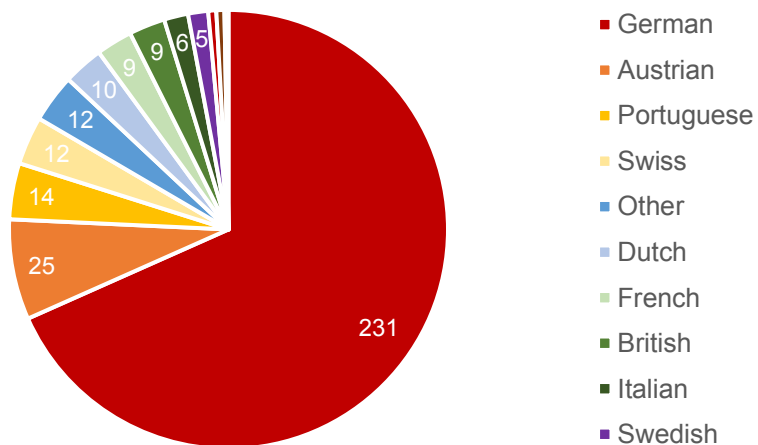
Total percentage of participants gender (N = 338).



It has been identified that there were about 68.3% of the respondents (213 in numbers) primarily belonging to German nationality, therefore making that the strongest nationality of all respondents. This was followed by 7.4% Austrian and thirdly by 4.1% Portuguese nationals participating in the survey.

Figure 7:

Total numbers of participants nationality (N = 338).

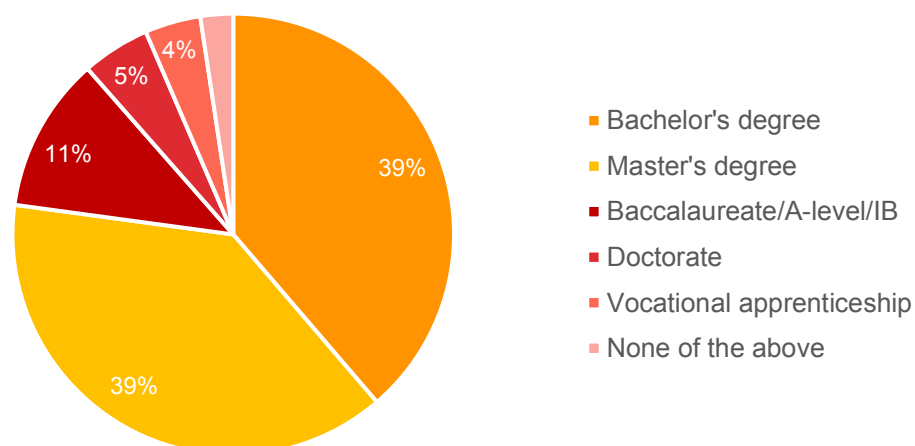


When allocating individuals to a cultural cluster for the purposes of analysis, nationality is given greater weight than current country of residence and employment. One explanation for this is that a generation is formed by formative experiences during the formative period, and nationality offers a stronger indicator of where an individual was during childhood and young adulthood than the present country of residence and place of employment. On the other side, there are no discernible variances, therefore the same nations are heavily represented. Still, the depiction of the item about current location of residence and employment is deemed important and included in the SPSS analysis.

Generally, there is a high degree of education among the participants. About 80% of all participants possess a university degree, with 131 holding a bachelor's and 130 a master's degree (see Figure 8). Five percent of all participants even hold a doctoral degree. These results support Generation Y's high degree of education in Europe, which was also empirically highlighted by the European Commission in 2017 and in a study published in the journal "Comparative Education" in 2018, stating that Generation Y is more likely to have completed tertiary education than previous generations, and that this trend is particularly pronounced among women.

Figure 8:

Total percentage of participants level of education (N = 338).

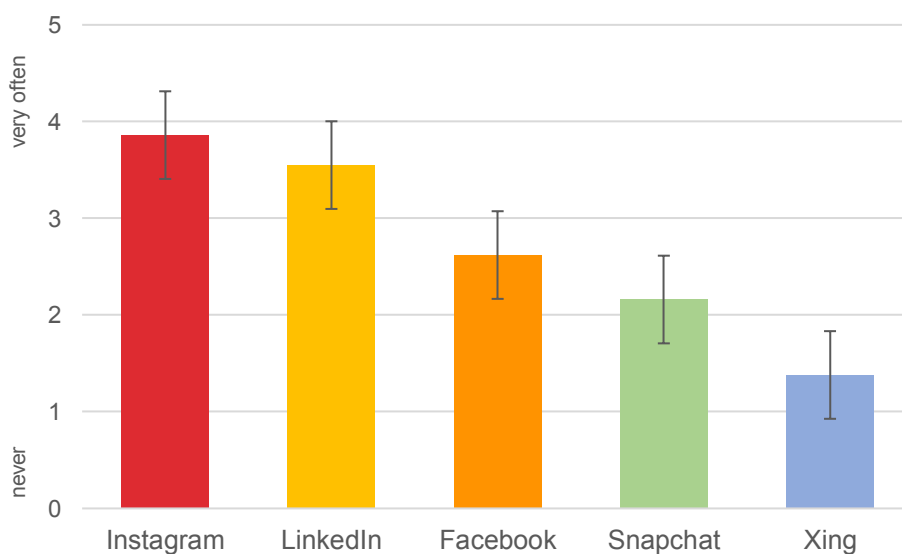


Social Media Usage

As described in detail in Chapter 3, Generation Y has grown up in the digital age and is surrounded by technology. The results of this research confirm the findings of the Global Web Index (GWI) from 2021 regarding the usage of digital natives by ranking the social media platform 'Instagram' ($M = 3.86$, $sd = 1.25$) as one of the Millennials' most frequently used social media networks. The second highest platform, 'LinkedIn' ($M = 3.55$, $sd = 1.14$), is not mentioned by the GWI but can be explained by the context of this participant group. As this study is very focused on employees and especially participants who are at the beginning of the workforce, it is reasonable that 'LinkedIn' is ranked as the second network. Moreover, the study shows that these two networks are followed by 'Facebook' ($M = 2.62$, $sd = 1.10$) and 'Snapchat' ($M = 2.16$, $sd = 1.3$). The least used social media network turned out to be the 'Xing' platform ($M = 1.38$, $sd = .81$).

Figure 9:

Usage of Social Media Networks (N = 256).



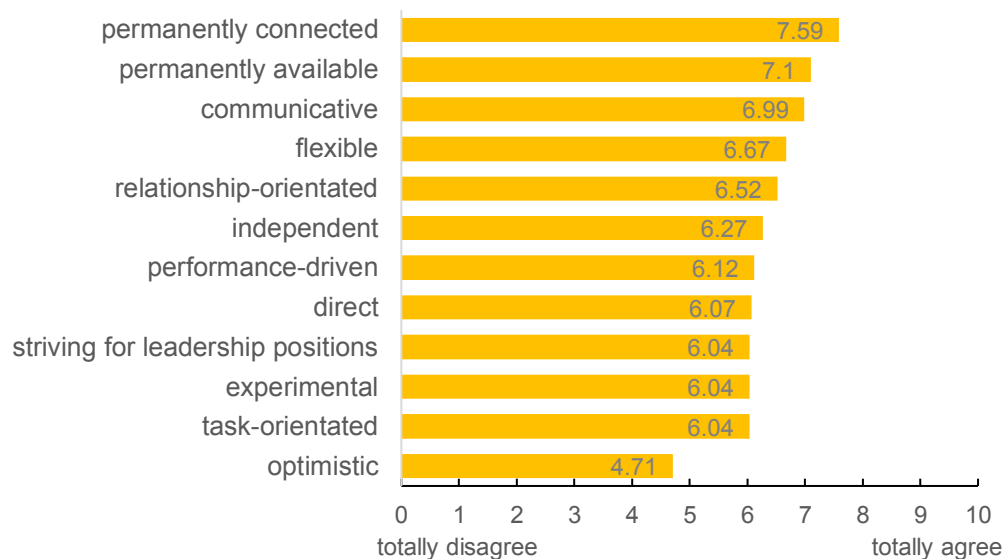
(D) GENERATION Y

After conducting much research on how science defines Generation Y in its characteristics, the participants were asked to characterise their own generation in terms of specific characteristics within this survey (see Figure 10). The results show that the two highest criteria, 'permanently connected' and 'permanently available,' are proven precisely as has

been done by many researchers. One of the most common characteristics or traits used to describe the Millennial Generation in the body of literature is 'technologically proficient' (Graybill, 2014; Leyva, 2017). The recent research by Galdames and Guihen (2022) shows the analysis of the characteristics and traits commonly attributed to the Millennial cohort and identified the same results out of an analysis of 51 papers. Referring to the literature review, the two highest-ranked characteristics resulted from the survey underling the fundamental characteristic 'Open Minded & Global Thinking', identified previously in Chapter 2.

Figure 10:

Characteristics of Generation Y in their own assessment.



Moreover, the following highest ranked characteristics as 'communicative', 'flexible' and 'relationship-oriented' are very known by previous researchers (Schirmer et al., 2014; Parment, 2013; Ruthus, 2014). It is notable that the six highest-ranked items from this study, with which Generation Y describes themselves, can all be found in the existing literature in which this age cohort is characterised. The characteristic 'relationship-orientated' is even their own category as well as 'flexible' (see Chapter 2). According to Hurrelmann and Albrecht (2014), this generation is marked by a high level of flexibility. Schirmer et al. (2014) in their examination of the underlying social conduct of Millennials, which they seem

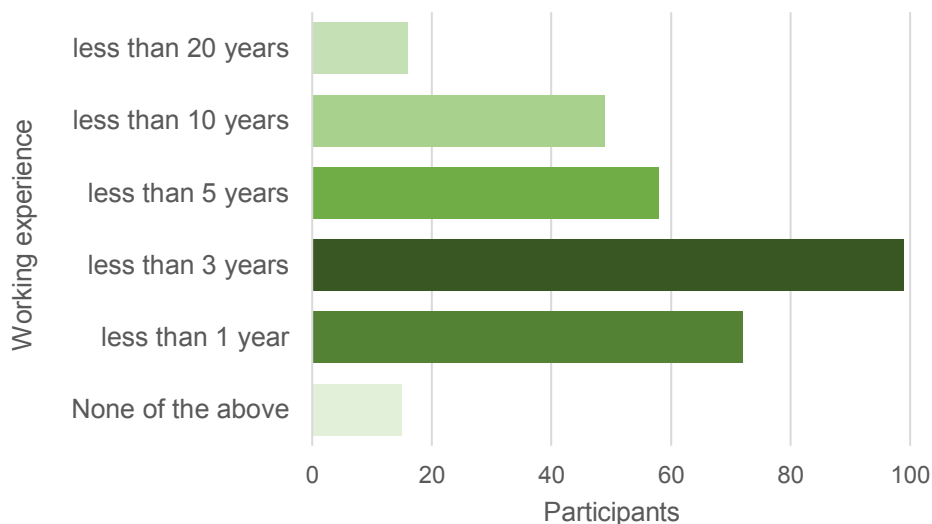
to face themselves as the item 'relationship-oriented', is ranked high in the order of significant characteristics. Therefore, it is especially interesting to examine the characteristics further in the context of leadership attributes this generation seeks.

(B) PROFESSIONAL SITUATION

Assuming that Generation Y shows a diverse result due to its broad age range, Figure 11 shows that most of the participants in the study have around or less than three years of work experience. This can be explained by the fact that, when looking at the age profile of the participants, it is most strongly characterised by 23- to 29-year-olds.

Figure 11:

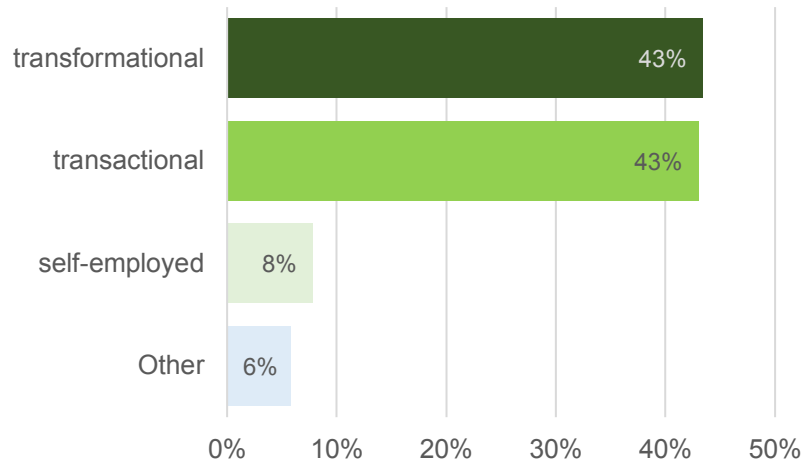
Total number of participants years of working experience (N = 309).



When asked for the type of company the participants work for, the ratio between transformational and transactional is very balanced. Shown on Figure 12, 134 people (43.4%) work for transformational companies and 133 people (43.0%) for transactional companies. Twenty-four participants (7.8%) stated that they were self-employed. Interesting to see is the balance the two companies have in this survey, as Millennials are known for low power distance in their work ethics, which would rather indicate the transformational company type.

Figure 12:

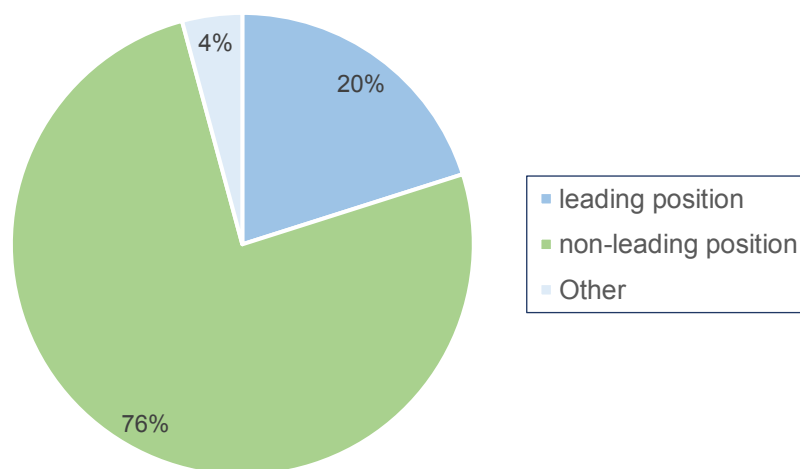
Total percentage of company type participants work for.



65 individuals report holding a leadership position in the organisations (20.1%), whereas 234 report holding a non-leadership position (75.7%), see Figure 13. Even though only 20.1% state that they are in a leadership position, this is a significant number considering that, as previously shown, the average age of most participants is between 23 and 29 years. In the 'Other (please specify)' column, thirteen individuals wrote mostly 'student' as their situation.

Figure 13:

Personnel responsibility in the respondent's company.



(C) Values in the working place

In section (C), "Values in the working place" the participants had to rank several different values and attributes in terms of their personal view as an employee with a slider from 'very unimportant' (1) to 'very important' (5). In general, a notable trend towards high importance may be noticed among the various values. In Table 4, the ten most highly selected values are listed, the mean shows the visibly high importance of the individual categories.

Table 4:

Ranking by means of most admired values by Millennials in the workplace measured via mean.

Ranking	Working Value	Mean	Sd.
1	Friendly colleagues	4.44	.71
2	Intellectual challenge	4.23	.75
3	Promotion & Career opportunities	4.21	.82
4	Teamwork	4.15	.89
5	Work-life balance	4.04	.90
6	Independence & autonomy	4.04	.82
7	High salary	4.02	.71
8	Flexible working hours	4.00	.96
9	Self-realisation	3.95	.82
10	Secure employment	3.91	.89

When elaborating the working values in Chapter 3, it was shown that the Millennials differ from other Generations regarding their priorities and self-direction in the workplace (Lyons et al., 2011). A central statement from Table 4 is that the aspect friendly colleagues has the highest relevance for Generation Y ($M = 4.44$, $sd = .71$), which is very consistent with existing research. For example, within the characterisation of Millennials by Stefanco (2017), Barbuto and Gottfredson (2016) 'preference for collaborative working' is stated as particularly salient. Moreover, Krach (2017) declares 'Connectivity at the workplace is taking priority' as one of his five components that drive Millennials which is also confirmed by this study's results. Within the instrumental work values, the two aspects 'intellectual challenge' ($M = 4.23$, $sd = .75$) and 'Promotion & Career opportunities' ($M = 4.21$, $sd = .82$)

are rated highest, while the items 'self-realisation' (M = 3.95, sd = .82) and 'secure employment' (M = 3.91, sd = .89) have the lowest values within the ranking.

Interesting to note is also that 'high salary' is ranked very low and therefore accompanies Barlow (1999), who notes that salary is not the most crucial factor anymore. Referring to Generation Y – "why" – the subject of meaning and purpose stands before salary, which these research results can confirm. Furthermore, the value of 'Work-life balance', ranked in fifth place here, supports many findings about Generation Y's implementation and achievement of their concept of work and in the 21st century (Winter & Jackson, 2016; Wood et al., 2020).

In addition to the work values, different statements are stated and measured in terms of the respondents' agreement. The statement *"I want to work for a company that makes a positive contribution to the world."* measured the highest level of agreement with a mean of 4.02 (N = 268). Although 140 of the participants (52.5%) agreed to *"I am satisfied with my current workplace"*, 110 (41%) agreed to the statement *"I would change jobs if I would get a higher salary at another workplace"*. This result goes hand in hand with the findings of Deloitte's Millennials Study in 2018, in which 43% of the participants confirm they would consider changing their job within in the next two years. Moreover, it confirms again the component by Krach (2017) who stated that Millennials are known for always being receptive to change and experimenting. Besides these given statements that participants ranked their level of importance, one participant shared his opinion in the open part of the survey on what is most important for him in his direct leader:

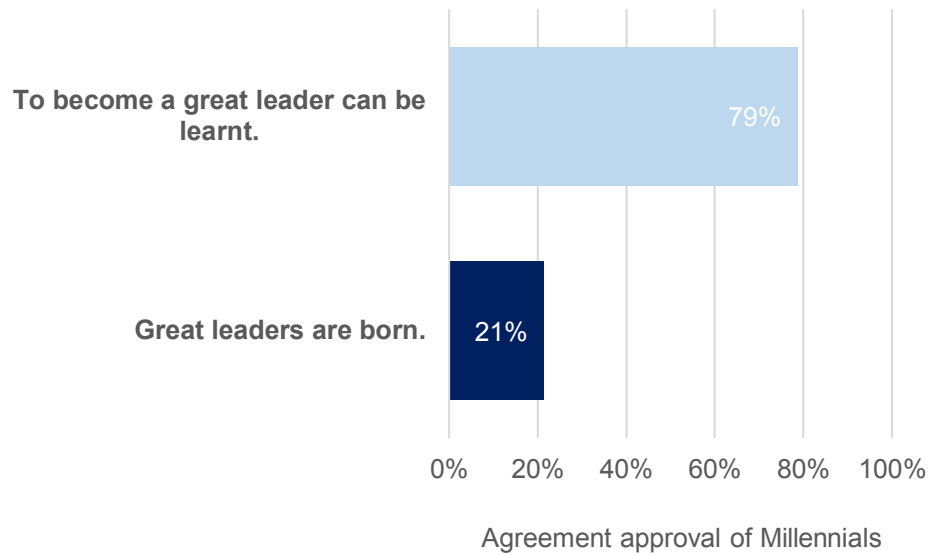
"The ability to look beyond the more exchange of work performance and consider working life as a part of life where all of us can make an significant impact to make the world a better place."

(E) LEADERSHIP

For a general picture of leadership, the participants are asked about two leadership statements, shown in Figure 14, from which most Millennials (79%) voted for the statement: *"To become a great leader can be learnt"*. Only 21 percent agreed with the opinion, that *"Great leaders are born"*.

Figure 14:

Agreement of the participants regarding two statements about leadership (N = 257).



In terms of demographics on leader personalities, the participants were asked about a preference in male or female leaders. The result show that 72% participants state not caring about which sex their leader has. 12.8% participants prefer to have both: a female and a male leader. In a concrete differentiation between the genders, 9.7% prefer to have a male leader in contrast to only 5,4% that state to prefer having a female leader. In general, there has been some scientific studies exploring potential differences in Generation Y's preferences for female versus male leader personalities, but the results have been inconclusive and contradictory. Overall, they are consistent with earlier research indicating that Generation Y's preferences for male versus female leader personalities may be influenced by a range of factors, including individual characteristics, cultural norms, and situational circumstances.

Leader Characteristics

To more closely examine the kind of leader that Millennials like to follow, the participants are asked to rank their personal importance of eleven characteristics in a leader's personality. Table 5 shows the results on which leadership attributes are preferred by participants of this study, compared to previous research (Arsenault, 2004; Salahuddin, 2010). The other researchers in Table 5 also conducted a quantitative study using a questionnaire on which Millennials evaluated leadership characteristics according to their preferences. These

surveys' leadership characteristics are derived from predetermined sets of leadership constructs. The Checklist of Admired Leaders by Pierce and Newstrom (1993) served as the basis for both studies, with the ten most-mentioned traits serving as the study's foundation. As a result, the features in these two studies were comparable but arranged differently. The two investigations of Arsenault (2004) and Salahuddin (2010) served as the primary basis for the present study, which uses some of the same characteristics and adds others from previous research.

Table 5:
Leadership attributes preferred and ranked Millennials.

