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The stereotypes and biases that plague millennial leaders: best practices and strategies for job promotion

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THE STEREOTYPES AND BIASES THAT PLAGUE MILLENNIAL LEADERS: BEST PRACTICES AND STRATEGIES FOR JOB PROMOTION

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DEDICATION

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VITA

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ABSTRACT

A dichotomy within U.S. organizations needs attention. Society has labeled millennials as a narcissistic people who have entitlement issues and lack the competencies necessary for globalization. Millennials are firing back with a desire for purposeful work. Meanwhile, the cohort is employed in the workforce with this stigma and experience challenges promoting into executive leadership roles.

The purpose of this study is to understand the challenges that millennials face being promoted to executive leadership roles. The literature review explored the top U.S. organizations to discover what sets them apart in distinction. The findings determined that the most successful organizations followed three guided principles of (a) investing heavily in people, (b) valuing diversity inclusion, and (c) providing guidance in holistic leadership practices that promote emotional literacy.

Fifteen millennial leaders were interviewed using a phenomenological methodology. Four research questions guided the study to address challenges, practices, strategies, measuring success, and recommendations. Findings from the study resulted in 849 characteristics and 58 themes.

Three overarching challenges in addition to three overarching consequential lived experiences were interpreted through the data. Millennial leaders used holistic learning strategies, authentic leadership characteristics and ethical leadership practices to overcome challenges. Growth, meaning, and value were the three overarching desires that measured their success. Three overarching leadership themes emerged that recommended future aspiring leaders be authentic, purposeful and virtuous. Indeed, the millennials will birth virtuous leadership practices in U.S. organizations (McKenzie, 2017).

The data revealed a series of personality traits and practices that coincide with the competency skills necessary for executive leadership and considered most important for success. Key findings discovered a common theme in the discussions on the benefits of feedback for leadership success. The crux of development for millennials is to resolve their definition of purpose and meaningful work, and then develop learning opportunities that support organizational outcomes. McKenzie (2017) postulates a T.E.A.M. (Teaching Empathy and Mindfulness) framework that uses the “U” and “I” in TEAM to facilitate purpose through positive psychology. The leadership model is guided by teaching empathy and mindfulness with the utilization of best practices, strategies, and measurements of success highlighted in the study.

Key words: millennial generation, purposeful and meaningful work, mindfulness, meditation, stereotypes, biases, qualitative study, emotional literacy, empathy, authentic leadership, holistic leadership, feedback, virtuous leadership, Gen Z generation, stereotypes, narcissism, entitlement, intergenerational conflict, baby boomers, Gen X, succession planning, empathy deficiency gap, global empathy training, K-12 educational gap.

Chapter 1: Introduction

The United States is currently experiencing an intergenerational and diverse workforce that brings opportunities and challenges to meet the demands of globalization. There are four generational cohorts currently in the workforce, and each contribute a distinctive, lived experience of their era to organizations. First, the Silent Generation is the eldest of the four generations and was raised during World War II and the Great Depression. *Silenters* are known to be loyal and bring over 50 years of work-life experience to the workplace. Second, the Baby Boomers were born between 1946 and 1964. Boomers grew up during an era of great social change, including the 1960s civil rights movement, and are described as workaholics who suffer high divorce rates at the expense of their careers. Third, Generation X was born between 1965 and 1985, and are the primary descendants of Baby Boomers. Gen X'ers value work-life balance and working in teams, but are not as dedicated to their careers as much as the Silenter or Boomer generations. Finally, the millennials were born between the mid-1980s up and 2000. Also known as *Gen Y*, millennials dominate by population the four generations, and are also the largest cohort in the U.S. workforce. However, the millennials create much controversy on what they can offer individually and collectively to society (Hansen & Leuty, 2011; Langan, 2012). The literature on millennials has three consistent topics of concern. Millennials are perceived to be narcissistic (Bergman, Fearrington, Davenport, & Bergman, 2011), have entitlement issues (Brummel & Parker, 2015), and lack interpersonal communicative skills (McLeigh & Boberiene, 2014). Other concerns regarding millennials are that the cohort transitions jobs too quickly and is not developing the skills necessary to promote into leadership roles.