Ranking	This Research (2023)	Salahuddin (2010)	Arsenault (2004)
1	Communicative	Competence	Honesty
2	Feedback providing	Determination	Competence
3	Honesty	Self-control	Determination
4	Competence	Honesty	Loyalty
5	Listening	Forward-Looking	Ambitious
6	Development of others	Loyalty	Inspiration
7	Dedication	Inspiration	Caring
8	Determination	Ambitious	Forward-looking
9	Caring	Imagination	Self-confident
10	Sustainable	Caring	Imagination

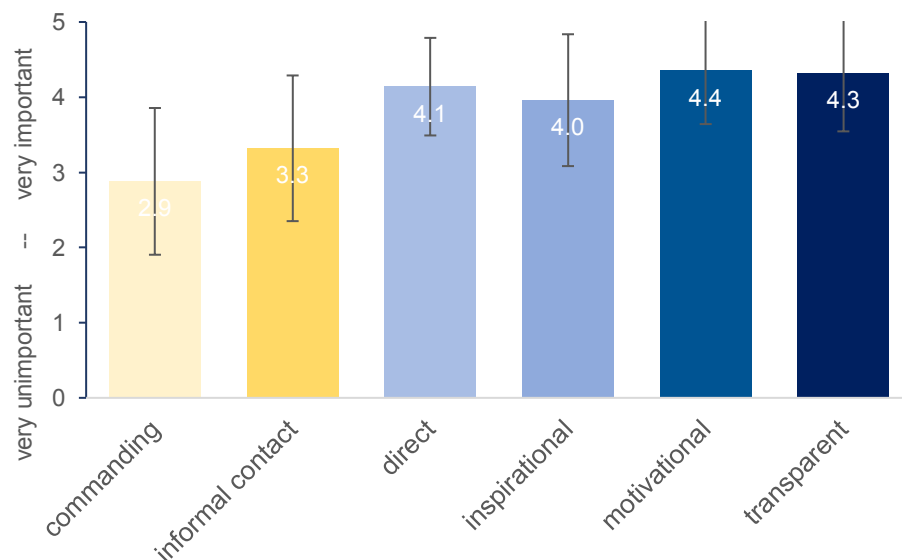
Note: Retrieved from Arsenault (2004) and Salahuddin (2010).

The leadership attribute that Generation Y values the most is 'communicative'. Also found to be highly ranked are 'feedback providing,' 'honesty,' 'competence,' and 'listening.' It is surprising that the majority of these twelve preferred leadership characteristics discovered in this study are not in line with prior research. For instance, neither Arsenault (2004) nor Salahuddin (2010) imply that 'communicative' is a preferred characteristic by Millennials. The same applies to 'feedback providing' and 'listening'. Both 'honesty' and 'competence' can be related to past study, as the results of the investigations of Arsenault (2004) and Salahuddin (2005) are overlap significantly (2010).

Going deeper into the attribute of communication, ranked highest as 'communicative', when participants name their preferred leadership attributes, Figure 15 shows more specifically what participants value as most important within the communication between a leader and them. In terms of the top five communication competencies, the item 'motivational' ranks highest (M = 4.4, sd = .70), followed by 'transparent' (M = 4.3, sd = .76), 'direct' (M = 4.1, sd = .65), and 'inspirational' (M = 4.0, sd = .88). The last two characteristics in the gradation are 'informal contact' (M = 3.3, sd = .97) and 'commanding' (M = 2.9, sd = .98), which appear least likely for Millennials to seek or desire in their communication with their leader.

Figure 15:

Communication Characteristics ranked by importance.



"How important are the following characteristics for interpersonal communication from a leader to you?"

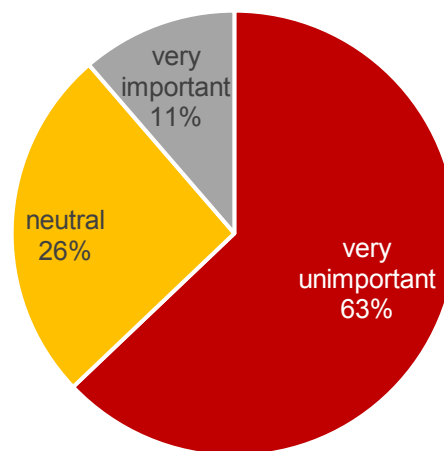
Moreover, the survey provides an open space for the participants to write down aspects in leadership which are of profound importance and where many participants especially mentioned "empathy" and "leading by example". One participant wrote more wrote in detail:

"For me it is very important that I can look up to my leader and learn from him to grow myself and become learn something for my own leadership style. If I have the feeling that I cannot learn (anymore) from my leader, it is very hard for me to keep following that person."

In context of the digital age, the online behaviour of leaders appears to be important as well. Because Millennials are the first generation to grow up with the internet and social media as an integral part of their lives, they might expect their leaders to be active on these platforms as well. By leveraging social media, leaders can build trust, improve communication, enhance the company's brand image, and attract top talent to the organisation. To the survey question on how important it is to the participants that their direct leader is present on social media channels at work, participants were able to slide a ruler to indicate their preference, with the majority voting for less importance. In the evaluation, a 6-level scale from zero to five was created. 10.63% of participants even voted for 'very unimportant' and only 26% for 'important'. Nonetheless, 11% of respondents were 'neutral' towards the question (see Figure 16).

Figure 16:

The Importance of the Leaders Social Media Activity (N = 256).



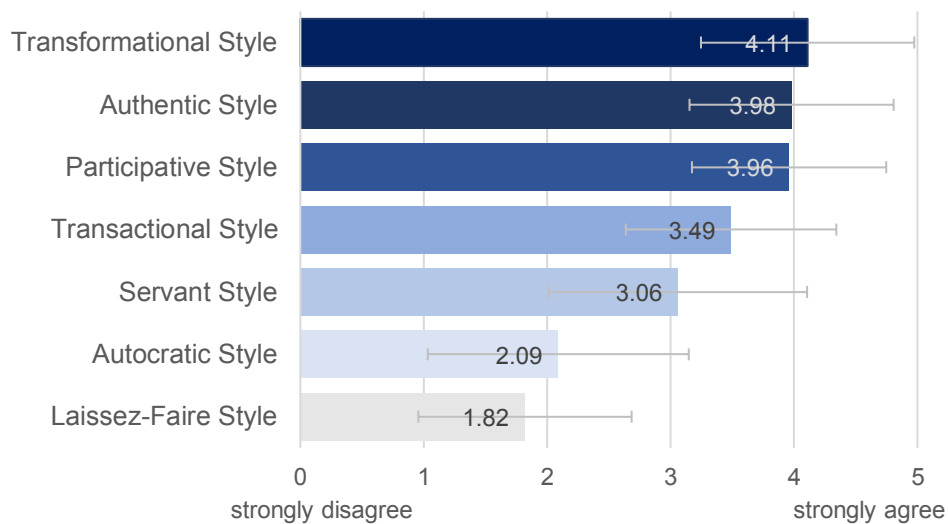
"How important is it for you that your direct leader in a work context has a presence on social media networks?"

Leadership Styles

Regarding the questionnaire part about leadership styles, each scale's mean and standard deviation are analysed from the leadership styles relevant to the context. Figure 17 shows the data of this analysis in a compact form. According to Anderson and Sun (2017), Transformational Leadership has been one of the most researched styles over the past two decades. Moreover, it is the most likely leadership style to follow for the Millennials. The results show that when participants answer the question "Which leadership style would you prefer to follow?" the 'Transformational Leadership Style' was ranked as the highest ($M = 4.11$, $sd = .86$) followed by 'Authentic Leadership Style' ($M = 3.98$, $sd = .83$) and 'Participative Leadership Style' ($M = 3.96$, $sd = .79$). Therefore, the results are very aligned with existing literature and much understandable in the context of the digital age. The research by Luthan and Avolio (2003) conducted this research in-depth and declared the paradigm of visibility and transparency within the age of the internet: a leader has to be viable if he wants to be perceived authentically, which is proven by the results of this study.

Figure 17:

Preferences on leadership styles ranked by preference to follow (N = 257).



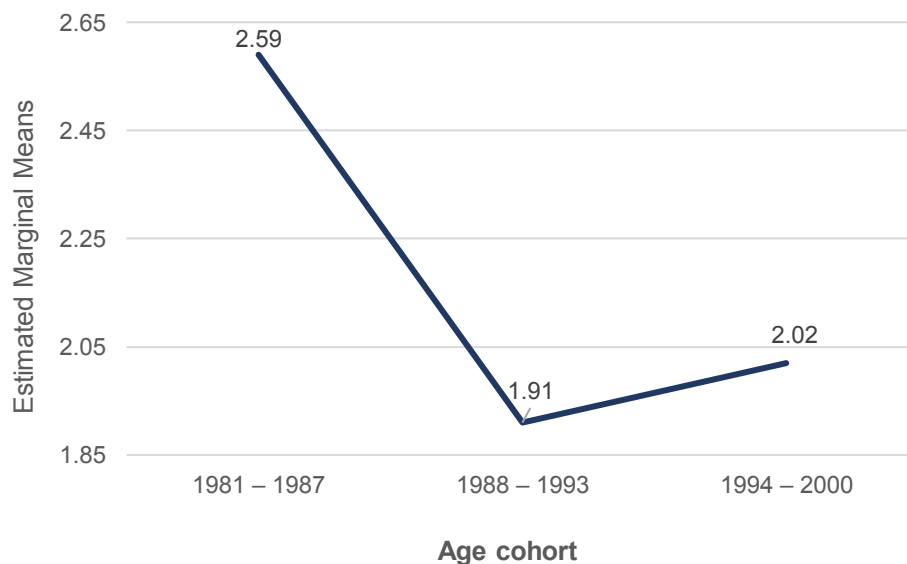
In addition to the general preferences outlined in Figure 17, it is interesting to note the difference in the opinion between men and women. According to existing research, women are more likely to follow a Participative Leadership Style, while men are more likely to

follow an Autocratic Leadership Style, although neither gender prefers that style. For the analysis, a *t*-test is conducted to determine if there is indeed a significant difference between the two genders. The *t*-test shows a significant difference between men and women only for the Autocratic Leadership Style ($t(252) = -3.619, p < .001$). For all other leadership styles, no significant differences are found regarding the preference for a leadership style.

To complete the analysis, the different leadership style preferences about the three age cohorts within Generation Y are considered. To identify differences, the one-factor analysis of variance *ANOVA* is used because it can examine mean differences for more than two groups (Hussy, 2013). Of all leadership styles, the analysis shows a significant difference between the oldest cohort, born between 1981 and 1987, and the two younger age cohorts only for the Autocratic Leadership Style ($p < .004$), illustrated in Figure 18. This indicates that the older age cohort of Millennials prefers an Autocratic Leadership Style more than those born after 1988.

Figure 18:

Estimated Marginal Means of Autocratic Style.

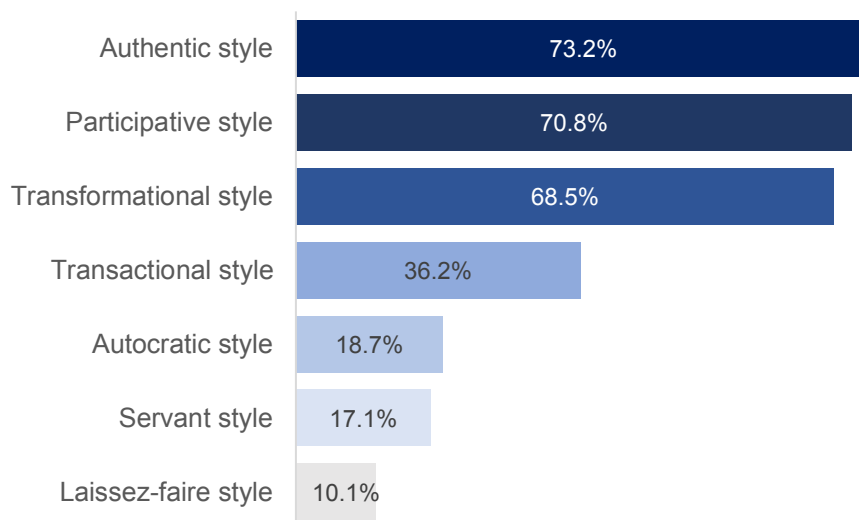


As shown in Figure 19, the majority of the participants rank the 'Authentic Leadership Style' (73.2%) as the most efficiency Leadership Style. Thus, that style is ranked higher in this category than the 'Transformational Leadership Style' (68.5%), which is listed third, just

after the 'Participative Leadership Style' (70.8%). The 'Laissez-Faire Leadership Style' is in both categories, the preference to follow ($M = 1.82$, $sd = .93$) and in terms of most efficiency (10.1%) ranked as the last of all styles, which is coherent to Avolio and Bass (2001) who outlined this style as the least effective and with a lack of leadership. The 'Servant Leadership Style' and 'Autocratic Leadership Style' are also ranked as the last in both categories.

Figure 19:

Efficiency of leadership styles ranked by participants (N = 257).



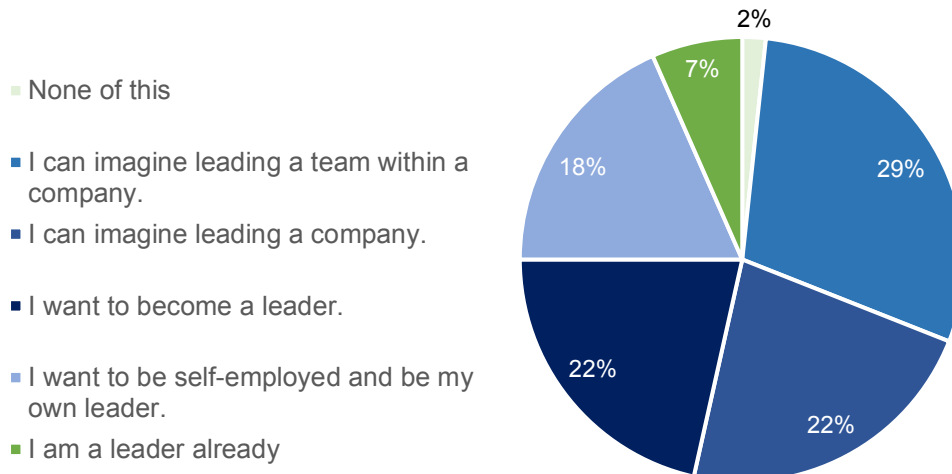
After evaluating the preferences for leadership styles and attributes, as well as the general interests of Generation Y, it seemed intriguing to examine whether there is a correlation between leadership styles and social media use. Contrary to expectations, the analysis revealed that, having grown up in the digital age, the participants in this study do not greatly concern if their leaders are active on social media. In addition, the same group of participants identified the Authentic Leadership Style as the most effective and most preferred. Authentic Leadership promises exposure and transparency, which is precisely what social media provides and facilitates. Hence, doing a *Pearson correlation* analysis to assess the relationship between the significance of social media and authenticity looked intriguing. Nevertheless, the results show no significant correlation for the Authentic Leadership Style and the importance of social media presence, as the p-value is above the significance level of 0.05 ($p > .970$) and the *Pearson correlation* showed a value of .002.

Leadership Ambition

In general, the participants' statements regarding their own aspirations for leadership are quite strong. As shown in Figure 20, 29.3% of respondents (N = 142) concur that they would like to lead a team within a company, and 22.5% participants (N = 109) concur that they can envision themselves leading a company. 21.5% (N = 89) of the sample agree with the statement, "I want to become a leader." This is a remarkable proportion and shows a clear tendency for Millennials to have a strong ambition for leadership. Only two percent (N = 8) of the participants selected none of the statements regarding their own leadership.

Figure 20:

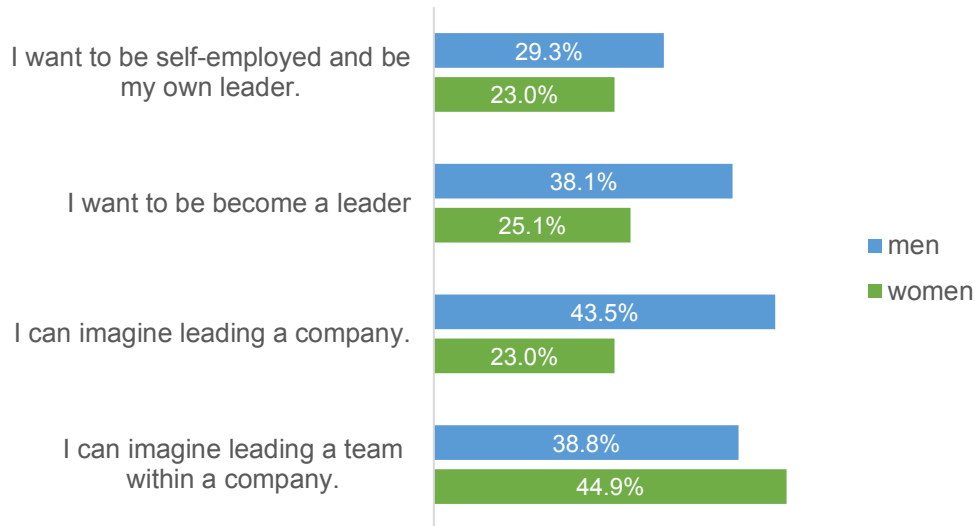
Agreement on statements of own leadership (N = 257).



In order to make a further distinction with regard to Generation Y's ambitions for leadership, the difference between women and men is analysed. Several cross-tabulations with frequency distributions and subsequent *chi-square tests* were conducted between male and female subjects to examine gender differences in greater detail. The tables revealed several significant differences in terms of general leadership ambitions. Figure 21 provides an overview of the most significant and relevant gender differences.

Figure 21:

Leadership ambitions divided into Gender (N = 334).



As shown in Figure 21, male participants are notably stronger in their statements regarding leadership ambitions. Especially for the statement *"I can imagine leading a company."* a huge difference between men (43.5%) and women (23.0%) agreeing with the sentiment emerged. The results support the theory that there is a correlation between leadership ambition and gender. The *chi-square tests* (N = 334) revealed significant values for the two statements: *"I can imagine leading a company."* ($p < .001$) and *"I want to become a leader."* ($p < .011$). Therefore, the statistical analysis shows a stronger ambition among men for leadership positions.

In addition, further *chi-square tests* reveal differences in the statements regarding the ambition for leadership and the assessment of the effectiveness of all conducted leadership styles. For the two statements *"I want to become a leader."* and *"I can imagine leading a company."* the *chi-square tests* shows significant correlations with all leadership styles perceived as effective except for the Laissez-Faire Leadership Style and the Servant Leadership Style. These two leadership styles are the only two for which no significant correlation with the statements can be determined, shown in Table 6.

Table 6:

Results of the correlation between leadership style effectiveness and leadership ambition statements.

Leadership Style	N	Statement	Significance
Autocratic Style	290	I want to become a leader	.002
	209	I can imagine leading a company	< .001
Participative Style	156	I want to become a leader	.005
	159	I can imagine leading a company	< .001
Laissez-Faire Style	312	I want to become a leader	.185
	312	I can imagine leading a company	.253
Transformational Style	162	I want to become a leader	< .001
		I can imagine leading a company	< .001
Transactional Style	93	I want to become a leader	.006
	245	I can imagine leading a company	< .019
Servant Style	294	I want to become a leader	.056
		I can imagine leading a company	.681
Authentic Style	150	I want to become a leader	< .001
		I can imagine leading a company	< .001

6.3 QUALITATIVE DATA COLLECTION

The second element of this study is carried out using qualitative methods to gain an understanding of the outlined research question. Thus, in-depth qualitative interviews with leader personalities are conducted. Individual or group settings, or so-called focus groups, are suitable venues for qualitative research. Focus groups are not advised for research on delicate subjects that people may be hesitant to discuss in public, such as professional ethics or preferences. Therefore, one-on-one interviews are used in this study (Qu & Dumay, 2001).

With every qualitative research, some benefits and drawbacks should be considered. One benefit is that the interviewer can respond quickly to any potential question misinterpretation. Online interviews, especially compared to in-person interviews, show a lower rate of social desirability in the replies (Carr & Worth, 2001). Moreover, they are very cost-effective, which is a crucial factor in the choice to use online interviews, as these types of interviews are more convenient for the interviewer and the participants in terms of effort and time. The speed of the data-collecting procedure is a primary benefit worth highlighting (Lavrakas, 1988). The researcher can instantly obtain the data by recording the interview. However, one drawback of online interviews without a camera is the absence of visual information and non-verbal communication elements. This may be considered when interpreting the replies. Also, it is essential to prevent tiredness, usually when an interview lasts longer than 20 to 30 minutes (Lavrakas, 1988). Technical difficulties or miscommunication is important to consider brought on by linguistic barriers. Speaking in a language different from the interviewer's mother tongue can limit the results for both the participants and the interviewer (Carr & Worth, 2001). Online interviews, partly without camera, lasting around 30 minutes, are conducted for this study. It was intended to prevent tiredness by imposing this time restriction. This strategy allows for the collection of qualitative research findings because the researcher and respondents are located in different countries.

6.3.1 Instrument

Due to the unique qualitative research methodologies, various data collection methods can be used (Corbin & Strauss, 2015). Structured, semi-structured, and unstructured interviews

are the three methods of individual interviews that are used most frequently. For this study, semi-structured interviews are chosen as they allow the researcher to enter the respondents' perspectives and comprehend their underlying experiences, motives, and ideas (Ritchie & Lewis, 2003). The flexibility of semi-structured interviews brings a lot of advantages because it allows the researcher to engage with the subject being interviewed and possibly discover specific aspects in order to gather as much information as possible. Furthermore, the semi-structured interview's design encourages conversation between the interviewer and the interviewee and diverse responses. As a result, the questions are open-ended and designed as a continuation of the online survey. When the online survey questionnaire is completed, the online interviews are conducted to determine which topics and questions need more in-depth analysis.

It has been determined that, for the purposes of this study, one-on-one interviews should replace group interviews in order to promote trust and lower the chance of socially desired responses. This interview structure entails planned questions that are consistently and methodically structured around identified themes (Qu & Dumay, 2001). An interview guide helps with the questioning preparation by ensuring that the themes are covered and supporting to steer the conversation toward the subjects and problems the interviewer is interested in. Concurrently, a subject list assists in covering all primary issues of this research and enables the researcher to concentrate on the most essential topics, delving into specifics as necessary (Fylan, 2005). Appendix F shows the interview guide including the topic list established earlier and based on the comprehensive literature review.

Due to the unique nature of each interview, it is tough to reproduce findings, which makes achieving dependability difficult. The level of reliability is maximised by adhering to a formal agenda during the interviews, hence reducing interviewer bias. In addition, an attempt is made to make the research as precise as feasible by informing participants in advance about the research procedure. Moreover, data validity increased by eliciting the participant's genuine thoughts, feelings, and views in their responses (Ritchie & Lewis, 2003). In addition, the validity of the researcher increased by avoiding leading questions and preconceived notions on unimportant issues, maximising the validity of this study.

6.3.2 Interview Setting

The semi-structured interviews are conducted with the help of an interview guide and script (see Appendix F). The created interview guide includes many subjects that seek to learn as much specific information about each theme as possible to address the research question. It begins with the introduction and (A) questions about the interviewee's personal information and working background. Secondly, three questions are about (B) Working with Generation Y with special consideration of characteristics and uniqueness. In the third part, participants are asked to describe the qualities and habits of the ideal (C), followed by questions about the relationship between (D) leadership and Generation Y. Lastly; the final part requests any (E) feedback or issues of the interviewee and the goodbye.

It should be noted that even though the interviews are semi-structured, the order of the questions varies between the interviews. Also, some of the questions have been repeated using phrases or phrased differently than in the interview guide, depending on the conversation between the interviewer and the interviewee. Some questions may also be omitted entirely to maintain a natural dialogue, especially if the interview subject has previously responded to them while responding to earlier inquiries. In this situation, the researcher would explain that the intended follow-up question would not be asked and then have the interviewee affirm the already provided response.

Each interview started with a brief explanation and assurance of the confidentiality and purpose of the research. Before the interview, all respondents received a brief explanation of the objective of the interview; the interviewer did not reiterate this information. It furthermore stated that the interviewer would be taking notes and the talk would be recorded. The interviewer provided the opportunity for any further remarks or details the participant wanted to add after each interview. The interviews took place in English, and each interviewee's time was anticipated to be 30 minutes. After the interviews were over, they were transcribed verbatim. For simpler transcription, the researcher used the tool Amberscript.

6.3.3 Interview Sample

The interview sample consists of six interviews conducted remotely. The software zoom is used to carry out the call. An overview of the demographics can be found in Table 7. Participants represent different leadership positions and various industries. Three leaders and three non-leaders are interviewed in order to obtain diverse perspectives on the subject. Also, the participants gender is equally distributed, with three female and three male participants. Three of the six have been in their current positions for ten years or more. Moreover, the interview participants are chosen with the condition that they had already dealt with Millennials in the past or do so in the present.

Table 7:

Demographic characteristics of the qualitative sample.

Name	Business Sector	Generation	Work. Exp.	Working Position
Kerstin K.	Consultancy	54 (Non-Millennial)	25 years	CEO & Co-Founder
Lena B.	Consultancy	29 (Millennial)	7 years	Transformation Manager
Felix M.	Crisis Communication	44 (Non-Millennial)	25 years	Partner
Amelie K.	VC & Fashion retail	24 (Millennial)	3 years	CEO & Co-Founder // Working student
Sebastian U.	Crisis Communication	29 (Millennial)	5 years	Associate & Assistant of European Managing Partner
Frank P.	Publishers & Agencies	62 (Non-Millennial)	40 years	Managing Director

6.3.4 Data Collection and Processing

The period for conducting the interviews took place from 13.01.2023 until 17.02.2023. Within the researcher's professional and social network, an email was sent to professionals from and outside Generation Y professionals. The condition for participation was to be in daily contact with Millennials. Within the email context, the research project was outlined, and an invitation to participate in the research was included (see Appendix D). Some of the

interviewees were referred to the researcher through personal work experiences. For those who agreed to participate, a meeting was coordinated at their convenience. Within a total of six interviews, five took place remotely via Zoom in an online meeting. One of the participants preferred to fill out the semi-structured question personally and send it back via email. In Appendix E, the consent form is pictured. Moreover, all transcribed interviews can be found in the Appendix G-L and an overview in Table 8.

Table 8:

Details of interviewees and interviews conducted.

R	Code	Name	Information	Interview length	Date
1	K1	Kerstin K.	Appendix G	17 min.	13.01.23
2	L2	Lena B.	Appendix H	30 min.	16.01.23
3	F3	Felix M.	Appendix I	26 min.	19.01.23
4	A4	Amelie K.	Appendix J	20 min.	20.01.23
5	S5	Sebastian U.	Appendix K	20 min.	20.01.23
6	F6	Frank P.	Appendix L	-	16.02.23

6.3.5 Ethical Considerations

The researcher must adhere to rules when conducting interviews to protect the rights of those being questioned. Some of the following ethical principles, listed by Saunders et al. (2016) should be named as the researcher's honesty and objectivity; respect for everybody else; the prevention of harm; participants' privacy; voluntary participation; responsibility in the data analysis and the reporting of research results and the compliance in managing data. In order to respect the participants, the researcher remained honest and forthright throughout the entire research procedure. Participants were never harmed in terms of their emotional or physical health or through societal pressure. Also, the participants freely chose to participate in the research after receiving adequate information before the interviewing process.

Furthermore, the researcher assured confidentiality and requested anonymity from each person they interviewed; even so, they all declined. In addition, the researcher first requested consent from the participants before beginning to record the interview. In conclusion, fully

disclosing the research's goals and methodology ensured that the participants' rights were always upheld.

6.4 ANALYSIS AND INTERPRETATION OF THE INTERVIEWS

Chapter 6.3 gave a general overview of the research methodology, including the qualitative research design, the sample size of interviews and their environment. The data gathered from the interviews is going to be examined in the following and structured through selected topics.

The analysis is divided into four parts, which in turn are sorted by category. These categories partially have further sub-categories that serve to define their structure. An overview for understanding the following chapter and the topics and categories of the analysis can be found in Table 9. The themes are formed based on the research question. The categories are formed during the analysis of the interviews and produced further sub-categories. For a deeper understanding and all further references and citations, the extended table can be found in Appendix M. In this table, all quotes of the participants are implemented and sorted, which make up the analysis of the individual categories in detail.

Furthermore, it should be noted, that the qualitative part of this research focuses primarily on the third research question: ***"How do leaders perceive Millennials, especially in the way of working?"***

Consequently, the thematic priorities are also derived from this. However, the results address the research's overarching question and the other two questions equally. Before answering the third research question based on the qualitative results, the various issues are addressed in greater depth and interpreted to establish a foundation.

Table 9:*Interview findings by thematic fields of evaluation.*

Nr	Theme	Categories	Sub-categories
(1)	THE UNDERSTANDING OF LEADERSHIP	A) Definition of a Good Leader	Giving Feedback & Listening Motivating Flexible & Open
		B) Leadership Styles	
(2)	THE GENERATION Y	C) Perception of Characteristics	The individual Style The Greater Impact
		D) Working with Generation Y	
		E) Need to adapt leadership style	Adaption of own Leadership Style
(3)	AMBITION FOR LEADERSHIP	F) Ambition for own leadership	

(1) THE UNDERSTANDING OF LEADERSHIP

Leadership is a multifaceted phenomenon that has been thoroughly studied in numerous academic disciplines, such as psychology, sociology, business, and organisational behaviour. The qualitative research method is chosen because it permits the researcher to study the intricacies of human behaviour and attitudes in context. It enables the researcher to acquire a thorough insight into the participants' experiences, views, and beliefs, which is vital for comprehending the complexity of leadership.

In addition, qualitative research enables the examination of leadership in various situations, such as culture, gender, and diversity, all of which are influential leadership aspects. This approach affords the chance to examine leadership from the perspectives of both leaders and followers, shedding light on the dynamics of leadership relationships and the elements that contribute to effective leadership. Within this specific research, first, the definition of a good leader (1-A) is examined, and which attributes are valued as important by the participants. The second category is about specific leadership styles (1-B).

Definition of a Good Leader

To have a further understanding of the concept of leadership, all the participants are asked for their definition of a good leader. The analysis of Category A and B filtered out some similarities and a certain degree of conformity for some special attributes. The most striking attributes of a good leader are giving feedback and listening, motivating, being flexible, and being open.

Giving Feedback & Listening

As shown in the literature elaboration, Millennials differ in their understanding of work in some points, especially in the one-on-one relationship, which brings new exhibitions in terms of working habits and attributes for a leader with it. The attribute of giving feedback is one of the most often mentioned attributes in terms of a good leader. In connection with this, the attribute listening was also often mentioned. One participant elaborates this further and explains, especially in the context of the importance of feedback:

"I think you have to be open to a little bit of feedback and you have to get into conversation and really have to try to get people to do something because they also think it's the right thing to do or they at least understand why they should be doing something. So I think giving guidance, taking feedback, really helping people understand why we're going a certain direction, why we're doing a certain thing, discussing the objectives that we're trying to achieve, to really get them, let's say, going and helping them understand and then also helping them motivate themselves to do something." (1-A-S5).

Motivating

Concerning the attribute of motivation, the widely discussed term 'purpose', which is very remarkable in the analysis of the habits and points of view of the Millennials, is put into context. As mentioned in the participants' statement above (1-A-S5), motivation is another attribute filtered out by the qualitative data analysis. This becomes apparent in one participant's statement:

"I think you need to have some way of motivating people to actually want to do something. I think it's difficult if you just tell people what to do because you think it's right and they don't understand what you want or even they understand what you want, but they don't think it's the right thing to do." (1-A-S5)

Flexible & Open

The two attributes, flexible and open, are emphasised by three out of six participants when defining a good leader. One participant state:

"You have to be flexible sort of in in terms of criticism, ideas and recommendations."
(1-A-F3)

Another participant extends the idea of flexibility and openness and brings together the most mentioned attributes of this section:

"I really think that you have really be authentic. Also, you have to be very open with your weaknesses, and you have to really listen to the needs of your people and the purpose of your people. You have to be flexible about work models. So it's really based on the needs of the employers rather than the needs of the financial targets of the company." (1-A-K1)

Leadership Styles

In the section on leadership style, the responses of the interviewed leaders were noticeably more detailed and, therefore, more defining for the qualitative analysis. Nevertheless, the answers of the Millennials interviewed are included, who answered the question about the best leadership style more based on their observations and experiences.

Concentrating on known and specific leadership styles that are conducted, one participant punctuated the Transformational Leadership Style to be the best style for leading the Millennials and adds *"[...] but I think it's more being a coach and an enabler."* (1-B-L2).

Another participant, who belongs to the interview group of leaders, describes his leadership style clearly as *"[...] participative leadership style"* (1-B-F6), whereas another interviewee argues that *"[...] there can't be one leadership approach for everyone."* (1-B-S5). A more general statement is made by an interviewed leader, describing his personal leadership style as *"[...] lead by example."* (1-B-F3).

In general, the older interviewed leaders focus more on feedback they are giving (*"I really try to be feedback driven."* (1-B-K1)), whereas the younger leaders are more likely to be open to feedback themselves (*"I'm very open to feedback."* (1-B-S5)). Regarding feedback overall, however, there is a certain degree of caution noticeable in the responses of the participants. This may be since this component is so vital that it requires careful consideration and deliberation. One interviewed leader comment on the complexity saying:

"It gets increasingly complicated to deliver clear feedback or sort of get acknowledgement about feedback, because I think also the opinions vary so very widely. I think I try to be very careful and not to give anecdotal feedback. But I think I've been more careful sort of to provide feedback that's only based on my opinion." (1-B-S5)

Another attribute to mention within the section of leadership styles is that both age cohorts pointed out the element of trust as very important. A participant in a leadership position emphasised the factor of trust at work, which is mainly related to expectations (1-B-S5). In contrast, a younger participant, not in a leadership position, emphasised that she wants to trust her leader, which is mainly related to collaboration (1-B-L2).

(2) THE GENERATION Y

The next theme is about the group that this research is focused on: Generation Y. Qualitative research is a valuable methodological approach for studying this generation because it allows the researcher to explore their attitudes, behaviours, and experiences in depth, thereby facilitating a more comprehensive understanding of their perspectives and the factors that shape their experiences. Generation Y is distinguished by their ideals, attitudes, and preferences, which were formed by their experience in the digital age. However, there is still much to learn about this generation, which is why this qualitative approach can provide rich and deep insights into their opinions and experiences in relation to the research questions from an in- and outside perspective. The method enables the researcher to investigate the meaning and relevance of this generation's experiences and behaviours, which is vital for comprehending their distinct viewpoints. It provides insights into the challenges this generation faces, such as work-life balance, career aspirations, and the impact of technology on their relationships. The categories which this analysis focuses on are first about the perception from leaders of this generation in terms of characteristics (2-C) and working with that generation (2-D). Moreover, the leaders are asked about their need to adapt their leadership style while working with that generation (2-E).

Perception of Characteristics

It should be noted that the interviewees are especially asked about the most striking characteristics they would describe the Millennials with. Although this question is intended to invoke independent opinion and assessment, many interview participants intuitively relate it to the work environment and how they would define the age cohort in terms of character, particularly in that environment. Therefore, some bias can be assumed in this question. Participants might have added or de-emphasised other character traits if the question would have been asked in a different context or without prior knowledge.

The Individual Style

In general, there are many consistent characteristics filtered out of the six interviews. One Millennial describes the nature of her generation as:

"So maybe we have some disruptive ideas and yes, we want to share them and have a very individual style, but also want a common ground and want that everybody can be a part of it, part of this idea." (2-C-L2)

The further analysis of this research revealed that the characteristics 'self-confident' (2-C-F3), 'strongly minded', 'motivated' (2-D-F3), 'curious' (2-D-S5), are the most prominent and can be attributed to what one respondent calls the *"individual style"* (2-C-L2). In support of this, and frequently processed in the literature review of this research, the concept of work-life balance is found out to be very striking. Especially in the context of work, and therefore considering the characteristics of Generation Y as employees, one interviewed leader states:

"Whereas this generation, in my view, tries to strike a balance and very much between work and life if you want. [...] I think they're very self-confident. I think, they seem to be knowing exactly what they want and what they don't. They have a clear path for them in mind, they are very goal oriented." (2-C-F3)

Regarding the *"clear path"*, the participant (2-C-F3) speaks about, other participants add the fast pace in which the Millennials act and follow trends which comes together with their impatience nature (2-D-A4). One interview participant, belonging to Generation Y herself, explains this habit further in the context of the 'individual style':

"I think that this is maybe a connected with the impatience, because maybe this is our blind spot sometimes so that we have to stick to the point and achieve some goals and in real I think we want to have a greater impact." (2-C-L2)

What she calls the *"blind spot"*, is also what another participant mentions while talking about the impatient nature:

"I think when they follow a trend, they just stick to the trend and don't really care about what is behind the trend or if it's good or bad." (2-D-A4)

Complementing but also in part contradicting to this statement about Generation Y, another interviewed Millennial commented: *"It's a purpose thing. We want to be self-determined." (2-C-L2).*

Overall, this 'self-determination' is something that certainly forms the basis for Generation Y's own mindset and drive that was identified in the analysis. Described as "[...] very driven also by themselves, that they have intrinsically motivated to really get something done." (2-D-S5), the Millennials were identified as very driven – not only "innovation driven" (2-C-L2), but "driven for a greater impact" (2-D-L2).

The Greater Impact

The so-called greater impact, identified in the content analysis of the interviews of this research, complements and supports previous research. The focus on making a greater impact is one of the defining characteristics of Generation Y and likely to continue to shape their attitudes and behaviours for years to come. Millennials tend to be socially and environmentally conscious and are often passionate about making positive changes in their communities and beyond. One participant described it as "trying to make a difference in their own way" (2-C-S5). In a line with this, one interviewed Millennial state: "I think we are more driven for a greater impact, a purpose, for development or appreciation, something like this." (2-D-L2). Important to note in that context is that the identified greater impact is making it even more difficult sometimes. One interviewee points out that while this generation is more strategic in its thinking and creative in its approach, they are also "[...] more exhausting to manage. If you don't fulfil their needs for purpose, it's very hard to convince them to do projects, for example." (2-D-K1). Another participant, who is not even part of the generation, echoes the thoughts:

"As a Millennial, what specifically can I contribute in terms of useful value and how can I develop this further? This is more in the foreground than just the topic: what do I earn?" (2-D-F6)

Additionally, to the attributes of impact and purpose, he alludes to the related component of payment, which is mentioned by other participants as well. In a plaintive tone, one interviewed leader explains about difficult negotiations with Millennials, describing them as "almost non-negotiable" (2-D-F3). Another leader participant complements the indifference for leading this generation, stating: "They want the purpose and the money: It's both." (2-D-K1)

In addition to the demands of balance in fields of salary and living, other interviewees address the *"need for flexibility"* (2-C-L2), and appreciation of *"a certain degree of freedom"* (2-D-S5) that the young people are having to follow their *"[...] very, very clear ideas what they want and a very clear idea sort of how the world should be run and present."* (2-C-F3), which summarises the picture of this generation built on this analysis in an appropriate manner.

Adaption of one's own Leadership Style towards Millennials

In response to the question, which is particularly directed at leaders who have been in the position for a long time, as to whether they had to adapt their leadership style to Generation Y employees, three participants agreed very directly with a resounding 'yes' (2-E-F3), 'definitely' (2-E-S5) and 'constantly' (2-E-K1). In this question, the participants emphasise the focus on the new feedback culture and flexibility:

"I think we had to adapt to sort of growing demand for flexibility in the workplace, for individual development plans if you want. [...] I think people are now asking for more. I think you just have to sort of to adapt to a different work environment and like I said, sort of the feedback culture. [...] That's something that I also had sort of needed personally to adapt a little bit in my leadership." (2-E-F3)

Another interviewee shares her experience in a very appreciative but frightened way, stating:

"You know, they teach me more than what I teach them, honestly. I mean, really, as longer I lead people as less I know." (2-E-K1)

In general, the question elicited a basic attitude towards leadership behaviour and, in addition to focusing on the generation under study, one participant said:

"[...] we really have to adapt to make sure that you understand these different drivers of different people and to ensure that that you have an individual approach for everyone. [...] I think there can't be one leadership approach for everyone." (2-E-F6)

(3) AMBITION FOR LEADERSHIP

After researching the strong character of Millennials, it seems interesting to observe the results of their ambition for leadership positions. In the following, this generation, characterised by their ambitious and driven nature, is analysed in terms of their desire to take over leadership positions (3-F). Overall, the analysis shows that Generation Y is more

impatient and ready to make their mark fast, as opposed to prior generations willing to climb the corporate ladder over time.

Four out of six interviews show a very uncertain opinion about Millennials ambition. They all claim not to be sure of taking over a leadership position. One participant explained it by saying:

"You have to rebrand leadership then. So, when you ask some millennial for being a transactional leader, I think the motivation would be low. So, I think you have to give the right reasons. And yes, the purpose why leadership makes sense." (3-F-L2)

That the topic of 'purpose' is once again playing a major role, is also confirmed by another interviewee: *"Their ambitions is on different targets. They want to have a purpose, and then they lead"* (3-F-K1).

So, within the analysis of what makes out the ambition for leadership roles, the topic of purpose was recurring many times as mentioned exemplary in the statement above (3-F-L2). In addition, one participant explains how this is related to the question of life's priorities, which gained much importance:

"I think there's a lot of people that are very ambitious and that want to progress as quickly as possible and take on ownership and leadership. But I think there's also people that say, Hey I'm contributing in a way I can, but I'm not only living for this. I have different priorities outside of work, and I don't really want to have everything else in a second priority of first priority and do only this to get to a leadership position as quickly as possible. Obviously, I want to contribute, and I want to progress, but it's not my only objective to get to." (3-F-S5)

Another interviewee argues not being sure about his ambition, because he

"[..] even feel[s] that some shy away from responsibility, that they seem to be willing to or want to get ahead and grow through an organisation as quickly as possible, but at the same time shy away from delegating, taking on responsibility for broader teams of work and so on." (3-F-F3).

Another reason was highlighted: *"[..] it's not all about the money because the time changed"* (3-F-L2). That change, the participant claims, and this shift was also noticed by another participant, puts the frame of the last three to five years where *"a big change"* (3-F-F3) happened within the workforce and especially with Millennials as employees.

One conspicuous feature of the analysis is a young participant that speaks about the ambition for leadership positions in a different context. She relates the question more to starting a new

business and is very much in favour of this type of leadership by being popular and wanting by the younger generation of Millennials:

"I think there are a lot of more people that like to found companies nowadays. Just because they know how easy it is and that they still learn a lot if they fail and don't really mind about that." (3-F-A4)

Overall, one can state that, according to the analysis of the different statements one participants summarises appropriately:

"[...] You have to give the right reasons. And yes, the purpose why leadership makes sense" (3-F-L2).

Millennials only take on leadership positions if they come with a reason for which the Millennial is willing to lead, because *"[...] if the values of the company are not right, they don't take over the leadership jobs."* (3-F-K1)

Generally, and in accordance with the findings of this investigation, the results of the qualitative research show that Millennials view leadership positions to make a greater impact on their organisations and the world. Their drive for leadership positions is fuelled by a strong sense of purpose and the desire to make a greater impact on the world. As more members of Generation Y enter the workforce and gain experience, they will likely continue to pursue leadership roles and affect the future of business and society.

CHAPTER 7:
FINAL ANALYSIS AND MAIN FINDINGS

7. FINAL ANALYSIS AND MAIN FINDINGS

The combination of the conducted empirical research with the literature on Generation Y, the digital environment, and the concepts of leadership presented permits answering the formulated research questions, identifying limitations, and formulating suggestions for future research. Based on the in-depth data analysis of the dual research and the theoretical knowledge illustrated in the literature review, this chapter will use the collected data and qualitative findings to answer the established research questions to answer the overall research question. To maintain coherence, the order of the questions corresponds to the major themes. As previously mentioned, the overall research question and its sub-questions provide a comprehensive understanding of the research:

WHAT IS GENERATION Y LOOKING FOR IN LEADERSHIP?

SQ1: What are the preferences of Generation Y for leaders and their leadership style?

SQ2: What is the general motivation for Generation Y's own leadership ambitions?

SQ3: How do leaders perceive Millennials, especially in their way of working?

7.1 MAIN FINDINGS

Based on the overall research question, three further research questions have been formulated to support and deeper investigate the specific field of research and will be answered first to conclude in the end with the answer to the main question.

SQ1: What are the preferences of Generation Y for leaders and their leadership style?

The first sub-question is primarily answered through the survey that focused on Generation Y and researched the participants' opinions, preferences, and ambitions regarding leadership.