According to Pew Research Center, there are over 53.5 million millennials in the U.S. workforce, in comparison to 44.6 million Baby Boomers, 52.7 Generation X, and 3.7 million

Silent Generation (Fry, 2015). Further, the succession executive pipeline is deprived, and it is reported that nearly one-quarter of all U.S. organization chief executives will be replaced by 2018 (Charan, 2005; Toossi, 2010). By number, millennials can fill this need as Baby Boomers exit the workforce for retirement. Generation X lacks the sufficient population necessary to fill the employment need (McIlwain, 2009).

According to StatisticsTimes, nominal GDP (Gross Domestic Product) make international estimates and comparisons that are commonly used to determine the economic performance of a whole country or region. By nominal GDP, the United States is one of the largest economies on the planet ("Statistics Times," 2016). The economic advantages afforded to American millennials uniquely position this cohort on the vanguard of technological, educational, and financial advancement. Moreover, millennials have invested more in their education than any other generation in the United States (Mechaber, 2014). Their intellectual motivation, coupled with the strength of the U.S. economy, propels millennials' leadership potential into keeping the nation at a global advantage in the marketplace.

The Council of Economic Advisers released 15 economic facts about the millennials, calling them the largest, most diverse generation in the United States. Millennials are paramount in diversity and responsible for shaping world technology. The literature review features diversity and inclusion (D&I) practices that are a vital part of the top global organizational structures in the United States. Diversity leadership is inclusive of individual social identities and on how various cultures working together can influence organizations (Strategic Direction, 2016). Mor Barak et al. (2016) conducted a systematic review on diversity, and the findings substantiated published empirical research that identified beneficial outcomes such as stronger commitment to the organization, retention, and employment tenure.

Organizational Leadership

The nature of leadership has evolved with various meanings and components (Northouse, 2013). Conceptualizing the term over the last century breaks down leadership into many trait, skill and style approaches, along with theoretical models to describe individual characteristics (Robbins & Judge, 2015). Within the different components are frameworks used in an organizational setting. What turns a person into an effective leader is a complicated question to answer, as each suggestion is subject to criticism. Hence, no single trait, skill, theory, style, or a combination thereof makes an ideal leader (Haeger & Lingham, 2013; Mello, 2003).

Robbins and Judge (2015) defined leadership as an individual being able to impact a group to fulfill a vision or goal. Personality traits refer to the preferred behavioral propensities for interacting with one another (Ruth, 2015). McCrae and Paul (2003) defined traits as "dimensions of individual differences in tendencies to show consistent patterns of thoughts, feelings, and actions" (p. 18). A number of psychometric testing instruments are used to measure traits and provide a personality profile for organizations to determine leadership capabilities. Two popular assessments in the industry are *Myers-Briggs Type Indicator* (MBTI), and *The Big Five Personality Model.*

Leadership skills focus on the specific actions that distinguish leaders. According to Northouse (2013), leadership skills can be learned and developed. In particular, communication and problem-solving skills are crucial in leadership to distinguish, understand, and determine solutions (Mumford, Connelly, Zaccaro & Reiter-Palmon, 2000). A competence gap exists in the workplace for interpersonal communication and employees require training to enhance "listening, communication, and team-building skills" (Robbins & Judge, 2015, p. 540). Biro (2012) posited that the five leadership behaviors trusted by loyal employees are (a) honesty, (b) clear communication, (c) value people, (d) fairness and transparency, and (e) be a consistent role model. Research suggests that by teaching the aforementioned abilities, anyone can learn to behave as a competent leader. A behavioral style interview is a method used by organizations to assess past performance as a predictor of future potential in leaders. Organizations utilize behavioral style interviews to assess the propensities of leadership potential during the hiring process.