Based on the empirical study findings, the Transformational Leadership Style emerges as the most preferred leadership style among Millennials. The Authentic Leadership and Participative Leadership styles rank second and third, respectively, supported by the qualitative research outcomes. These results are consistent with existing research indicating Millennials' preference for these leadership styles. Additionally, approximately half of the

survey participants reported prior experience in transformative organisations, indicating familiarity with the leadership style. While participants favour the Transformational Leadership Style, they consider the Authentic Leadership Style the most effective, followed by the Participative Leadership Style. Interestingly, this generation opposes Authoritarian, Laissez-Faire, and Servant Leadership styles regarding their preference to be led and effectiveness assessment.

The survey and interviews combined the main results regarding leaders' personality and characteristics preferences. The findings show that gender is not a significant factor for Millennials when it comes to their leader's gender. While there is a slight tendency towards male leaders, overall, Millennials do not have a strong preference and are open to both genders. In terms of characteristics, effective communication is of utmost importance to Millennials, followed by the traits of providing feedback and honesty. Further analysis of communication attributes reveals that Millennials value leaders who demonstrate motivational, transparent, and direct communication. These findings align with the preference for the Authentic Leadership Style, as these attributes are integral to its execution. In the interviews, one participant emphasized the nature of the communication: *"I think it's also just great to have someone not only specifically to work but have someone to talk to have someone that has to understand how it works and how you can have it. Talk through your own career progression."* (1-A-S5) Following on from this, and in support, another participant from the interviews contributed by stating that leaders have to be *"more like a coach or an enabler giving a supportive orientation and but very individual"* (1-A-L2). Other significant attributes identified by Millennials are empathy, listening skills, and dedication from leaders. Though relatively new in leadership research, these attributes align perfectly with what Generation Y expects from their work-life in general. Within the last years, employees have strengthened their need for a friendly environment, fewer hierarchies, equal treatment and – what is also ranked as the highest value in this research – friendly colleagues. One participant from the interviews stated, *"I think the leader has to have a sense for our values"* (1-A-L2), which involves an intellectual challenge, promotion, teamwork, and a work-life balance, according to survey results.

Regarding the digital environment in which Millennials grew up, it is interesting that Millennials do not consider their leaders' social media activity as very important (see Figure 10 for the statements). Therefore, while social media use may influence preferences for leaders, it does not play a significant role in the context of a leader's social media engagement. Nevertheless, the survey results indicate that the most used social media platform among participants are Instagram and LinkedIn.

SQ2: What is the general motivation for Generation Y's own leadership ambitions?

Understanding the underlying motives behind Millennials' leadership ambitions is crucial for unlocking their potential and fostering their professional growth. Based on the preferences in leadership personalities and styles, the question arises with the entry into the working world as to what Generation Y's own ambitions for leadership look like. To enrich the analysis and create a compact picture of this generation, this research question explores the motivations, beliefs, expectations, and professional objectives that underpin Generation Y's leadership ambitions.

One intriguing aspect of the analysis is the disparity and partial contradiction between the quantitative and qualitative results. The quantitative analysis indicates a strong inclination among Millennials to aspire to lead a team or company. Additionally, many of participants expressed a positive attitude towards self-employment and becoming their own leaders. These findings highlight the generation's high ambition and motivation for leadership.

In contrast, the qualitative analysis does not provide a clear-cut classification in one direction. The overall picture reveals an uncertain attitude towards Millennials' leadership aspirations. Some participants mentioned a redefinition of leadership and different targets within the realm of leadership. They cited reasons such as their sense of purpose and the desire for a greater impact, which Generation Y is looking for. However, this does not imply that Millennials lack ambition or motivation. One characteristic is that they do not pursue leadership positions solely to become a leader or attain leadership positions quickly. They value other benefits and require a compelling reason to pursue leadership. This finding can be effectively linked to the earlier analysis of the generation's characteristics. The "why" factor, which Generation Y often questions, applies equally to the decision of to take on leadership positions. However, this question is resolved when considering the generation's

pursuit of a greater impact and purpose. It can be assumed that Generation Y is motivated to assume leadership roles to make a greater contribution to society. Given the transformations in workplace environments and hierarchies, it is essential to note that the relationship between leaders and followers has also evolved. It is no longer necessary to hold a leadership position to have a strong voice and be heard. As one participant stated in that context, "[they are] trying to make a difference in their own way" (2-C-S5), which explains the complex response to the question about Generation Y's leadership ambitions.

A crucial distinction that should be mentioned in this context is that the ambition for leadership differs between employment in an established firm and leading a self-founded business. The qualitative analysis reveals a highly ambitious and driven attitude towards establishing one's own business, aligning with the quantitative research findings. Although self-employment constituted a minor portion of the quantitative research, a motivational trend can still be observed.

Consequently, the overall picture is multifaceted. Millennials possess the drive to obtain leadership positions, but they are not compelled to achieve them as quickly as possible in terms of either time or salary. Considering the evolving nature of leadership and its consequences, the response to the question falls within the framework of modern leadership.

SQ3: How do leaders perceive Millennials, especially in their way of working?

For the analysis and response to the third sub-question, the qualitative data from this research serves as the primary source. During the interviews, it was evident that leaders perceive Millennials as introducing a new working approach to the workplace, although identifying its key elements remains challenging. The analysis reveals that the perception of Millennials in the workplace differs from that of previous generations.

Regarding their characteristics, the analysis indicates that leaders perceive Millennials as individuals driven by self-confidence and strong opinions, particularly when implementing ideas, they strongly believe in. This encompasses their drive to achieve something meaningful, make a difference, and have a greater impact. Likewise, Millennials are characterised as intrinsically motivated and curious individuals who confidently follow their

own path. However, leaders also disclose that the same curiosity can sometimes lead to restlessness and impatience, which one interviewee referred to as their "blind spot." These characteristics are apparent in leaders' perception of Millennials, both within the context of the workforce and in their overall character.

When focusing on Millennials in the workplace, the analysis demonstrates that leaders perceive this generation as technologically proficient and highly motivated, bringing fresh ideas and diverse perspectives to the organizational setting. Consistent with the results of the quantitative and qualitative research, the significance of salary emerges as a topic that loses its effectiveness when leaders attempt to negotiate with Millennials. Millennials generally value work-life balance, adaptability, and the option to work remotely. In response, leaders have already implemented flexible work arrangements, expanded remote work opportunities, and provided access to advanced technologies. These newly established privileges distinguish Millennials from earlier generations and play a significant role in their ambition for leadership positions. Furthermore, the study uncovers that leaders characterize Millennials as an age cohort with a tendency to demand everything simultaneously: a strong work-life balance, a substantial salary, personal space, and overall control. However, they are often reluctant to shoulder complete responsibility. These conflicting demands of Generation Y prominently emerge from the qualitative interviews with leaders and reflect the polarized attitudes towards the generation's characteristics and working style.

Overall, the analysis of the third sub-question pertaining to leaders' perception of Generation Y reveals that the "individual style" embraced by this age cohort is defined by their clear path and their pursuit of a greater impact and purpose in their endeavours. Driven by their distinctive traits and self-determination, leaders view Millennials as making a valuable contribution to the workplace. However, leaders caution that the younger generation is characterized by impatience, and meeting their high demands is not always easy or feasible. As Millennials no longer perceive work as separate from their personal lives, the concept of work-life balance holds significant value and is expected to be fulfilled. In summary, from the leaders' perspective, Generation Y represents both an opportunity and a challenge.

After addressing all sub-questions, a theoretical and analytical foundation has been established to answer the overall research question:

WHAT IS GENERATION Y LOOKING FOR IN LEADERSHIP?

To comprehend the leadership traits that Generation Y seeks, it is essential to understand their fundamental essence and specific manifestations. The concept of leadership has been extensively studied both within and outside of Generation Y, providing a comprehensive understanding of this age cohort as they enter a new era in terms of their overall way of life and work style. The Millennial generation places renewed emphasis on employment and the concept of leadership. Their preferences and ambitions have been reshaped, making it imperative to recognise and comprehend their new and distinct demands.

Based on the findings of this research, which align closely with existing studies, Millennials are shaped by the digital age in which they have grown up and demonstrate receptiveness to change and a drive for innovation. Generation Y seeks employment with organisations and leaders who share their values and possess a strong sense of purpose. They hold admiration for leaders who are committed to improving society and the environment. Regarding the work environment and employment status, Millennials value friendly colleagues the most, followed by intellectual challenges in their workplaces. Given this target group's high level of education, promotion and career opportunities are identified as significant, alongside good teamwork and the pursuit of work-life balance. Interestingly, secure employment and salary do not appear to be very important compared to other attributes.

Their ambition to attain leadership positions is driven by their search for a greater impact and a purpose. Salary is not a criterion that drives this generation or their motivation for leadership, although they expect to be well-compensated by companies. In their pursuit of leadership, Millennials display ambition and determination to succeed in their jobs, but their definition of success extends beyond personal achievements. It encompasses making a positive impact in the world. For Millennials, leadership is about making a difference and leaving a meaningful legacy, not just power or prestige. They want to feel connected to something greater than themselves and believe their work positively influences society and the environment.

Consequently, Millennials desire leaders driven by purpose and dedicated to making a positive impact. They are more likely to be motivated and engaged at work when their organisation contributes to a larger purpose. Leaders who can create a sense of purpose and impact are more likely to attract and retain Millennial talent.

Another significant demand for leaders is competence in communication. The importance of communication remains remarkably consistent when analysing Generation Y's leadership preferences. The quantitative analysis reveals that communication, together with providing feedback and honesty, is the most important attribute of a leader for Millennials. The generation seeks motivational, direct, and transparent communication and expects their leaders to be flexible and open-minded. They value leaders who can easily navigate change and uncertainty and are receptive to new ideas and approaches.

The term leader is closely associated with the individual's role as a coach or enabler – someone they can always talk to and who listens to them. Millennials desire empathetic leaders who can relate to and understand their concerns and difficulties. They demand personal connections and a caring approach. The subject of communication, which is highly valued, is therefore required in two ways: receiving and offering communication.

Within the different courses on leadership style, this research reveals that, among established leadership theories, the Authentic Leadership Style is considered the most effective style for Generation Y. Attributes such as authenticity, empathy, and transparency are crucial. Considering the background of the digital age and the transparency this generation has grown up with, it is apparent that they not only prefer authenticity but also expect a certain level of it. Although they consider the Authentic Leadership Style as the most effective, they have a greater preference for the Transformational Leadership Style. Furthermore, the study finds no significant correlation between Authentic Leadership and Millennials' activities or expectations on social media networks. Overall, the results regarding Autocratic Leadership indicate that men are more likely to embrace this style than women. Additionally, there is a stronger inclination among men to aspire to leadership positions compared to women.

As agents of change, leaders must have a significant presence within an organisation to lead followers and encourage them to become more invested in the company. Transformational leadership goes beyond meeting followers' needs to address higher-level desires for self-actualisation and self-determination. It empowers leaders and followers, fostering mutual motivation and enabling Generation Y to thrive. This research confirms that Generation Y favours leaders who exemplify open-mindedness, empathy, collaboration, flexibility, growth orientation, and a mission-driven approach. Leaders who embody these characteristics and beliefs are more likely to earn the trust and respect of employees from Generation Y.

7.1.1 Theoretical and Practical Implications

This research holds several theoretical implications. Firstly, the study contributes to the existing literature by identifying essential personal values that leaders in the workplace may need, further emphasizing the significance of personal values for leadership within organizations and the evolving workplace. Secondly, it demonstrates how the personal values of more recent generations align with their leadership tendencies, given the prevailing conditions.

Organizations face significant challenges in recruiting leaders from newer generations and managing existing leaders. The misalignment between aspiring leaders' values and workplace requirements may create additional problems within organizational practices. Recognizing the importance of future leaders' values in the workplace, human resource managers and other leaders should tailor and update human resource practices accordingly. To address the question of effective leadership characteristics in managing Millennials, this study explores the desired leadership qualities of Millennials in the workplace. The key findings reveal that communication is the most crucial attribute that Millennials seek in a leader. The study emphasizes the importance of providing Millennials with appropriate feedback, as they value frequent and comprehensive feedback to enhance their performance. Leaders need to understand that Millennials do not perceive constructive feedback as criticism but rather as an opportunity for improvement. Leaders should actively seek feedback from team members and other leaders and effectively communicate it to the relevant followers.

Another research finding underscores the significance of open communication and information transparency. Millennials also desire organization-wide communication that transcends departmental boundaries. Leaders should facilitate integrated communication across functions to foster innovative thinking and networking opportunities. In addition, Millennials seek mentor-like relationships with their leaders. More important to Millennials than the organization itself is the presence of an inspiring leader from whom they can learn and grow. This finding provides valuable insights for organizational leaders. It is the leader's responsibility to establish trust and empower followers. Leaders should strive to develop personal connections with their followers rather than adopting an impersonal and distant leadership approach. Moreover, Millennials seek opportunities for mutual learning and challenging traditional assumptions, beliefs, and methods of operation. They also expect their leaders to possess excellent listening skills. Leaders must create an environment that encourages followers to express their opinions freely.

Another finding emphasizes the need for leaders to ensure that millennial employees have the space and time to pursue their interests outside of work. Millennials do not view work as the most crucial aspect of their lives but rather to engage in more meaningful activities. Many Millennials actively explore ways to turn their hobbies into businesses and eventually leave the organization. Rather than resisting this, leaders should acknowledge and openly communicate these interests and passions.

A final overarching conclusion can be drawn from all the findings. Millennials have realized that their performance improves when they are engaged in work they genuinely appreciate, equating it to a sense of meaningfulness. They place a high value on intrinsic motivation derived from their work rather than being driven solely by extrinsic rewards. Several respondents indicated that the meaningfulness of their work is more important to them than salary, and they would be willing to accept a lower salary to derive satisfaction from their work. Understanding the factors and forces that promote or inhibit intrinsic motivation is crucial since it leads to high-quality learning and creativity. All findings related to the motivation of millennial employees converge to the same conclusion: leadership, communication, and motivation are intricately interconnected.

Consequently, leaders must develop their leadership abilities, particularly emotional intelligence. Leaders should foster personal connections with the individuals they lead and give them the necessary time and attention to grow and continuously evolve in the workplace. This personalized attention, combined with challenging yet realistic and meaningful tasks, will likely result in highly motivated followers.

7.1.2 Limitations and Future Research Directions

This investigation is subject to inherent limitations. Firstly, it is an interpretive research study that relies on theoretical frameworks to analyse the collected data. Therefore, it is crucial to consider the sample's representativeness, as it affects the generalizability of the analysis findings to the intended population.

While there is a relatively balanced distribution of men and women within Generation Y, women slightly outnumber men. Moreover, respondents from Germany and Portugal are geographically overrepresented, while other European regions are underrepresented. Consequently, the findings and conclusions of this study may not hold the same significance for Generation Y employees in countries other than those mentioned. Additionally, the sample of Generation Y is disproportionately overrepresented in the Business Services and Media, Communications, and Culture sectors while being underrepresented in the Technology, Information, and Public Administration sectors. Considering the broad age range within this generation, it is essential to note that the statements of the labour market and leader behaviour were provided by individuals who have only been employed for three to five years, as most respondents from Generation Y were born between 1994 and 2000. Hence, the findings of this study may not apply to other Generation Y employees outside this age range, particularly those between 30 and 42 years old. However, it is essential to emphasize that this research utilizes theoretical frameworks to interpret the results, lending its scientific rigour. Furthermore, most participants in the study hold higher levels of education. This respondent bias is expected when questionnaires are distributed through social media, as respondents tend to mirror the distribution network. With a sample size of 334 genuine respondents, it is assumed that the study still provides valuable insights into Generation Y. Therefore, the generalizations derived from this study are regarded as approximations of Generation Y's tendencies.

It is important to highlight that the measure of ambition for leadership in this research differs when comparing Millennials working in established companies versus those aspiring to lead a company they have founded and developed. Consequently, the present research should be considered limited in its coverage of statements relating to founding a company, as this aspect was only briefly examined within an influenced context.

As with any qualitative research, it is not possible to generalize the findings to the entire target population, considering socioeconomic factors and individual differences. However, the research group for this study was semi-homogeneous and geographically localized. Thus, instead of attempting to identify the characteristics of all Millennials worldwide, it is believed that the findings of this study apply to this specific profile. Nevertheless, these findings offer valuable insights into an intriguing population of future leaders.

Regarding future research directions, this study suggests several areas of investigation. Firstly, there is a need for further exploration of the compatibility between the personal values of aspiring future leaders and workplace requirements. In a potential repetition of this study with a different sample, it would be beneficial to collect a substantial amount of data covering the entire age spectrum of Generation Y, as the survey responses in this study predominantly came from younger participants. Such data would provide a more comprehensive and accurate depiction of Millennials' leadership preferences and workplace requirements in future research. Secondly, despite the shared values among the younger generation across societies, significant variations in personal values exist across diverse cultures. Thus, it would be advantageous to examine whether the pattern of results remains consistent in other cultural contexts.

Additionally, as Generation Y increasingly dominates the workforce and shapes the future of employment, research should focus on the personal values of leaders from this new generation already employed by organizations to expand our understanding gained from existing research. Identifying the traits of Generation Y leaders is crucial. Furthermore, more research should be conducted to gain a deeper understanding of the workplace and its associated values, which can assist leaders in effectively managing their teams. Additionally, the results suggest that current leaders and managers sometimes exhibit prominent personal

values like those of the prospective future leaders in our study, raising questions about whether their values can support the demands of the Industry 4.0 era. Thus, further research should explore whether the personal values of current executives in organizations undergoing the Industry 4.0 transformation have changed due to the requirements of the new business environment. Lastly, considering that generational values typically take around ten years to evolve, future research should also differentiate between Generation Y and subsequent generations.

CONCLUSION

This research examined what Generation Y is looking for in leadership, specifically focusing on their preferences and ambitions. The empirical findings of this study not only confirmed previous research but also provided novel insights into the image, attitudes, and values of this generation, particularly regarding leadership. Regarding their leadership preferences, the study initially identified the preferred characteristics and styles of leaders among Millennials. Additionally, it delved deeper into how Generation Y perceives itself within the framework of leadership, its definition, and specific leadership styles. The main research question, "*What is Generation Y looking for in leadership?*" was addressed through quantitative surveys and qualitative interviews. This dual approach, encompassing a broad overview of Millennials through the survey and an in-depth perspective obtained from interviews with leaders interacting with this generation, allowed for a comprehensive analysis of trends and tendencies. The uniqueness of both views in one study and the inclusion of leaders outside of Generation Y provided a multi-dimensional understanding of the subject matter. The statistical methods employed for analysing the empirical data, including one-factor analysis of variance *ANOVA*, *Pearson correlation* analysis and *chi-square tests*, were deemed appropriate for the SPSS analysis of the survey data.

Overall, the study sample comprised highly educated individuals, as evident from the fact that 80% of respondents held a university degree or higher. Furthermore, most participants were born between 1994 and 2000, representing the younger segment of Generation Y. Consequently, the average duration of employment for these Millennials is between one and three years. It is important to consider that their statements and behaviours, forming the basis of the analysis, may differ from those of the older cohort within Generation Y. Nonetheless, this research yields valid conclusions about that age cohort, particularly its younger members. Concerning characteristics, the results indicate that Millennials perceive themselves as highly communicative, flexible, and focused on relationships. Growing up in the digital age has significantly influenced their ideas of living and existence, earning them the moniker Digital Natives. When analysing the age cohort and their behaviour on social networks, the study identified the two social media platforms, LinkedIn-, and Instagram, primarily used by Generation Y, aligning with their orientation towards community building and professional ambitions.

Furthermore, growing up in the digital age makes Generation Y known for being always available and permanently connected – which is how they described themselves and confirmed to act by this study. Striving for a work-life balance, the analysis demonstrated that Millennials follow a clear path in their personal and professional lives. However, a notable characteristic emerging from the results is their impatience, which can occasionally conflict with their self-confidence, particularly in employment contexts. Overall, the study illustrated that this generation's strong character is driven by a sense of purpose and the desire to make a meaningful impact, not only in their personal journeys but also as a criterion for their choice of workplace and within the realm of leadership. Millennials seek to work for organisations that contribute positively to the world. They are depicted as a highly motivated, ambitious, and strong-minded generation with clear ideas of their work-life environment and leadership. Friendly colleagues, intellectual challenges, and career opportunities were identified as the most important values in their workplace, with salary being comparatively less significant than in previous generations.

Regarding the concept of leadership, the study explored both specific leadership styles and the general construct of leadership as perceived by Generation Y. Among the various leadership styles examined Transformational Leadership emerged as the most favoured form among Millennials, followed by Authentic and Participative Leadership. The study sample considered Authentic Leadership to be the most effective, preceding Participative and Transformational Leadership styles. Out of several Leadership Styles, the study showed that these three styles dominated both: in terms of preference to follow and perceived effectiveness. The analysis yielded notable distinctions compared to previous and subsequent generations regarding their overall understanding of leadership. Communication was identified as the foremost aspect of every leader-follower relationship. An interesting finding is an alignment between Millennials' self-described characteristics and their preferences for leader personalities they are inclined to follow. The attribute of communication, they ascribe to themselves, is also profound as the essential attribute in a leader, encompassing the components of feedback and honesty. Another recurring theme throughout the analysis was the notion of "leading by example". Aligned with their pursuit of creating a greater impact, Millennials are stringent in their expectations of purpose when assuming leadership positions. In terms of actual leadership experiences, approximately

twenty percent of the study sample already held leadership positions within their respective companies. Furthermore, the quantitative findings demonstrated a strong inclination, particularly among men, towards the ambition to lead a company. Thus, the results support the theory that a correlation exists between leadership ambition and gender. Conversely, the qualitative interviews presented a different perspective on Generation Y's leadership ambitions. The insights gained from interviews with leaders describing Millennials portrayed them as a motivated and demanding generation, yet not exhibiting strong ambitions for traditional leadership positions. It became evident during the analysis that the concept of leadership likely needs to be redefined to accommodate their aspirations. Generation Y's ambitions are closely tied to their sense of purpose, desire for a greater impact, emphasis on work-life balance, and distinct priorities.

In summary, the findings of this research enhance the existing literature and expand the knowledge base for future research on the relationship between Generation Y and leadership. It becomes apparent that a consistent examination of this age cohort is essential. However, this study not only provides complementary insights into the characteristics of Generation Y on a personal and professional level but also reveals significant changes in the workforce, presenting new challenges for leaders and followers alike. It highlights the need for leaders to adapt their leadership styles to meet evolving demands and for companies to embrace change in the digital age. Millennials are shaped by an ever-changing environment in ways distinct from previous generations, thereby necessitating new concepts and ideas of work-life balance. Therefore, the conclusions drawn from this study offer valuable insights and knowledge for emerging and established leaders, facilitating a better understanding of their engagement with Generation Y and the leadership attributes sought by this young generation. In alignment with the statement made at the outset: strong leaders start by understanding the people they are leading.

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Appendix A: Online Survey via Survey Monkey

Masterthesis

Welcome Participant

Dear Participant,

as part of my master's thesis, I am conducting an online survey about leadership and communication with the focus on Generation Y (1981-1999).

Please note that all your **answers are anonymous** and strictly confidential, your **contribution is voluntary** and has **purely academic purposes**. Please respond as intuitively as possible to the questions. It will **not take you more than 5 minutes** to respond to.

If you have any further questions, feel free to reach out to me via **s-cstroink@ucp.pt**

Thank you very much for your valuable support!

Masterthesis

A) Demographics

1. Please indicate your gender.

female

non binary

male

prefer not to answer

2. To which age cohort do you belong?

1981 - 1987

1988 - 1993

1994 - 2000

None of the above

3. Please indicate your nationality.

- German Portuguese British Austrian French Italian
 Spanish Dutch Swiss Greek Swedish Belgian
 Other (please specify)

4. In which country do you currently live?

- Germany Portugal Great Britain Austria France Italy
 Spain Netherlands Switzerland Greece Sweden
 Belgium
 Other (please specify)

5. What is your highest level of education?

- Baccalaureate/A-level/IB
 Vocational apprenticeship
 Bachelor's degree
 Master's degree
 Doctorate
 None of the above

Masterthesis

B) Professional Situation

6. How many years have you been working?

- less than 1 year less than 5 years less than 20 years
 less than 3 years less than 10 years None of the above

7. Which industry do you currently work in?

- Media, Culture, Marketing or Communication Information Technology
 Business Services (Banking, Finance..) Food/Beverage
 Healthcare/Medicine Retail
 Public Administration/Education Industrial/Manufacturing
 Psychology Judiciary
 Engineering Nonprofit
 Other (please specify)

8. The company you work for/your company is rather:

- transformational (low hierarchies, informal, e.g., start-up)
 transactional (strict hierarchies, formal, e.g., bank)
 self-employed
 Other (please specify)

9. In the company I work, I have a:

- leading position
 non-leading position
 Other (please specify)

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C) Working Field

10. Which values are fundamentally important to you in your working field?

	very unimportant	unimportant	neutral	important	very important
work-life balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
secure employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
intellectual challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
independence & autonomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
international career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
promotion & career opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
flexible working hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
high salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
friendly colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a dynamic environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
self-realization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. How much do you agree or disagree with the following statements? (Please relate from a work context)

	strongly disagree	disagree	neutral	agree	strongly agree
I want to work for a company that makes a positive contribution to the world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is fundamental to me that my place of employment is dedicated to sustainability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is essential for me that the company I work for is UpToDate on the latest and greatest technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through my work, I hope to give something back to society and make a difference.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. How much do you agree or disagree with the following statements?

	strongly disagree	disagree	neutral	agree	strongly agree
I am satisfied with my current workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would change jobs if would get a higher salary at another workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see my work as a central part of my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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D) Generation Y

How would you rate the following characteristics of your generation?

13. direct

I totally disagree I totally agree

14. task-orientated

I totally disagree I totally agree

15. relationship-orientated

I totally disagree I totally agree

16. permanently connected

I totally disagree I totally agree

17. optimistic

I totally disagree I totally agree

18. flexible

I totally disagree I totally agree

19. permanently available

I totally disagree I totally agree

20. communicative

I totally disagree I totally agree

21. performance-driven

I totally disagree I totally agree

22. independent

I totally disagree I totally agree

23. experimental

I totally disagree I totally agree

24. striving for leadership positions

I totally disagree I totally agree

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E) Leadership

25. Which statement corresponds most with your opinion on leaders?

- Great leaders are born.
- To become a great leader can be learnt.

26. How important are the following attributes in a leader for you?

	very unimportant	unimportant	neutral	important	very important
competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
determination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
honesty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communicative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feedback providing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dedication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
development of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
caring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
absence of hierarchy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sustainable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. How important are the following characteristics for interpersonal communication from a leader to you?

	very unimportant	unimportant	neutral	important	very important
direct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
transparent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
inspirational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
informal contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
commanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
motivational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Is there any leadership attribute that was left out which is important for you?

No

Yes (please specify)

29. Which leadership style would you prefer to follow?

	strongly disagree	disagree	neutral	agree	strongly agree
Autocratic Style (punitive, dominating, dictatorial)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participative Style (shared decision making, seek consensus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laissez-Faire Style (lack of involvement, avoiding responsibilities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transformational Style (visionary, inspirational communication, empowerment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transactional Style (leader-follower exchanges, contingent rewards)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Servant Style (serves others rather than accrue power, dedication to people's growth)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic Style (self-awareness, relational transparency)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I never confronted myself with leadership styles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

30. Which are the most effective leadership styles in your opinion? **Choose your top 3.**

- autocratic style
- participative style
- laissez-faire style
- transformational style
- transactional style
- servant style
- authentic style
- I never confronted myself with leadership styles
- Other (please specify)

31. How is your own ambition for leadership?

- I can imagine leading a team within a company.
- I can imagine leading a company.
- I want to become a leader.
- I want to be self-employed and be my own leader.
- I am a leader already.
- None of the above.

32. Please choose one of the following statements on leaders in the context of work.

- I prefer to have a male leader.
- I prefer to have a female leader.
- I prefer to have both: a male and a female leader.
- I don't care what gender my leader is or identifies with.

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F) Social Media

33. How often do you use the following social media networks?

	never	rarely	sometimes	often	very often
Instagram	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LinkedIn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Xing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Snapchat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. How important is it for you that your direct leader in a work context has a presence on social media networks?

very unimportant very important

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G) Anything else?

35. Is there something that is very important to you in your direct leader that hasn't been conducted yet?

- No
- Yes (please specify)

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Thank you & Goodbye

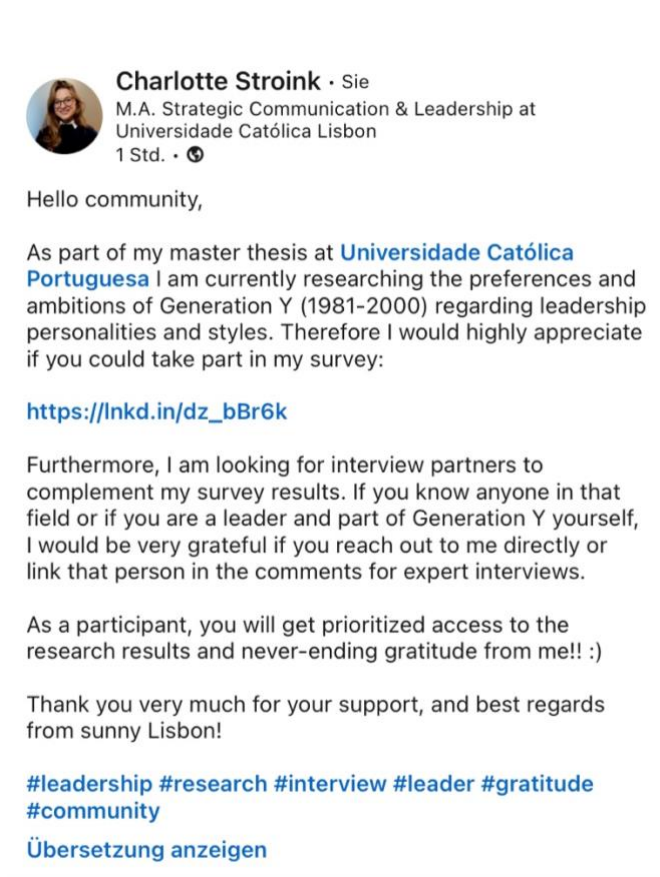
The survey is now closed. Thank you very much for your participation!

Please feel free to contact me at any time if you have any issues regarding the survey or are interested in participating in an interview on this subject via s-cstroink@ucp.pt.

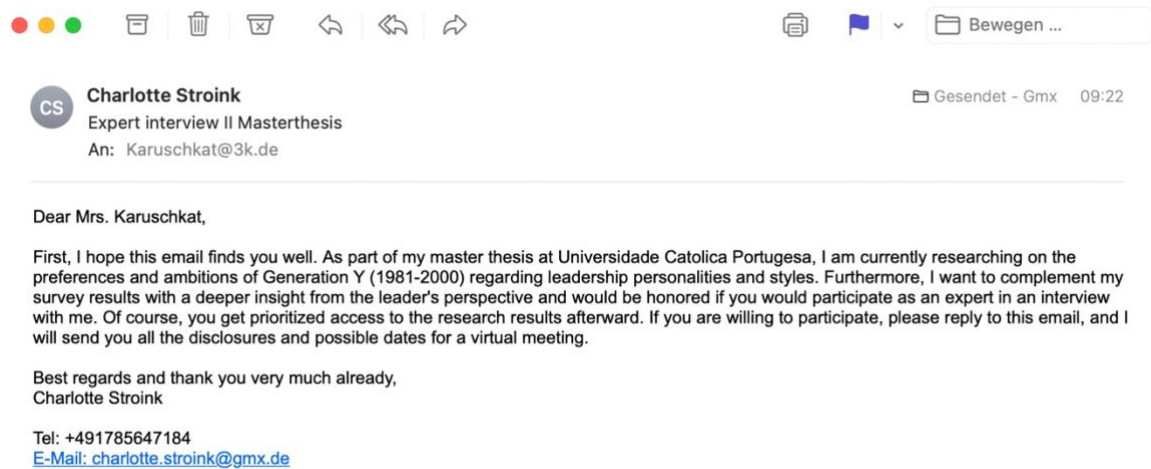
Appendix B: Screenshot Participants Recruitment via Mail



Appendix C: Screenshot Participants Recruitment via social media



Appendix D: Screenshot Interview Recruitment via mail



Appendix E: Interview Guideline

INTRODUCTION:

Hello (..) very nice to meet you! My name is Charlotte Stroink and I'm the interviewer for the interview.

The tool Amberscript will be taking notes and recording the discussion so that I don't miss anything you have to say. My purpose is to explore the leadership preferences and ambitions of the Generation Y. To clarify this age cohort: Everyone born between 1981 and 2000 is counted in as a member of Generation Y, also called Millennial. Today I will focus on finding out more about which leadership style suites best for that Generation and how the Millennials are perceived by leaders in the workforce of the 21st century.

I want to assure you today that there are no right or wrong answers. I only want to understand your personal opinion and experiences on the topic. Your opinion matters, so please feel comfortable to say what you think, experienced and how you feel about that. Before we get started, here are some ground rules and points of information:

DISCLOSURES:

1. CONFIDENTIALITY: Everything that you say will be kept strictly confidential for academic purpose.

2. **VOLUNTARY PARTICIPATION:** Your participation in is entirely voluntary. You may stop participating at any time. You do not have to answer any questions that you do not wish to answer. The consent forms you signed provide more detailed information regarding confidentiality and the voluntary nature of participation.

3. **RECORDING:** The session will be audio- and videorecorded with the so that I can write an accurate report. The recording will not be duplicated, distributed, or used for other purposes.

4. **THANKS.** Thank you so much for arranging your schedule today to be here for this interview, I really appreciate your time and opinion.

Interview Number:	
Name Interviewer:	
Name Interviewee:	
Date:	
Location:	
Start/End of the Interview:	
Overall length of the Interview:	

Appendix F: Interview Script

INTRODUCTION	
1. Introduction to the topic	<ul style="list-style-type: none"> - Hello, and welcome to the Interview. Thank you very much for your participation. - Introduction about the topic and GY. - Clarification of the term GY/Millennial (1991-2000)
2. Disclosures	<ul style="list-style-type: none"> - Confidentiality - Voluntary participation - Permission to record - Thank you
A) PERSONAL INFORMATION	
3. Personal Information	<ul style="list-style-type: none"> - In what year are you born: - For how long do you have working experience in general: - What industry do you work in: - What is your position in the company you work for:
B) WORKING WITH GENERATION Y	
Working/Managing GY	<ul style="list-style-type: none"> - How do you perceive working with Millennials in these _____ years? (Values, needs, expectations, motivation)
Unique/Difference of Generations	<ul style="list-style-type: none"> - Do you experience the Millennial generation (born 1981-2000) differently than previous generations, especially in the way they work? (If yes, why? // If no, why not?)
Characteristics Dominance	<ul style="list-style-type: none"> - What do you find the most striking characteristic of Millennials?
C) LEADERSHIP	
Leader definition	<ul style="list-style-type: none"> - How would you define a good leader? (characteristics)
Own LS Style	<ul style="list-style-type: none"> - How would you describe your leadership style?
D) GY & LEADERSHIP	
Generational differences/adaptions	<ul style="list-style-type: none"> - Do you think there is a difference between leading Generation Y and other Generations in the workplace? - Did you ever had the feeling you needed to adapt your leadership style towards a Millennial?
Best case	<ul style="list-style-type: none"> - What leadership aspects work in general and best for GY?
E) ANYTHING ELSE?	

Open Questions	<ul style="list-style-type: none">- Are there any leadership issues or topics we missed today that you would like to discuss or talk about?- Do you have any more questions, or want to add something?
END AND WRAP UP	
Thank you & Goodbye	<ul style="list-style-type: none">- Thank you.

Appendix G: Transcript of Zoom Interview with Kerstin K.

Charlotte S.: So. Hello and welcome. Very nice to meet you. My name is Charlotte and I'm the interviewer for the interview today. So I will use the tool and Amberscibt to take notes and record the discussion so that I don't miss anything you say. So my purpose is to explore the leadership preferences and ambitions of the Generation Y. To clarify this age cohort, everyone born between the 1980s and 2000 is counted in as a member of Generation Y, also called Millennial. Today, I will focus on finding out more about the leadership styles which suit best for that generation, and how the Millennials themselves are perceived by leaders in the workforce of the 21st century. So I want to assure you today that there are no right or wrong answers. I only want to understand your personal opinion and experiences on the topic. Your opinion matters, so please feel free, comfortable to say what you think, experience, and how you feel about that. Before we get started, here's some ground rules and piles of information. So of course this information will stay confidential. Your participation is voluntary, and I will record. As I already mentioned, thank you already for taking part.

Charlotte S.: So I will start with my first question: in which year are you born?

Kerstin K. (1) : Was born in 1969, so I'm not Generation Y.

Charlotte S.: That is perfectly fine for me because I need especially that perspective. And for how long do you have working experience in general?

Kerstin K. (1) : Since 25 years.

Charlotte S.: Perfect. What industry do you work in?

Kerstin K. (1) : Consulting.

Charlotte S.: And what is your position in the company you work for?

Kerstin K. (1) : I'm the founder and CEO of a consulting company.

Charlotte S.: Perfect. So coming to your work daily, how do you perceive working with the Millennials? As I just mentioned, in the time zone between 1980s and 2000, born in these years.

Kerstin K. (1) : Um, I think that they are responsible and taking over more. They are more creative and more strategic thinking. However, they are also more exhausting to manage.

Charlotte S.: Mm hmm. And which way would you say exhausting?

Kerstin K. (1) : Exhausting if you don't fulfill their needs for purpose it's very hard to convince them to do projects, for example.

Charlotte S.: Okay. Thank you very much. So do you experience the millennial generation differently than the previous generations, and especially in the way they work?

Kerstin K. (1) : Yeah, absolutely. Like my generation, because of the lack of positions and careers and also the fact that I'm a female leader and we are used to making way more hours and we didn't oppose so much.

Charlotte S.: So what would you say if you see the millennials now, what would you find the most striking characteristic of them?

Kerstin K. (1) : They're self-driven. They have a good sense of what they want in their inner career. It's not external career. And if you don't feed them with purpose content and a work life balance that fits their need, they may leave the company.

Charlotte S.: Hmm. Had you ever had the experience of having people leaving the company in that generation because of that?

Kerstin K. (1) : Let's say we completely changed our working model, which is a challenge as a consultancy. We changed it to a self-organized model. As an entrepreneur I had a kind of, let's say, my own feeling about it was quite challenging because I mean, of course, as the owner of a company and with 20 employees and having self-organized teams, that meant that you really completely have to trust your employees because you cannot drive them by financial goals or targets. So before I did this, before I changed to this model, I had people leaving due to the fact that we were too financial driven as a consultancy.

Charlotte S.: Can I maybe ask back to the beginning which kind of consultancy you're working for or, like, founded?

Kerstin K. (1) : Yeah, it's a team building behavior consultancy which does big restructuring transformation processes. So I have to be like being an industry leader in this segment. Let's say that challenge is even higher on me as a CEO. Because we work on these issues. I mean, this is what you're asking me is what I have to implement in companies. And we are working a lot with old economy companies where if I let that say, I have to be a role model. I have to offer things that the companies that we work for as a client base are not offering themselves. So I have to be a complete, authentic role model

and our models have to be state of the art because it's mainly what we're selling as product to our clients - so it's tricky. I have to do it in every.. it's a 360 degree monitoring for my employees, for my clients. And however, that doesn't necessarily earn more money. It just means that people are staying, but it doesn't make more money. And I'm sure that I make less money due to that. Yeah.

Charlotte S.: Mmh. Talking about you as a leader, how would you then, nowadays define a good leader?

Kerstin K. (1): I really think that you have to really be authentic. Also, you have to be very open with your weaknesses, and you have to really listen to the needs of your people and the purpose of your people. Because otherwise it constantly changes. It needs a changing. You have to be flexible about work models. Like, mainly everybody has a different work model. In my company. It's some people work. I have had it in the past: of people working for days, of people with sabbaticals of young mothers. We are a baby welcoming. We have implemented a baby welcoming culture. So it's really based on the needs of the employers rather than the needs of the financial targets of the company.

Charlotte S.: But would you say the financial part is also a huge part for the Generation Y, though, because we were talking about this also earlier?

Kerstin K. (1): They want the purpose and the money. It's both. I'm not paying less. I pay much more than what I paid in ten years ago.

Charlotte S.: Okay. Thank you very much. So how would you, coming back to the leader topic, describe your leadership style as the head of everything?

Kerstin K. (1): I really try to be feedback driven also, including myself really. We open the company's culture to that. Everybody gives everybody feedback. I'm working I mean, being a team building company, we're working with an extra person and an external consultant to do teambuilding with us. We do a lot on. We concentrate a lot on educating and asking people what kind of projects I want to do and what kind of teams they want to work in. So we try to be super flexible and it's less customer focuses, more employee focused.

Charlotte S.: Hmm. Very interesting. All right. In which aspects for especially.

Kerstin K. (1): No, it was everything: when we work, how we work, what they do like mainly all parts of them as a consultant, you mainly change the things you are doing constantly because it's a project job. So we are really trying to fit it needs there. When for example, if somebody doesn't get along with the client, I take them off the project and assign them to things they want to do. I am really honestly very interested in what my employees want as like in their personal development. That's mainly my focus of staffing. For example, for being on project I really care about: Somebody wants to be on a special project or wants to be more local or wants to learn something. This is how I do it. Yeah,

it's not: This client likes the person best or I can sell more if the person goes on this project. However, my employees are very responsible on this issue. They also they do things even they don't want to do them. They do it because of business needs.

Charlotte S.: That sounds like a pretty good company and a good work clima.

Kerstin K. (1): No, no, it sounds better. No, no, no, it's not. It's. No, we are average. I think that's really honestly Charlotte, that's average that you have to offer. Otherwise people don't work for you any longer. This is the minimum standard. I'm serious about that. This is minimum standard for doing what you need to do otherwise in a company like ours, because, you know, we are not BCG or McKinsey, we don't pay like starters 80,000 or something like this. Yeah, we cannot top it financial wise. So if I don't offer this, I'm dead.

Charlotte S.: I see the point. Especially for the Generation Y.

Kerstin K. (1): But beautiful death. It's okay. I mean, let's say our generation: if we have better feelings about what your generation Y wants, is that we didn't do the same thing. I think it's absolutely like development wise of society. I think its so right to do this. I think we were stupid.

Charlotte S.: Okay. So, yeah, especially on that kind of development and transactions of leadership: Did you ever had a experience, maybe also a personal one, where you needed to adapt your leadership style towards a single millennial?

Kerstin K. (1): Oh, constantly. You know, they teach me more than what I teach them, honestly. I mean, really, as longer I lead people as less I know. And that's not a nice claim or so it's really my feeling. I let's say I'm more secure as a leader, because I know that I've done it for for such a long time and the companies performing. However I mean I have been more strict, more everything when I was in my thirties and now I'm much more open and I can feel when people tell me very tough criticism about whatever I do, I survive it much better.

Charlotte S.: So how would you say maybe you are now in the older generation leading the Generation Y, but how would you see or perceive the ambition of Generation Y themselves to gain leadership or to be a leader once?

Kerstin K. (1): I mean, first of all, they're not ambitious. They don't necessarily need to lead. They have like let's say, if they're surrounding, if the organisation structure, if the values of the company are not right, they don't take over the leadership jobs. So they have they have a high approach to what they want. And I think it's it's right. I mean, I it's not easy as a company owner. It's not always easy or as a CEO to fulfill the need. However, I mean, in general, I completely agree. It's just sometimes I feel like a dinosaur was born too early because, I mean, especially seeing the fact that I have three kids, I wish I would have done that when I was in my twenties. I wish I would have told all my corporate and consulting employer employing companies the same thing that my

employers want now, because it's not that we had different needs. It's just we were not brave enough to focus on the needs and we never communicated them. And we were not big enough as a group to negotiate that. But I think it's a wonderful development of society.