According to Robbins and Judge (2015), “predicting leadership success is more complex than isolating a few traits and behaviors” (p. 369). There are a variety of contemporary contingency theories trending in 21st-century leadership models. Charismatic, transformational, and authentic leadership theories all commonly provide inspiration to influence followers through example. Charismatic leaders articulate a vision well and take personal risks to achieve the vision (Robbins & Judge, 2015). Transformational leaders motivate followers and raise the level of moral maturity for the good of the organization. Authentic leaders live with meaning and purpose by becoming self-aware, bringing clarity to personal values, and acting on self-determination (Fusco, O’Riordan & Palmer, 2015).

Twenty-First Century Globalization

The turn of the 20th-century led organizational change in globalization by constructing bureaucracies with top-down channels of power and clearly defined divisions of centralized labor; businesses were guided by formal, documented rules. Executive-level leaders of this era sat in private offices on a 9-to-5 work shift, with management characteristics that took control while remaining dissociated with lower-level staff members in the bureaucracy. Globalization advanced organizational change with a more rapid and continuous move that was necessary to meet the demands of the 21st-century world market competition. Bureaucratic systems continued to deconstruct, and leadership capabilities had to become responsive to global changes. McCall and Hollenbeck (2002) argued that businesses in the 21st-century were all considered global to an extent because they had to develop structures to achieve sustainability in a global world. Further, the capabilities of leaders to communicate throughout the organizational structure, across borders, and across cultures to influence others for desired outcomes became absolutely necessary. The turn of the century and changes in bureaucracies also made way for a new generation in the workforce. Millennials began to occupy jobs at the height of the 2001 Enron scandal, and the financial crisis of 2008. Moreover, the largest terrorist attack hit America on September 11, 2001. Since then, virtually every sector of business and its leaders have been ridiculed with propaganda and demand for ethical leadership practices emerged into organizational structures. The U.S. Congress passed the Sarbanes-Oxley Act of 2002 to strengthen accountability and ethics against further corporate fraud. Other accountability agencies mandated ethical courses to hold professionals in the financial industry more accountable. For example, a certified public accountant is now required to abide by an ethical and professional collection of codified statements that are issued by the American Institute of CPAs (AICPA). Further, lawyers are required to pass a multistate professional responsibility examination (MPRE) before receiving admission to the bar. The ethical values of a person are determined by the results of MPRE examination. Driving these examples of necessary change will be challenging for future millennial leaders at the rapid pace of globalization, and continuous leadership development will be instrumental in preparation to meet the necessary changes ahead. Organizations in the 21st-century experience ongoing changes with globalization that has woven the world into a tighter community. The traditional, political, and philosophical leadership concepts of the 20th-century lack effectiveness and do not meet the challenges necessary for today. Global organizations in the postmodern era must operate with smaller bureaucratic structures, where interactions between individuals across international borders are empathetic and collaborative. Leaders are obligated to be globally minded with many capabilities, including the ability to influence and understand cultural differences to motivate performance for desired performance outcomes.

McCall and Hollenbeck (2002) interviewed a diverse group of over 100 successful global executives to understand how executives develop in a globalized society. The executives were asked open-ended questions about key events, failures, and lessons learned. The research summed up almost 1,000 lessons about leadership and devised six broad themes. These personal qualities of a global leader include being (a) optimistic, (b) having confidence, (c) trusting instinct, (d) accepting responsibilities for actions, (e) learning to listen carefully, and (f) having empathy.

Empathy is one of the strongest interpersonal competencies necessary for a global leader (House, Dorfman, Javidan, Hanges, & De Luque, 2014; Jokinen, 2005), yet empathy was on the decline with young aspiring leaders (Dolby, 2014; Obama, 2006). Organizational leadership is insufficient in the instruction, understanding, and development of empathy within many enterprises. The literature highlights empathy as related to emotional intelligence and narcissistic disorder. The literature review also reveals how the practice of empathy is an effective way of understanding on another.