Charlotte S.: So you would say they are not more ambitious, as I can see that from your answer, than probably the generation you were growing up for leadership.

Kerstin K. (1): Their ambitions is on different targets. They want to have a purpose, and then they lead. The starting up of companies, for example, has very often more a social value focused than making the most money. I think my company, my generation was way more financial and power driven, especially the man where it was all about. Yeah, like you had these up and out models in consultancies where every three months you were evaluated. And I mean, this is all my base. Because they were like the 3% were consultants in my days when I started in the big five strategic consultancies. And the fun thing was, you cannot do this. I mean, today it doesn't like: a rat race or competition doesn't inspire people. And I think in general I'm more impressed about the Generation Y because it's in the funnel and it's a stupid concept. It's more like an animal concept that's more mouse instinct. It's more instinct based where you try to make people compete. And that's not a very smart concept in general. Yeah, because in general, you don't have a good team or a purpose driven company or a good solid company when you make people compete.

Charlotte S.: Yeah, absolutely. I was just like flipping over your statement about that they are not ambitious because the generation themselves, I'm also doing a survey and the first results shown that they see themselves as a very ambitious cohort of people. So it's funny that you say like completely the difference Kerstin. I mean you differentiate between the ambitions they have, but it's interesting to see. So this is why I was asking further for that. But for now I'm almost finished with my questions. Thank you very much for complaining everything and explain for the details.

Kerstin K. (1): Yeah.

Charlotte S.: Thank you very much. So I just end up with: Do you have any more questions or want to add something question?

Kerstin K. (1): No, no. Perfect, I think very interesting questions.

Charlotte S.: Thank you very much. So it was very nice talking to you. And I come over to Lena the next time.

Kerstin K. (1): Thank you too and goodbye.

Appendix H: Transcript of Zoom Interview with Lena B.

Charlotte S. : Hello and welcome Lena, very nice to meet you.

Lena B.: Hello. Nice to meet you.

Charlotte S. : Hi. My name is Charlotte and I'm the interviewer of the interview today. So I will taking notes by the tool Amberscript so I don't miss anything. My purpose is just to explore the leadership preferences and ambitions of the Generation Y. So I just want to clarify this age cohort. Everyone born between the 1980s and 2000 is counted in as a member of the Generation Y, also called Millennial in my thesis. So today I will focus on finding out more about which leadership style preferences suits best for that generation and how the Millennials themselves perceive by leaders in the workforce in the 21st century. So I want to assure you today that there are no right or wrong answers. And I only want you to understand and answer with your personal opinion and experience to that topic. So your opinion matters. And please feel free and comfortable to say what you think, experience, and how you feel about that. Before we get started I will send you the disclosures and I would you ask you to sign please.

Charlotte S. : So maybe to start and get into the topic. Hello and welcome, what is the year when you were born?

Lena B.: 1994.

Charlotte S. : So for how long do you have working experience now?

Lena B.: I think after my studying, I think two years. But I had working student experience before, so I think maybe then seven years.

Charlotte S. : In which industry do you work in?

Lena B.: It's consultancy.

Charlotte S. : Have you always worked in consultancy or did you also work in other areas?

Lena B.: Also in other areas. But mainly consultancy.

Charlotte S. : And what is the position in the company you work for?

Lena B.: It's called Transformation Manager. But it's consulting, so it's another name for it.

Charlotte S. : Tell me in which hierarchy you can order in the transformation manager?

Lena B.: Mm I think it's between junior and senior. So it's after Junior and before a senior.

Charlotte S. : Okay. So do you also have people under you which you are leading in some way?

Lena B.: Yes. For example, I work with students or the product manager. So the product manager are working in the background and transformation and manager role is more in front of the client.

Charlotte S. : Very interesting. So are the people which are under you are younger than you or would you say same age or older.

Lena B.: Same age or younger.

Charlotte S. : So they also count in probably as millennials or generation Y? Yeah. Okay. Interesting. So how do you perceive the working with the Millennials?

Lena B.: So I think I'm a millennial, too.

Charlotte S. : Yes yes, that's why it's perfect. It's a double perspective haha.

Lena B.: I like it very much because we speak the same language and it's like I think you've heard it a lot: We don't need that much hierarchy, so it's not that competitive. I think we are more driven for a greater impact, a purpose, for development or appreciation, something like this. So and we just want to have fun at work, but also want to achieve our goals. But I think it's something a bit different when you work with the elder ones. The other generation, and they want you to push you in another way when you have to be competitive or yes, more more positioning of skills or something like this.

Charlotte S. : Okay. That's interesting because actually the following question is about if we experience a difference between the millennials working and the previous generation? I mean, I would focus on the previous now because we're talking about leadership and the previous generations is more likely to be in a leadership position.

Lena B.: Yes, maybe so my boss is about, I don't know, over 50. So I think our generation is more focused on communication and we have more time or we need more time because we have this common value to develop each other and to help each other. And I think sometimes it's not the same focus for other generations. And so they are sometimes a bit impatient for this need.

Charlotte S. : Mm hmm.

Lena B.: Yeah. So sometimes they want to give us motivations for other reasons, so we don't need that much.

Charlotte S. : So we're talking about the characteristics an as you just mentioned it's

interesting because I did some interviews already, and they all say the thing about the impatience. So it's interesting to see that this is a common thing which every employee from the millennials says of themselves, you know, that they're very impatient.

Lena B.: I think it's something about agility or trust the process or it will be good because the way is the solution. And something like this, that's another mindset. It's more like we always are developing and developing and it's not just we make smart goals and now we are up to reaching them. So I think it's a different kind of thinking. And so sometimes there's a different kind of patience or impatience.

Charlotte S. : Mm very interesting. So would you say there is one striving characteristic in which you would describe the generation Y?

Lena B.: Oh, okay. One word you said?

Charlotte S. : It does not have to be one word, but one characteristic.

Lena B.: Okay, let me think about it. I think we are innovation driven because we've been grown up by media and we are the TV generation, other channels. And yeah, I think this is this is kind of a thing. So maybe we have some disruptive ideas and yes, we want to share them and have a very individual style, but also want a common ground and want that everybody can be a part of it, part of this idea. And I think that this is maybe a connected with the impatience, because maybe this is our blind spot sometimes so that we have to stick to the point and achieve some goals and in real I think we want to have a greater impact. It's a purpose thing. We want to be self determined. Everyone's need for flexibility or I think it's the Home Office thing now after Corona, it shows very well that we want to have a good flexibility and our mobility at work too. It's like also being free and the kind of work and how we deal with this.

Charlotte S. : I personally totally agree.

Lena B.: So yeah.

Charlotte S. : So maybe what brings us from the characteristics to the employee thing: how would you define a good leader for you and for the Generation Y?

Lena B.: Mhm. Um, I think the leader has to have a sense for our values. So I think they need more communicative skills and to bring people together and different ways of thinking or different ways of working. So they have to manage all the different skills and I have to be more like a coach or an enabler giving a supportive orientation and but very individual, I think because when you are a leader, you have to know where are the strengths, where are the weakness and how to build up the ranks more. So focus on the strengths and be patient. I think it's not the right way to focus on the career ladder anymore because it's not that sexy anymore. I think it's not our own goal anymore or not the only goal to be a leader. So I think that changed - So we need other benefits.

Charlotte S. : True. But talking about that, I mean you already mentioned a lot, which is like changing in the careers of the employee management nowadays, but do you think it's a difference between leading the generation Y and other generations or do you see it on yourself when you have to give tasks to probably younger or elderly people?

Lena B.: So do I think I will do it differently than the older generation? Yes, I think so it's different. Because it's always tricky and not that easy because for the other generations you have to keep different things in mind and different values. So maybe the leisure focus or the individual focus, something like this or all the digital stuff. So I think this is a very important thing that when I become a leader, it's very important to know that you don't or I'm not the wisest, wisest person. So and maybe the generation thinks that.

Charlotte S. : I see. So. Talking about you as a leader, what would be the best leadership style you would exhibit or as well as follow?

Lena B.: Do you need a real name for it?

Charlotte S. : You can also describe it. I mean, there are several styles.

Lena B.: Talking about that. Oh, I see. It's a transformational leadership, but I think it's more being a coach and an enabler. And I think staying connected. But it's staying connected doesn't mean that I have to see the people for real. I think we have to trust. So I want to trust them. It's a lot of collaboration. So that's the thing with the device and that a leader has not eaten wisdom with spoons. Yeah I think that's very important.

Charlotte S. : Absolutely. So one of the last questions: do you think the generation Y is ambitions for leadership or ambitious to gain a leadership position?

Lena B.: Mhm. I'm not sure I think. You have to rebrand leadership then. So when you ask some millennial for being a transactional leader, I think the motivation would be low. So I think you have to give the right reasons. And yes, the purpose why leadership makes sense. And I think we know this. So we want also orientation and want to learn from each other. But there are different reasons to get the motivation. And it's not all about the money because the time changed. So you can ask yourself: does it makes so sense to save a lot of money now? Or do you want to spend your time for this or something like this?

Charlotte S. : Very interesting. So yeah, this was basically the content questions I had. Are there any other leadership issues or topics we missed today that you would probably mention or like to discuss?

Lena B.: Yeah, I think maybe just one last thing is. Um, it depends on the leader you have and which generation the leader is or your leader your boss is. And that's all about development and yes, communication and talk about the prejudices and so on. So I think

it's it's a very interesting topic and we feel it. So we are in this environment and I think it will become a huge topic for the future. Yeah.

Charlotte S. : Yeah. I think it always was always will be an endless topic.

Lena B.: Yeah. I don't know if you heard about VUCA, but they call it BANI now, so it's a it's a different kind of because of our environment. And so we have to watch out for other values or it's made of us so true the environment made us.

Charlotte S. : Yeah. And we are making the environment so kind of mixed approach.

Lena B.: Yeah.

Charlotte S. : So very interesting notation. Thank you very much, Lena. That's it for my side. I would like to thank you and goodbye.

Lena B.: Thank you. Goodbye.

Appendix I: Transcript of Zoom Interview with Felix M.

Charlotte S.: Hello and very nice to meet you, Felix. My name is Charlotte and I'm the interviewer for the interview today. So the tool amberscript will be taking notes and recording the discussion so that I don't miss anything you have to say. My purpose is to explore the leadership preferences and ambitions of the generation Y. So to clarify this age cohort, everyone born between the 1980s and 2000 is counted in as a member of the Generation Y, also called Millennial in my survey. So today I will focus on finding out more about which leadership style probably suits best for that generation and how the Millennials are perceived by leaders in the workforce of the 21st century. I want to assure you that today there are no right or wrong answers, and I only want to understand your personal opinion and experiences on that topic. So your opinion matters, please feel free and comfortable to say what you think, experience and how you feel about that. Regarding the disclosures, I will send you a document afterwards to sign, so maybe to start it very soft. And can you tell me in what year are you born?

Felix M.: I was born in 1981.

Charlotte S.: Perfect. And for how long do you have working experience now?

Felix M.: I've been working since 2006. So that is basically 16 years.

Charlotte S.: Okay, perfect. So of course I did some research on your company, but could you maybe just introduce me? So what industry do you work in there?

Felix M.: We work in communications. So it's a broadly advisory role with regard to the public Relations and investor relations. So that's the broad angle, I think.

Charlotte S.: And what is your position in that company?

Felix M.: I am a partner in the Frankfurt office in Germany.

Charlotte S.: Very nice. So you also worked probably somewhere else or did you start there in Germany?

Felix M.: So in 2006 I started in investment banking in Frankfurt with Rothschild. I worked there for almost three years and then transferred to Brunswick and have been with the company ever since. Worked two and a half years in the London office and from 2011 to 2013 and came back. And now I've been here ten years.

Charlotte S.: Okay, interesting. So then you had a long journey on your time at Brunswick, and I am pretty sure you had a lot of roles there as well. So now as a partner, how would you say, do you perceive the millennials in the workforce?

Felix M.: And so I think I am sometimes wondering sort of what's the distinction? What's

the where do we make the distinction between the different generations? So is, I think in my mind, someone who is early twenties is generation Y, whereas probably in your thirties you are you are something else you are not.

Charlotte S.: You're still a generation Y. So the age cohort is defined differently. But in this survey and research I did 1980s to 2000, so basically the mid twenties to the and thirties now.

Felix M.: Okay. And then I would be X right in the in the 1980s to 1990s. That's generation X. So which one is that?

Charlotte S.: Yeah you're then X then baby boomers.

Felix M.: Ok so we're talking basically about people now in their twenties too early thirties.

Charlotte S.: Exactly. It's the biggest generation ever, which is in the workforce now and which is already developing into leadership roles as well as the late thirties, of course gaining some new positions, but the new ones are still at the part of entering.

Felix M.: Okay. So what I saw, I see - probably a bit more granular. I think there is and I have noticed some change over the last probably 2 to 5 years sort of in in that generation if you want. I'm not sure if it makes sense to sort of been subdivided, but but over the sort of new young professionals and people I've dealt with outside of work and over the last 3 to 5 years have sort of had a significant different approach to a number of things. And that was not a noticeable in and I think probably worthwhile discussing and in a way that for instance, work success in work and career and sort of getting getting far ahead of others has always been a priority for this generation. But but noticeable in my view, is that this had to be balanced out with the other objectives and goals. So I think in in the previous generation, in my generation, you would say either you want to make a career and put everything behind it and then neglect friends and family and significant others and so on. Whereas this generation, in my view, tries to strike a balance and very much between work and life if you want. But that also but they also thought what two things so which is interesting whereas sort of the logical reason I think the generation before was to say either you want to work 15, 16 hours a day and then get ahead as fast as possible. And consequently there's not enough time for the team or anything else. But in this generation, I think one's both so and so. Their assumption is that they can make both work was probably right in a way. But I think they don't want to neglect one of these and try to sort of strike a balance and which is which we can see sort of in the way they work, but also in the way they act and they sort of see themselves. But you can come in with questions if anything.

Charlotte S.: I think you answered a lot of the questions with that, yes but that's perfect. Very interesting, because in my survey, I did a lot of attributes where the Generation Y had to value how important they are for them. And one was the big value of work life

balance, which everyone put here, like very important and as well like a component of high salary and work career. So interesting that you also find that in your working daily.

Felix M.: Because there are a couple of interesting things I think you would say someone to come to my organisation and I don't know how it is in investment banking because that might be a challenge, but if you come to our organisation or similar professional service, they are eager, they are motivated, they want to get promoted and they want to do X, Y and Z. And still so to our conscious that there's a life outside of work. But there are instances where we find a very good candidate, for instance, and he or she wants to join us she has to be present in the office for a few days. So after COVID, clearly there is a balance between being in the office of being at home, being present at meetings and so on. But what we've also experienced is that the individual positions are very firm in a way that we haven't seen that before. So I think we've seen a couple of candidates who were prime candidates I think wanted to start working with us, but who had sort of interesting ideas about, I don't know, working from Madrid or coming in the office only once a month or I don't know what it was or starting out with 40%. And somewhere where we were usually saying you throw in some money or you make a clear that that there are certain goals to be achieved in certain parts, to be work but then these people wouldn't be convinced. So the elements that worked before to say you will make your way here, you will grow through the organisation very quickly, or you we can add either 10% more salary or X, Y and Z doesn't count, doesn't count in these instances. And that's also different because before you could always say people bargained and then money was a big factor. But now if you talk about these things, they are almost non negotiable.

Charlotte S.: Yeah, it goes hand in hand with a work-life and new idea of working, maybe also coming from that remote working age. But yeah, very interesting. So you basically already answered to the experience of the difference of generations, but do you have like a most striking characteristic in mind which you would describe the generation with or like you don't have to name one, but like in general characteristic?

Felix M.: Um, I think they're very self-confident. I think, they seem to be knowing exactly what they want and what they don't. They have a clear path for them in mind, they are very goal oriented. I think if you, if you sort of look outside of work, I think there are some attributes and one that present sort of doing my sort of when I was that age and probably before that were present in the seventies, sort of the being climate conscious, being community conscious, sort of looking out not only for themselves but sort of for a broader cause. Not sure what the attribute is, but that's also very strong. And it's the right thing to do. If you think about the plastic debate, the carbon footprint debate, and it's sort of something that is ingrained sort of in that generation and that they think if that is a good course, we should pursue it by all means and express an opinion very strongly and even if it's not a popular one. So I think so strongly minded, very, very clear ideas what they want and a very clear idea sort of how the world should be run and present. Yeah, but in a way, they also try to sort of do their part and to sort of achieve it in that way.

Charlotte S.: Yeah. Sounds like very strong characteristics your juniors so.

Felix M.: It's a combination. I think it's, I mean that's clearly my impression from a number of people that I have met over the years, not only in a professional world.

Charlotte S.: Maybe to the context of professional and your position in that company in general, how would you define a good leader? For that generation.

Felix M.: Um, so I think and I'm not sure if that has really changed regarding the generation, I think a good leader leads by example, and that means that you can't only delegate. You also have to show that you are in the weeds and also doing the work along with them. You can also say be diligent and then produce typos left, right and center. So I think leading by example is extremely important. Being in the office, if you want people to be in the office, stuff like that. And I think you have to listen. That is also, I think, true across generations. You have to be flexible sort of in terms of criticism, ideas and recommendations. But I also think and so what I'm in between is clearly feedback. So you have to be able to sort of feedback: good feedback when things have gone right, which is rarely the case, I think in sort of most organisations, only people get feedback when things don't go sort of the right way. And so things should be both ways. And I think the last bit is you also have to be very firm. You have to be honest and make it clear that we were putting all ideas on the table. But at the end of the way, an organisation, some sort of political institution or any organisation in a way needs someone who sort of gives the cause. So I think a good leader takes all opinions on board, but then at the end has to sort of make it clear where the direction of travel is. But I think at the end, you will not only have a big fan base because some people won't be extremely happy with the decision, but that's also part of the job.

Charlotte S.: Mm, totally agree on that. So maybe that was more on a general opinion. How would you describe then, your leadership style in especially?

Felix M.: I think probably in line with what I've just described, lead by example. I think I try to be and I think importantly, there is clearly a bit of development over time. So I think if you look at our organisation, if you are a young partner, there's a difference to being a person that's been around for ten, 15 years. There is no distinction in the title. So everybody is basically a partner and a few people are sort of senior partners. But as you go through the ranks, they are more reunion and more senior partner. So I think if you are in your partnership in the first 1 to 5 years you are more operational. You are basically still probably closer to sort of the non partner base and you are still doing a lot of work yourself. And I think that's where I still am. And that makes it easier in a way to sort of lead by example, as I said. So I'm still writing documents and looking up articles that are necessary. And so I think that's a big part. So I think all the attributes that I mentioned before are true. It gets increasingly complicated to deliver clear feedback or sort of get acknowledgement about feedback, because I think also the opinions vary so very widely. So it might be in addition to what I said earlier, I think being in a position to receive feedback has also become sort of more challenging for not an entire generation, but that sort of what I've seen sort of anecdotally. And so I think I try to be very careful and not to

give anecdotal feedback. But for instance, if you look at sort of the appraisal feedback, it's a very clear process where you interview six people. So I think if you have something in black or white, then the feedback is very clear and not really negotiable. So I think I tend to lean on on sort of formal processes and give sort of my individual feedback sort of during the year. But you have to be very careful. Because if I say, I don't know, you should be more active in there, then I sometimes get a lot of pushback which might be merited because I don't see everything. But I think I've been more careful sort of to provide feedback that's only based on my opinion.

Charlotte S.: Yeah, very interesting. I mean, in such a big company and so many young people are following your advice, it's maybe not that easy, but yeah. So especially on the case of millennials, did you ever experience that you had to adapt your leadership style towards them? Like maybe in comparison to the other ones you had before?

Felix M.: Yes. And I'm not sure if that's part of the generation. That's just a shift in I've seen over the last few years. And I think the corona pandemic also did its part. And when it comes to present being somewhere, I don't think that the generation issue, but sort of flexibility sort of in the workplace has grown significantly or the need or the request for flexibility, whether it's location wise, it's part time, full time, it's the sort of the called secondment. I think people have a cross generation for doing the pandemic, seeing what's possible and what they potentially don't want in their life 100%, seven days a week anymore. And that has changed. So I think we had to adapt to sort of growing demand for flexibility in the workplace, for individual development plans if you want. So I think when we say usually it takes one, two, three years to get promoted, I think people are now asking for more. They want to be in nature. And I agree with sort of most of it. They should be abroad more. They should work on different accounts. They should work across offices in Germany, in Europe, worldwide. And to be fair, maternity paternity leaves have grown significantly. Part time has grown. I think you just have to sort of to adapt to a different work environment and like I said, sort of the feedback culture. That's something that I also had sort of needed personally to adapt a little bit in my leadership, if you want.

Charlotte S.: Yeah, very interesting. As you already talked about the transformation, the last very into the topic question is: how do you perceive the ambition of Generation Y themselves to gain leadership positions or like to become a leader themselves?

Felix M.: I'm not entirely sure. So I think sometimes I get the sense that it's not that important for them. Sometimes I even feel that some shy away from responsibility, that they seem to be willing to or want to get ahead and grow through an organisation as quickly as possible, but at the same time shy away from delegating, taking on responsibility for broader teams of work and so on. But I think that's not representative of sort of an entire generation. I think it's difficult and to be fair, I think it's probably too early for me to say because in my view, as I said, I think the last 3 to 5 years is a big change, that the people sort of associate young directors in their early thirties, I'm not entirely sure of, by my definition they are falling into sort of millennials because we have

great young directors which clearly want to become partners and they're eager. And I think nothing has really changed with regard to sort of my generation and I think the life balance thing and you alluded to that work life balance is has always been important. I think the pandemic made it more important. I think making clear that man or woman both can sort of start building a family, going on paternity leave, coming back, coming back part time and still have have a great career. I think that's sort of a pre defined assumption, which I think every organisation has to accommodate because otherwise I think you lose your license to operate. I think if you say if you are part time, you will never make it anywhere or if you will get have two two or three children and then come back that's not going to work. I think that time is behind us.

Charlotte S.: Yeah, that's interesting. This is what maybe for you inside, want to merge like how perception is of the generation Y in leadership positions gaining or want to become a leader and how they themselves say, Yeah, I want to become a leader. In my survey there's one question which said, please choose one of the following statements. And the first was "Great leaders are born" and the second is "Great leadership can be learned" and many, many people chose the great leaders are born. I mean, in some way I understand the approach, it's a very traditional theory from leadership.

Felix M.: I Wouldn't maybe because I've always been of the opinion that you have certain attributes and talents, but you can certainly make up for things like being a leader. I mean, the big difference sort of becoming a Steve Jobs or Elon Musk, I think that's something that you can't acquire. But I think some of the attributes, i.e. being great at presentations or being great at sort of motivating people. And that's all skills you can certainly learn and to a certain extent. So I think that's interesting. People said because the implication would be if they are not born as a leader, they will never become one.

Charlotte S.: Yeah, exactly. But yeah, so this was basically the content questions I had. And just one last question. Are there any leadership issues, topics we missed or you would like to discuss or to add today?

Felix M.: Um, no, I think not really. I think the one thing which I touched on is you will see that if you go in a big organisation with sort of people that were born in the sixties or fifties even, they might struggle more, leading a very young generation where you have 40 years between. But I think surely naturally that will come to an end because these people will retire at one point. And so I think in a way it's clearly easier if the gap is smaller. So I think in my case, your definition would be ten years. That's more relatable, clearly. And since since then, since I've gone through that not too long ago. But but I think there are clearly certain gaps that were sort of closed themselves over the next few years. Very quickly, I think, where you have big clashes and, I don't know, coming to the office and wearing a tie, things like that, I think that is almost already a thing of the past entirely.

Charlotte S.: Yeah, we will see that. But very interesting inside. Thank you very much Felix.

Appendix J: Transcript of Zoom Interview with Amelie K.

Charlotte S.: Hello and welcome Amelie.

Amelie K.: Hi.

Charlotte S.: Very nice to meet you. So my name is Charlotte and I'm the interviewer for the interview today. The tool Amberscript will be taking notes and recording the discussion. So I don't miss anything you here to say. My purpose is to explore the leadership preferences, ambitions of the Generation Y. To clarify the age cohort: Everyone born between the 1981 and 2000s is counted in a member as a generation Y, also called Millennial. Today I will focus on finding out more about which leadership styles suits best for that generation and how the Millennials are perceived by leaders in the workforce of the 21st century. So I want to assure you that there are no right or wrong answers. I only want to understand your personal opinion and experiences on the topic: your opinion matters. So please feel free and comfortable to say what you think, experience and how you feel about that. So before we get started, this, there are some disclosures which I would like to assign you.

Charlotte S.: For the context: You have a brand founded like two or three years ago, you will maybe tell us afterwards more and are in the area of retail and fashion. So I'm very excited to hear your perspective now from a millennial perspective, as you are a leader yourself. So first of all, could you please tell me in what year are you born?

Amelie K.: 1998.

Charlotte S.: And for how long do you have working experience?

Amelie K.: Um, I think I started my first job after I graduated with my bachelor's degree, which was in 2020.

Charlotte S.: So almost three years. Nice. In which industry do you work in?

Amelie K.: Um, right now I work in the ecommerce industry. Like, generally in the startup industry. On one hand, I have my own e-commerce shop and on the other hand I work at a venture capital firm as a working student at an incubator program where we support founders to fund their own company.

Charlotte S.: Very interesting. So coming to your own company, can you maybe give us some background about the company, how you founded it and how you became a leader there?

Amelie K.: I founded the company together with a friend in February 2020. We had that

idea for quite a while, but we're missing the time and we always had it in the back of our minds. And then with the COVID lockdown, we finally had the time to realize it. And then we didn't really have a big business plan on where it should go, but rather just started with a little Instagram page and then just grow itself. We've got a lot of support from outside and friends and organizations, and so this is how we grew. And what was the second part of the question again?

Charlotte S.: About the company, what you are doing in that company or what the company is about.

Amelie K.: So as I said before, we are an ecommerce shop, so we sell different products that are related like as assecoires for bags and phones, as extra and keychains. Anything that pimps up your back. Our phone and my position in the company is the customer support. I do all the partnerships, I look for influencers that we can pair up with, other brands that we can pair up with. I organise giveaways, I look for shops that we can sell our products in and next to that I do all the marketing and yeah.

Charlotte S.: So you're both the leaders of that company, you would say?

Amelie K.: Yes, definitely.

Charlotte S.: Okay. And do you have people under you working?

Amelie K.: We have two people our age that have been working for us, but not in a closed company environment, rather as a freelancer that were helping us to pursue the stuff or packaged it.

Charlotte S.: So although there are only two people, how do you perceive working with the Millennials?

Amelie K.: Um, yeah, well, I think I can't really refer to the people that have been working for us because I'm not like in a close contact with them and they don't really often refer to me. But as I'm also doing all of the customer support, I have a lot of experience with the Generation Y there because they are mainly our customers. So in my opinion, typical for the generation Y is that they are always very impatient. They always want to have their orders very quick. They always are like: Yeah, this is different than on the picture. They're very looking for details. And yeah, I mean, there's a lot of competitors in the field as well. So they, I think they always look for the cheapest product and then for the fastest product.

Charlotte S.: Very interesting, talking about the millennials and maybe you count it already, some characteristics, what would you say are the most striking characteristics of a millennial?

Amelie K.: Um, I think there are two different types of millennials that I have been

experiencing so far. On the one hand, the millennials that are very talkative and always want to say, Yeah, I ordered this and now I got it. And this is how it looks with my bag and just like tell a lot. And then on the other hand, I have experienced, especially when we only had the Instagram shop, that people prefer to stay anonymously. I just heard from different backgrounds that they were like, Oh, when are they launching a website? Because I don't feel comfortable texting on Instagram. So they have these social media profiles, but they don't really want to interact with it because they want to keep the facade.

Charlotte S.: So talking about you as a leader and your experience with leaders because you also work for a company as an employee: How would you define a good leader nowadays?

Amelie K.: For me, a good leader is not as it used to be, like on a hierarchy, on different hierarchy levels, but rather interacts with all the employees no matter what position they have. I remember when I worked at Study Drive, also a startup, we had a new CEO because the founders left the company and I was working student at that time and he took half an hour for each employee, even the working students, even though they were like 90 people working at this company and did a call with each of them to understand who they are, what they do, what they like. And when I did the call with him he didn't said, like, what do you do at the company but Rather said, Yeah, what's your name? Where do you come from? What do you personally like? What do you like about the company? What do you think I should look out for in the company? Like he was a very, very good leader, in my opinion, because he really interacted with other different employees. And yes, I think back to your question: interaction with the employees so they get more motivated. Then also being a strong character yourself and still having this authorization character. Then I think, you also need to be reflective and don't always just have your own opinion and say no, only what I say is right. Um, yeah, I think these are the three main things that I just thought about.

Charlotte S.: Very interesting. And I'm not sure if you've heard about some leadership styles, but do you have maybe one style in mind which you would follow the most or most likely to follow?

Amelie K.: I don't have them in mind.

Charlotte S.: Like they're like authoritative. As you said, authority is important. They is autocratic style, participate style, there's a very authentic style and laissez faire style. You could go for transactional transformation. So about those keywords which you would you say fits the most to the profile of your employee work.

Amelie K.: I think I have to look these profiles up again because I don't know their definition, but I can tell you later.

Charlotte S.: Okay, perfect. Um so talking about the Generation Y again in the leadership,

it's interesting because you are an employee, but you are also leader. Would you say there is a difference between leading the generation Y, so your generation and the other generations like, for example, Generation Z, the younger ones and the older ones?

Amelie K.: Um, so from my point of view, the older ones are more open to give valuable feedback and discuss with you other than the generation Y, they would just say this is nice or this is not nice because they're just like very fast paced and they just follow trends. And I think when they follow a trend, they just stick to the trend and don't really care about what is behind the trend or if it's good or bad. And that's probably more extreme even in the generation of younger people, Generation Z. I think This is what I have experienced the most.

Charlotte S.: So seeing or putting Generation Y in a picture of leadership, how would you say is the ambition for them to found something or to gain a leadership position themselves? Maybe also interesting in the context of your work as on a VC and being in the founders area?

Amelie K.: I think, I mean, I might be biased because I'm surrounded by a lot of people that are excited to found. Companies and just act in that field of startups and unicorns. So I think that the people realize how easy it is to found a company, how easy and how comparably easy it is to get money. I mean, right now it's probably a little bit more difficult because of the financial situation everywhere, but until last year it was very, very easy to get funding. There are several initiatives where you get support, government support, as in €1,000 per month, without really proving anything. And so I think there are a lot of governmental and financial support things that make it very easy to found companies. And yeah, as I said, the people that I spent my time with, I mean, there are still a lot of people that say I never want to be a leader and I never want to have the responsibility to found a company and I don't have enough drive for one specific sector, and I want to have my classic holidays and all that stuff. But I think there are a lot of more people that like to found companies nowadays. Just because they know how easy it is and that they still learn a lot if they fail and don't really mind about that. I have been working in a startup in the summer with two founders from the Generation Y, and when they they actually didn't get any more funding for their company because it was a very hard time and in the summer, investors always tend to not invest and they needed funding in that moment. So they didn't get it and they decided not to continue with their business. And after that I have been talking to them and I asked them, Are you very upset now? Or how do you feel that your company went down? And they said, No, I think we learned a lot. And in the end, it was, of course very sad because you spend a lot of time with that. But yeah, they just didn't really feel very upset because they in the end wasted money which wasn't theirs. And they just had a very big learning with all the stuff that they did, being a leader on their own and growing a company.

Charlotte S.: But do you think like in the in the sense of founding something, do you think it's about the hype of being a founder or like about being a leader or about the hype to gain money very quick.

Amelie K.: Its about being a founder and a leader: Because in the first years you don't gain a lot of money. I mean, you get a lot of money if you do an exit with a very good company, business or business plan that made a lot of money in the recent years. But in most of the startups that don't earn any money in the first years. So I think I mean, you still need a drive and you need patience and a lot of motivation to be successful. But I think if you start a company, people don't think about, I'm going to be rich. I mean, of course that's the dream of everyone, but I think they just start as it is and they don't have the they don't think about it very much at first hand.

Charlotte S.: Mhm, so very interesting insides. Are there any leadership issues or topics we missed today that you would maybe like to discuss?

Amelie K.: Um, the only thing that I just thought of was maybe that the Generation Y and also the generation below us, as well as all the government support and all that stuff, they really look out for female founders and there are very, very big networks of female founder engagement or support there specific scholarships only for female founders. And also in my job where I'm working at the VC right now, they value most female people in tech. So I think if you're a woman and you have a drive and are interested in founding you're not going to be seen as a female leader back in the days as "Oh, it's a woman she's probably not going to be very successful or she has a different point of view" because, I mean, there have been very, very successful women as leaders serving as very good role models. So yeah, I think there's a very strong network. And if you want to be a leader as a woman, you're not alone. Because there are just so many women that be like, Oh my God, this is so cool. I really want to support female founders of female leadership. So, yeah.

Charlotte S.: Very interesting insight. Thank you, Amelie, that's it from my side. Thank you also for the insights. And I'm very excited to share my results with you.

Amelie K.: Great. Me too. And I'll come back to you about the leadership style that I love. Thank you so much. Bye bye.

Appendix K: Transcript of Zoom Interview with Sebastian U.

Charlotte S.: So. Hello and very nice to meet you, Sebastian. My name is Charlotte and I'm the interviewer for the interview today. So the tool, the script will be taking notes and recording the discussion so that I don't miss anything you have to say. My purpose is just to explore the leadership preferences and ambitions of the Generation Y. To clarify this age cohort. Everyone born between the 1980s and 2000 is counted as a member of the Generation Y. Also called Millennial in my survey. So today I will focus on finding out more about which leadership style suits best for that generation and how the Millennials are perceived by leaders in the workforce of the 21st century. I want to assure you today that there are no right or wrong answers, and I only want to understand your personal opinion and experiences on that topic. So your opinion matters. Please feel free and comfortable to say what you think and how you feel about that.

Charlotte S.: So we start off by: in what year are you born, Sebastian?

Sebastian U. : I am born in 1994.

Charlotte S.: So in. For how long do you have working experience now?

Sebastian U. : Almost 5 years.

Charlotte S.: So you started right after your bachelors?

Sebastian U. : Exactly. I did my Bachelor degree, four year at Zeppelin University and then I started as an intern here at Brunswick and stayed on for almost five year now. I also did a part time master's degree while I was already working at Brunswick.

Charlotte S.: Very interesting. So of course, I did some research about Brunswick, but could you maybe introduce me to what industry do you work in there?

Sebastian U. : Sure, sure. I think we call it critical issues advisory. And I think if you if you want to put it a little bit more clearly, probably Strategic Communications Advisory. We work with a huge variety of multinational clients in every industry, basically on some of their most critical issues, which include financial, commerce and financial transaction, financial patients, a lot of crisis communications, a lot of reputational stuff, climate, geo politics, very the whole breadth of the topics.

Charlotte S.: Sounds very interesting. And could you maybe say what is your position in that company?

Sebastian U. : Sure. I am an Associate at Brunswick, which is basically kind of a manager role, which you have in different other companies. So you usually have this mid level product manager role, which is where I'm currently at, and that means that I obviously still have a few more senior people that I'm working with, but also a lot of junior people

that I have to coordinate and guide a little bit through projects and through internal work. So it's really the sandwiched position in the middle between senior leadership and more junior colleagues.

Charlotte S.: That's a very interesting perspective. Which are you leading in that middle role, younger or older than you?

Sebastian U. : I think I would say that a lot of them are about my age group. So I think I've been lucky to be quicker than others to progress to this manager role. So I think a lot of the more junior colleagues are about my age, I would say, or younger. There's also a few of them that are older than me, but I think it's more or less the same age group. A few are younger, a few are a little older, but it's all all in the same ballpark, I would say.

Charlotte S.: And how do you perceive working with the Millennials, not only in your leader role, but maybe also as your colleagues?

Sebastian U. : I think it's a difficult answer. I'm not sure it's going to help you totally, because I think it's not easy to put it in a box and say it this way for all millennials. I think there's just a big variety also within the group of people that I work with. I think there's a lot of people that really like to be challenged, that like the style of work that we have that really like being consultants and also like to do to get into the topics and are very curious, trying to really deliver it. And there's others that really have more of a focused on the work life balance thing. I think it's really difficult to really put in one box to say everybody is this way or a different way. I think it's really it's more more of, yeah, I think there's different people here that have different styles of working to.

Charlotte S.: Yeah, of course, always. But do you perceive working with the Millennials differently than with other generations?

Sebastian U. : Yeah, I would say so. I think I think the group of people, the millennials that we have here, I think what really - I'm not sure if it's a Brunswick specific thing or it's a millennial specific thing, - but I think the group of people that we have here, especially the cohort between the 20 year olds and 40 year old, I think they are all very intrinsically motivated. They're trying to really achieve something. They really trying to help in a way in every way they can to contribute. I think they're very curious. They're interested in what's going on out there, which is a very important attribute for the people that we have at Brunswick. So we really want people that are interested in what's happening left and right. So I think that that really helps. And I think that's one of the characteristics of people, millennials that work at Brunswick, that they really they are very driven also by themselves, that they have intrinsically motivated to really get something done. And I think that's a nice way or a nice, nice attribute of those people. I think a lot of them also appreciate to have a certain degree of freedom in their work. So I think that's very few people that are just sitting around and waiting for very clear instructions and not doing anything else. I think a lot of people are really appreciate being challenged or for being given a certain degree of ownership and accountability of the task that they are

delivering. So I think it's also about how to motivate them by actually helping them to contribute and by actually giving them some responsibility and ownership. And I think that's another attribute that I would say is common for most of the people in this age group that I'm working with.

Charlotte S.: So as you maybe perceive leaders probably at same age as you or older, do you see a huge difference on their leadership style?

Sebastian U. : Can you repeat the question?

Charlotte S.: Yeah sure, sorry: Do you see a difference in the leading style of the same age person as you and older leaders?

Sebastian U. : Yeah, definitely. I'm just trying to think what the difference is. But I think there is there is a difference between, let's say, people 50 plus that are used or that grew up in a different kind of environment, that grew up in a different working culture, and then obviously have a little bit of a different style of managing things and people that are, let's say my age group or younger leaders that have a little bit more of an engaging leadership style, I would say. Maybe we can go into the specifics later, but I think I would add that also the people from older age groups are starting to adapt, so they are not static either. I think sometimes there's this, at least at Brunswick, I think sometimes there is this almost this view that older generations, they have their style. They're never changing because they know what they're doing. But I think also the people that I have, the networking thing, I understand that they also have to adapt to new generations, new things. So I think they are also very open to take on a lot of these attributes and try to change their own style.

Charlotte S.: Mm so neither talking about leaders and or like, only only employees. What would you say is the most striking characteristic that defines the generation Y from other generations? I mean, it's a very big age cohort. I know that it's the actually it's the biggest age cohort that has ever been existing in the workforce like since counting generations.

Sebastian U. : But I would say what really strikes me is that everybody is trying to make a difference in their own way, let's say. It's not necessarily making a difference in the world the way that you say, hey, everybody is trying to change climate or whatever, but everybody is really keen to have have their own piece of the work and to really somehow claim a little bit of the success for it, and really being part of it and really driving it also in some way. And I think that's an interesting way and it's a good way of working with people if they are also intrinsically motivated to get something done. And I think that really from my colleagues and also for the leaders I'm working with, it applies to almost everyone that you can really tell, hey, they're not just here because they have to work 8 hours and then they get their salary, but they are actually here because they like what they're doing and they're trying to make make an impact. And I think that that's one of the attributes that I would probably mention that context.

Charlotte S.: And coming maybe to the topic of leadership itself, how would you yourself define a good leader?

Sebastian U. : Good question. I would say I think you need to have some way of motivating people to actually want to do something. I think it's difficult if you just tell people what to do because you think it's right and they don't understand what you want or even they understand what you want, but they don't think it's the right thing to do. So I think you have to be open to a little bit of feedback and you have to get into conversation and really have to try to get people to do something because they also think it's the right thing to do or they at least understand why they should be doing something. So I think giving guidance, taking feedback, really helping people understand why we're going a certain direction, why we're doing a certain thing, discussing the objectives that we're trying to achieve, to really get them, let's say, going and helping them understand and then also helping them motivate themselves to do something. I think that's a big part of it. And then I think also just being there for any questions, I think way too often that we are all extremely busy in our day to day jobs. And I think way too often you just drop something, someone, a task and you never show up again for a week and they are a little bit lost with it and they have nobody to talk to. And I think just being there, helping people to understand what you expect from them, giving them a little bit of guidance, what you what you hope it looks like in the end, and also just being there for questions. And I think that's just the work part of it. And then I think at least from my experience when I was still a more junior colleague even, I think it's also just great to have someone not only specifically to work, but have someone to talk to that have someone that has to understand how it works and how you can have it. Talk through your own career progression. Some personal things that you may be struggling with in starting a year. So not only being someone that gives guidance specifically to the job, but also being someone that just cares a little bit about people and also understands why, what what moves them and just try to be there for them and help them whenever they need help. So I think it's just also sometimes it's just not about, I don't know, dropping by, being there for coffee, just chatting to people to understand how they feel, because I think that's also the expectation of a lot of people to say, Hey, I am spending a lot of time in this office here, and I'm a big part of why I'm spending time is that there's a lot of interesting people that I would like to learn something from and then being open to these discussions and trying to help people. And in that sense, I think that's important.

Charlotte S.: Yeah, that's also proven by studies so that probably especially the younger person's searching for a very direct contact to their direct leader because they want to have a close relation to what they get lead by kind of and maybe you in the middle role. How would you describe your own leadership style?

Sebastian U. : It's a difficult one. I think I am still trying to figure it out, to be honest, because it's been rather quick and you're somewhere, somewhere in the middle. And obviously you have to be responsible for certain things to some senior people. At the same time, you're trying to get your own team motivated. So I think it's difficult, but I

would say I'm kind of demanding. I don't know if demand is the right word, but I'm expecting people to really participate in what we're doing. So I think we all have common objectives and I think we all understand it. And I'm very open to feedback, to conversations and trying to be there for people and talk about people. But once we get going, I'm also expecting everything and everyone to take part. And I'm not that patient in the sense that if I'm explaining something two or three times, I would expect it to get done. And I'm not just sitting around and reminding people all the time of the things that I'm expecting from them. So I think there's a certain degree of a standard that I'm also expecting from people. I think, as I said, I'm very open to conversation. I'm trying to help everyone and trying to understand where they stand and really trying to help them with their own per year as far as they can and also still young. But but once we get going in the way that we are working for client, that we're working on a project and trying to get them a lot of responsibility and I'm trying to actually delegate tasks. But people also have to show me that they actually want to take on this task and that they really take on ownership. And I think that's the trust element. I think people, yeah, maybe people have to earn that trust to a certain degree once they have it. I'm trusting them blindly. But I think people really have to show that they want to pursue this path. And once I think they don't deliver for a few times, it's also a little bit difficult to motivate them.

Charlotte S.: Yeah, motivation is a big, big topic in that generation. I can prove that for myself. But it's interesting because the literature also says that we really need a hands on motivating, because we want a lot of things, like basically we want everything. We want the work life balance of having enough freedom. We want to have a love holiday. We want to have a family. We want to have be a wife, and we want to be like the leader of everything. You know, it's very interesting because this Generation seems for doing the new concept of work, and this should be done by tomorrow, but no problem. Right? So it's interesting that you say that. And although you may be younger in that leader role, did you ever had the feeling you had to adapt your leadership style towards a person which you leaded?

Sebastian U. : Yeah, definitely. I think every day because I think you have your own way of working. And I think the most natural thing is to project your own style of working to people that you're working with and just expect that everybody has the same style of working. And that's the things the same way you do them and everybody. I think that's just natural that you expect. I'm doing things a certain way and I'm now leading this team and everybody this team is probably doing the things same way I am doing them. So I think once you're in a leading role, you start to understand that not everybody is working the same way and not everybody is motivated by the same same things. And not everybody is also just delivering the same results or delivering them in a way that you would deliver them. And I think that's where we really have to adapt to make sure that you understand these different drivers of different people and to ensure that that you have an individual approach for everyone. Because I think that's also maybe why I have a little bit difficulties with describing the leadership approach, because I think it has to be very adapt a lot because I think there can't be one leadership approach for everyone. I think the difficulty is really to understand how different people are motivated and then

trying to motivate each of them individually in a certain way that helps them to really, really deliver and through the team. So I think that's the difficulty where I think once you're getting in this role, you have to understand you have to be way more in a way sensible to different ways of working and understand how you can motivate everyone to deliver to their best abilities and to the success of the team.

Charlotte S.: Mm hmm yeah, true. So what is your perception of the ambition of Generation Y to gain a leadership position or to become leaders themselves?

Sebastian U. : It's interesting because again, I'm not sure. I think going back to your comment that everybody wants a little bit of everything, but I think also within Generation Y, there's just different views on that. I think there's a lot of people that are very ambitious and that want to progress as quickly as possible and take on ownership and leadership. But I think there's also people that say, Hey I'm contributing in a way I can, but I'm not, Let's say I'm not only living for this. I have different priorities outside of work, and I don't really want to have everything else in a second priority of first priority and do only this to get to a leadership position as quickly as possible. Obviously, I want to contribute and I want to progress, but it's not my only objective to get to. And I think there's a little bit of two or three different kinds of people, a few of them still very ambitious, trying to get as quickly as possible. But I think maybe the majority of people that say, obviously I want to progress, but it's not my only objective in life and there's things outside of work that are important to me. And obviously I want to progress, but in my own way and in my own speed. And I'm trying to be, let's say, more thoughtful about that and not as ambitious maybe as increased in directions.

Charlotte S.: Yeah. The big word of work life balance. True. No, but very interesting insight. So from my side, the big questions are done. Is there any leadership issue or topic that we missed today or that you would like to add or discuss?

Sebastian U. : Exactly. But I think we covered it quite well. And I've been very, very curious to read your results in the end, because I don't think it's that easy probably to break down to a few just stylistic questions because even though it's one generation, I think just very different people within one generation and a group of what what did they say? 160 million people. 170 million people.

Charlotte S.: 148 Million.

Sebastian U. : Oh.

Charlotte S.: Thank you very much, Sebastian.

Appendix L: Transcript of Written Interview with Frank P.

A) PERSONAL INFORMATION

- In what year are you born?
 - o 1961. March. 05
- For how long do you have working experience in general?
 - o 40 Years
- What industry do you work in?
 - o Publishers (Newspaper), and Agencies
- What is your position in the company you work for?
 - o Managing Director

B) WORKING WITH GENERATION Y

- How do you perceive working with Millennials in these years? (Values, needs, expectations, motivation)
- In general, this is not a fundamentally different-thinking species. Nevertheless, the focus here is more on expectations regarding the nature of the job and the sense of the personal value contribution of one's own work. As a Millennial, what specifically can I contribute in terms of useful value and how can I develop this further? This is more in the foreground than just the topic: what do I earn?
- Do you experience the Millennial generation (born 1981-2000) differently than previous generations, especially in the way they work?
- I don't think there's a noticeable pattern there, like this is how Millennials work, this is how Bommer works, and this is how Generation Z works. It's not a generational issue but one of motivation, existing skills, and basic attitude toward work.
 - o If yes, why? If no, why not?
- What do you find the most striking characteristic of Millennials?

C) LEADERSHIP

- How would you define a good leader? (characteristics)
- A good leader leads a team to great achievements, is empathetic, persuasive, sets clear goals and achieves them, is mindful, solution-oriented, approachable, and willing to change.
- How would you describe your own leadership style?
- I would describe it as a participative leadership style.

D) GY & LEADERSHIP

- Do you think there is a difference between leading Generation Y and other Generations in the workplace?
- No, in our work environment I can't perceive any difference.
- Did you ever had the feeling you needed to adapt your leadership style towards a Millennial?
- Leaders need to have flexibility and adapt to the organizational evolution of fast-growing companies. Part of the key to this is a corporate culture that fosters motivation, performance and the way people work together. I don't see an individual leadership approach to Millennials any more than I do to Generation Z.
- What leadership aspects work in general and best for GY?
- Those that also work for the entire organization and its employees. I don't see any difference here, if you'll pardon the expression.
- How do you perceive the ambition of GY to become leaders themselves/gain a leadership position?
- Ambition can also be a hindrance. Employees with a strong and focused goal orientation usually develop more dynamically than others. Wanting to make a difference and demonstrating self-efficacy is always the basis for this. Sometimes also especially for this Generation Y.

E) ANYTHING ELSE?

- Are there any leadership issues or topics we missed today that you would like to discuss or talk about?
- There are certainly a great many. But we don't necessarily have to talk about them now.
- Do you have any more questions, or want to add something?
- No, thank you very much for the good discussion and your interesting questions.

END & THANK YOU

- Thank you very much for your participation.
- How do you see working with Millennials in these years? (Values, needs, expectations, motivation)
- Do you experience the Millennial generation (born 1981-2000) differently than previous generations, especially in terms of how they work?

Appendix M: Overview of Interview Categories by Participant (filtered)

TOPIC	P	QUOTE
(1) UNDERSTANDING OF LEADERSHIP		
A Definition of a good leader		
Definition	K1	I really think that you have really be authentic . Also, you have to be very open with your weaknesses, and you have to really listen to the needs of your people and the purpose of your people. Because otherwise it constantly changes. It needs a changing. You have to be flexible about work models . So it's really based on the needs of the employers rather than the needs of the financial targets of the company.
	L2	I think the leader has to have a sense for our values . So I think they need more communicative skills and to bring people together and different ways of thinking or different ways of working. So they have to manage all the different skills and I have to be more like a coach or an enabler giving a supportive orientation and but very individual, I think because when you are a leader, you have to know where are the strengths, where are the weakness and how to build up the ranks more. So focus on the strengths and be patient . I think it's not the right way to focus on the career ladder anymore because it's not that sexy anymore. I think it's not our own goal anymore or not the only goal to be a leader. So I think that changed - So we need other benefits.
	F3	<p>I think a good leader leads by example, and that means that you can't only delegate. And I think you have to listen. That is also, I think, true across generations. You have to be flexible sort of in in terms of criticism, ideas and recommendations. But I also think and so what I'm in between clearly feedback. And I think the last bit is you also have to be very firm. You have to be honest and make it clear that we were putting all ideas on the table.</p> <p>So I think a good leader takes all opinions on board, but then at the end has to sort of make it clear where the direction of travel is. But I think at the end, you will not only have a big fan base because some people won't be extremely happy with the decision, but that's also part of the job.</p>

	A4	For me, a good leader is not as it used to be, like on a hierarchy, on different hierarchy levels, but rather interacts with all the employees no matter what position they have: linteraction with the employees so they get more motivated. Then also being a strong character yourself and still having this authorization character. Then I think, you also need to be reflective and don't always just have your own opinion and say no, only what I say is right.
	S5	<p>I think you need to have some way of motivating people to actually want to do something. I think it's difficult if you just tell people what to do because you think it's right and they don't understand what you want or even they understand what you want, but they don't think it's the right thing to do.</p> <p>So I think you have to be open to a little bit of feedback and you have to get into conversation and really have to try to get people to do something because they also think it's the right thing to do or they at least understand why they should be doing something. So I think giving guidance, taking feedback, really helping people understand why we're going a certain direction, why we're doing a certain thing, discussing the objectives that we're trying to achieve, to really get them, let's say, going and helping them understand and then also helping them motivate themselves to do something</p> <p>I think just being there, helping people to understand what you expect from them, giving them a little bit of guidance, what you what you hope it looks like in the end, and also just being there for questions.</p> <p>I think it's also just great to have someone not only specifically to work, but have someone to talk to that have someone that has to understand how it works and how you can have it. Talk through your own career progression.</p>
	F6	A good leader leads a team to great achievements, is empathetic, persuasive, sets clear goals and achieves them, is mindful, solution-oriented, approachable, and willing to change.
B Leadership styles		
Own	K1	<p>I really try to be feedback driven also, including myself really. We open the company's culture to that. Everybody gives everybody feedback.</p> <p>So we try to be super flexible and it's less customer focuses, more employee focused.</p>

		<p>I am really honestly very interested in what my employees want as like in their personal development. That's mainly my focus of staffing. For example, for being on project I really care about.</p>
	F3	<p>Probably in line with what I've just described, lead by example. I think I try to be and I think importantly, there is clearly a bit of development over time.</p> <p>It gets increasingly complicated to deliver clear feedback or sort of get acknowledgement about feedback, because I think also the opinions vary so very widely. So it might be in addition to what I said earlier, I think being in a position to receive feedback has also become sort of more challenging for not an entire generation, but that sort of what I've seen sort of anecdotally. And so I think I try to be very careful and not to give anecdotal feedback. But I think I've been more careful sort of to provide feedback that's only based on my opinion.</p>
	S5	<p>I think I am still trying to figure it out, to be honest, because it's been rather quick and you're somewhere, somewhere in the middle. And obviously you have to be responsible for certain things to some senior people. At the same time, you're trying to get your own team motivated. So I think it's difficult, but I would say I'm kind of demanding. I don't know if demand is the right word, but I'm expecting people to really participate in what we're doing.</p> <p>And I'm very open to feedback, to conversations and trying to to be there for people and talk about people. But once we get going, I'm also expecting everything and everyone to take part. And I'm not that patient in the sense that if I'm explaining something two or three times, I would expect it to get done.</p> <p>I'm very open to conversation. But people also have to show me that they actually want to take on this task and that they really take on ownership. And I think that's the trust element.</p>
	F6	<p>I would describe it as a participative leadership style</p>
Best for GY	L2	<p>It's a transformational leadership, but I think it's more being a coach and an enabler. And I think staying connected. But it's staying connected doesn't mean that I have to see the people for real. I think we have to trust. So I want to trust them. It's a lot of collaboration. So that's the thing with the device and that a leader</p>

		has not eaten wisdom with spoons. Yeah I think that's very important.
	S5	I think that's also maybe why I have a little bit difficulties with describing the leadership approach, because I think it has to be very adapt a lot because I think there can't be one leadership approach for everyone.
Leading different G.	S5	younger leaders that have a little bit more of an engaging leadership style, I would say.

(2) THE GENERATION Y

C Perception of Characteristics

General	K1	However, my employees are very responsible on this issue. They also they do things even they don't want to do them. They do it because of business needs.
	L2	I think we are innovation driven because we've been grown up by media and we are the TV generation, other channels. So maybe we have some disruptive ideas and yes, we want to share them and have a very individual style, but also want a common ground and want that everybody can be a part of it, part of this idea. And I think that this is maybe a connected with the impatience, because maybe this is our blind spot sometimes so that we have to stick to the point and achieve some goals and in real I think we want to have a greater impact. It's a purpose thing. We want to be self determined. Everyone's need for flexibility.
	F3	I think there is and I have noticed some change over the last probably 2 to 5 years sort of in in that generation if you want. Whereas this generation, in my view, tries to strike a balance and very much between work and life if you want. In this generation, their assumption is that they can make both work was probably right in a way. I think they don't want to neglect one of these and try to sort of strike a balance and which is which we can see sort of in the way they work, but also in the way they act and they sort of see themselves. I think they're very self-confident. I think, they seem to be knowing exactly what they want and what they don't. They have a clear path for them in mind, they are very goal oriented and I think if you, if you sort of look outside of work, I think there are some attributes and one that present sort of doing my sort of when I was

		<p>that age and probably before that were present in the seventies, sort of the being climate conscious, being community conscious, sort of looking out not only for themselves but sort of for a broader cause. Not sure what the attribute is, but that's also very strong.</p> <p>So I think so strongly minded, very, very clear ideas what they want and a very clear idea sort of how the world should be run and present</p>
	A4	<p>Um, I think there are two different types of millennials that I have been experiencing so far. On the one hand, the millennials that are very talkative and always want to say, Yeah, I ordered this and now I got it. And this is how it looks with my bag and just like tell a lot. And then on the other hand, I have experienced, especially when we only had the Instagram shop, that people prefer to stay anonymously.</p>
	S5	<p>I would say what really strikes me is that everybody is trying to make a difference in their own way, let's say. It's not necessarily making a difference in the world the way that you say, hey, everybody is trying to change climate or whatever, but everybody is really keen to have have their own piece of the work and to really somehow claim a little bit of the success for it, and really being part of it and really driving it also in some way.</p>
D Working with Generatin Y		
Working	K1	<p>They want the purpose and the money: It's both.</p>
	L2	<p>I like it very much because we speak the same language and it's like I think you've heard it a lot: We don't need that much hierarchy, so it's not that competitive. I think we are more driven for a greater impact, a purpose, for development or appreciation, something like this. So and we just want to have fun at work, but also want to achieve our goals. But I think it's something a bit different when you work with the elder ones. The other generation, and they want you to push you in another way when you have to be competitive or yes, more more positioning of skills or something like this.</p>
	F3	<p>they are eager, they are motivated, they want to get promoted and they want to do X, Y and Z. And still so to our conscious that there's a life outside of work</p> <p>what we've also experienced is that the individual positions are very firm in a way that we haven't seen that before.</p> <p>And that's also different because before you could always say people bargained and then money was a big factor. But now if you talk about these things, they are almost non negotiable.</p>

	<p>A4</p> <p>S5</p> <p>F6</p>	<p>I have a lot of experience with the Generation Y there because they are mainly our customers. So in my opinion, typical for the generation Y is that they are always very impatient. They always want to have their orders very quick.</p> <p>Older ones are more open to give valuable feedback and discuss with you other than the generation Y, they would just say this is nice or this is not nice because they're just like very fast paced and they just follow trends. And I think when they follow a trend, they just stick to the trend and don't really care about what is behind the trend or if it's good or bad.</p> <p>I think there's a lot of people that really like to be challenged, that like the style of work that we have that really like being consultants and also like to do to get into the topics and are very curious, trying to really deliver it. And there's others that really have more of a focused on the work life balance thing</p> <p>I think the group of people, the millennials that we have here, especially the cohort between the 20 year olds and 40 year old, I think they are all very intrinsically motivated. They're trying to really achieve something. They really trying to help in a way in every way they can to contribute. I think they're very curious. They are very driven also by themselves, that they have intrinsically motivated to really get something done.</p> <p>I think a lot of them also appreciate to have a certain degree of freedom in their work. I think a lot of people are really appreciate being challenged or for being given a certain degree of ownership and accountability of the task that they are delivering.</p> <p>In general, this is not a fundamentally different-thinking species. Nevertheless, the focus here is more on expectations regarding the nature of the job and the sense of the personal value contribution of one's own work. As a Millennial, what specifically can I contribute in terms of useful value and how can I develop this further? This is more in the foreground than just the topic: what do I earn?</p>
<p>Leading</p>	<p>K1</p>	<p>I think that they are responsible and taking over more. They are more creative and more strategic thinking. However, they are also more exhausting to manage. if you don't fulfill their needs for purpose it's very hard to convince them to do projects, for example.</p>

	L2	I think it's something about agility or trust the process or it will be good because the way is the solution. So I think it's a different kind of thinking. And so sometimes there's a different kind of patience or impatience.
E Need to adapt leadership		
Need to adapt	K1	Oh, constantly. You know, they teach me more than what I teach them, honestly. I mean, really, as longer I lead people as less I know. And that's not a nice claim or so it's really my feeling. (I let's say I'm more secure as a leader, because I know that I've done it for for such a long time and the companies performing. However I mean I have been more strict, more everything when I was in my thirties and now I'm much more open and I can feel when people tell me very tough criticism about whatever I do, I survive it much better.
	F3	Yes. And I'm not sure if that's part of the generation. That's just a shift in I've seen over the last few years. I don't think that the generation issue, but sort of flexibility sort of in the workplace has grown significantly or the need or the request for flexibility, whether it's location wise, it's part time, full time. So I think we had to adapt to sort of growing demand for flexibility in the workplace, for individual development plans if you want. So I think when we say usually it takes one, two, three years to get promoted, I think people are now asking for more. They want to be in nature. And I agree with sort of most of it. They should be abroad more. I think you just have to sort of to adapt to a different work environment and like I said, sort of the feedback culture. That's something that I also had sort of needed personally to adapt a little bit in my leadership.
	S5	Yeah, definitely. I think every day because I think you have your own way of working. And I think the most natural thing is to project your own style of working to people that you're working with and just expect that everybody has the same style of working. I think once you're in a leading role, you start to understand that not everybody is working the same way and not everybody is motivated by the same things. And not everybody is also just delivering the same results or delivering them in a way that you would deliver them. And I think that's where we really have to adapt to make sure that you understand these different drivers of

		<p>different people and to ensure that that you have an individual approach for everyone.</p> <p>I think that's also maybe why I have a little bit difficulties with describing the leadership approach, because I think it has to be very adapt a lot because I think there can't be one leadership approach for everyone.</p>
	F6	<p>Leaders need to have flexibility and adapt to the organizational evolution of fast-growing companies. Part of the key to this is a corporate culture that fosters motivation, performance and the way people work together. I don't see an individual leadership approach to Millennials any more than I do to Generation Z.</p>

(3) AMBITION FOR LEADERSHIP

F	Ambition	
Ambition	K1	<p>They're not ambitious. They don't necessarily need to lead. They have like let's say, if they're surrounding, if the organization structure, if the values of the company are not right, they don't take over the leadership jobs.</p> <p>Their ambitions is on different targets. They want to have a purpose, and then they lead. The starting up of companies, for example, has very often more a social value focused than making the most money. I think my company, my generation was way more financial and power driven, especially the man where it was all about.</p>
	L2	<p>I'm not sure I think. You have to rebrand leadership then. So when you ask some millennial for being a transactional leader, I think the motivation would be low. So I think you have to give the right reasons. And yes, the purpose why leadership makes sense. And I think we know this. So we want also orientation and want to learn from each other. But there are different reasons to get the motivation. And it's not all about the money because the time changed. So you can ask yourself: does it makes so sense to save a lot of money now? Or do you want to spend your time for this or something like this?</p>
	F3	<p>I'm not entirely sure. So I think sometimes I get the sense that it's not that important for them. Sometimes I even feel that some shy away from responsibility, that they seem to be willing to or want to get ahead and grow through an organization as quickly as possible, but at the same time shy away from delegating, taking on responsibility for broader teams of work and so on.</p>

		<p>I think it's difficult and to be fair, I think it's probably too early for me to say because in my view, as I said, I think the last 3 to 5 years is a big change, that the people sort of associate young directors in their early thirties, I'm not entirely sure of, by my definition they are falling into sort of millennials because we have great young directors which clearly want to become partners and they're eager.</p>
	A4	<p>I think that the people realize how easy it is to found a company, how easy and how comparably easy it is to get money. I think there are a lot of more people that like to found companies nowadays. Just because they know how easy it is and that they still learn a lot if they fail and don't really mind about that.</p> <p>But yeah, they just didn't really feel very upset because they in the end wasted money which wasn't theirs. And they just had a very big learning with all the stuff that they did, being a leader on their own and growing a company.</p> <p>I mean, you still need a drive and you need patience and a lot of motivation to be successful. But I think if you start a company, people don't think about, I'm going to be rich. I mean, of course that's the dream of everyone, but I think they just start as it is and they don't have the they don't think about it very much at first hand.</p>
	S5	<p>It's interesting because, I'm not sure. I think there's a lot of people that are very ambitious and that want to progress as quickly as possible and take on ownership and leadership. But I think there's also people that say, Hey I'm contributing in a way I can, but I'm not only living for this. I have different priorities outside of work, and I don't really want to have everything else in a second priority of first priority and do only this to get to a leadership position as quickly as possible. Obviously, I want to contribute and I want to progress, but it's not my only objective to get to.</p> <p>And I think there's a little bit of two or three different kinds of people, a few of them still very ambitious, trying to get as quickly as possible. But I think maybe the majority of people that say, obviously I want to progress, but it's not my only objective in life and there's things outside of work that are important to me.</p>
	F6	<p>Ambition can also be a hindrance. Employees with a strong and focused goal orientation usually develop more dynamically than others. Wanting to make a difference and demonstrating self-efficacy is always the basis for this. Sometimes also especially for this Generation Y.</p>

D) OTHER RELATED TOPICS

Development society	K1	I think it's a it's a wonderful development of society.
Anything else..	L2	<p>I think it's it's a very interesting topic and we feel it. So we are in this environment and I think it will become a huge topic for the future.</p> <p>I don't know if you heard about VUCA, but they call it BANI now, so it's a it's a different kind of because of our environment. And so we have to watch out for other values or it's made of us so true the environment made us.</p>
Great leader learn or born?	F3	<p>I Wouldn't maybe because I've always been of the opinion that you have certain attributes and talents, but you can certainly make up for things like being a leader. I mean, the big difference sort of becoming a Steve Jobs or Elon Musk, I think that's something that you can't acquire. But I think some of the attributes, i.e. being great at presentations or being great at sort of motivating people. And that's all skills you can certainly learn and to a certain extent. So I think that's interesting. People said because the implication would be if they are not born as a leader, they will never become one.</p>
Female leaders	A4	<p>The Generation Y and also the generation below us, as well as all the government support and all that stuff, they really look out for female founders and there are very, very big networks of female founder engagement or support there specific scholarships only for female founders.</p> <p>they value most female people in tech. So I think if you're a woman and you have a drive and are interested in founding you're not going to be seen as a female leader back in the days</p>
GY attrib.	S5	<p>I think it's also about how to motivate them by actually helping them to contribute and by actually giving them some responsibility and ownership. And I think that's another attribute that I would say is common for most of the people in this age group that I'm working with.</p>
Not easy general statement	S5	<p>I don't think it's that easy probably to break down to a few just stylistic questions because even though it's one generation, I think just very different people within one generation and a group of what what did they say? 160 million people. 170 million people.</p>