Millennials Leading 21st-Century Enterprises

The life experiences of the millennial generation and its concurrent history profoundly shaped the thoughts and the process of leadership for this generation. The number of highly publicized scandals in corporate America brought corresponding scrutiny to executive leadership in organizations. However, many leaders are not held to the same ethics standard requirements as corporations, accountants, and lawyers. Additionally, the ethical leadership courses mandated for accounting professionals and lawyers, for example, are not a part of the general education in kindergarten–12th grade (K–12) curriculum. This suggests that leaders are learning behavior and accountability through various ways. The learned moral behavior may come from family values, upbringing, faith, or hobbies If not learned, leaders can suffer public humiliation. For example, Travis Kalanick (2017), CEO of Uber was recently recorded arguing with a driver and being disrespectful. Kalanick issued an apology and said,

> It's clear this video is a reflection of me—and the criticism we've received is a stark reminder that I must fundamentally change as a leader and grow up. This is the first time I've been willing to admit that I need leadership help and I intend to get it. (para. 2)

There is no shortage of examples like Kalanick in the news. Organizational leadership is challenged with leaders being self-aware and honing the emotional competencies necessary for global citizenship. Indeed, ethical instruction and emotional literacy are curricula that are lacking in the K–12 educational system. These behaviors are being modeled or learned through upbringing or mimicking the behaviors around them. The literature review demonstrates how millennials are being influenced by media, pop culture, parental involvement, and peer relationships, along with the disadvantages that come with these powers. This suggests that millennials are entering the workforce without the necessary instruction and practice, and are searching for ethical examples of model leaders.

Nevertheless, millennials are entering the U.S. workforce confident, optimistic, well-educated, and tech savvy. The research detailed in the literature review consistently confirmed that millennials are looking for purpose and meaning in work. A tribe of rising millennial leaders is defying the stereotypes, and doing great works in the global world. Further, while the cohort is well educated, they have strong desires for professional development and leadership skills. The literature review highlights the top global companies to find best practices and strategies used to recruit, retain, and develop its future leaders.

Statement of the Problem

While literature compliments millennials on being optimistic, tolerant, and confident (McLeigh & Boberiene, 2014), the generation is labeled as a narcissistic generation whose personalities and behaviors collide with preceding generations. Personality traits and attitudes will gradually change with an ongoing change in culture (Twenge & Campbell, 2008). However, millennials are also associated with other psychological traits, such as arrogance, anxiety, and depression (Douglas, 2017; Rosen, Whaling, Rab, Carrier, & Cheever, 2013). A convergence in generations working simultaneously is beneficial with the aggregate years of experience; however, the intergenerational workforce is also creating conflict in organizations. Consequently, the negative stereotypes keep millennials from advancing in organizations. While minorities have historically been absent from executive level positions in organizations, this barrier or glass ceiling is also a proven challenge for millennials. Ridding the generation of these negative stereotypes and finding solutions for U.S. leadership development is critical to advance successfully into 21st-century globalization.

As millennials climb the corporate ladder as leaders, organizations will need to prepare for changes in leadership definitions and how the world will view 21st-century global leadership in the United States (Haeger & Lingham, 2013; Heames & Harvey, 2006a, 2006b; "Imperative, 2016"; McEnany & Strutton, 2015; Murray, 2011). Although millennials have similar work values of other generations, they are not as loyal and tend to quit managers, not organizations, for meaningful, creative work ("Deloitte," 2016a, 2016b). Millennials are a tribal generation for which the quality of life appears to be a focus (Gouldner, 2016; Murray, 2011). Organizations need to find ways to bridge the generational values and personalities while retaining millennials and preparing them for leadership positions ("Deloitte," 2016a, 2016b; Murray, 2011). The literature substantiates three criteria impairments in millennials, noting that the generation is narcissistic, has entitlement issues (Alexander & Sysko, 2013; Chatrakul & Smithson, 2016; Tomlinson, 2012) and lacks the interpersonal competency skills (Ahn & Ettner, 2014; Pasieka, 2009; Tracy, Franks, Brooks, & Hoffman, 2015) necessary for leadership in the 21st-century. According to Rath (2007), "society's relentless focus on people's shortcomings has turned into a global obsession" (p. I). McCall and Hollenbeck (2002) posited,

> Learning to work across cultures is an essential competency of the global executive, and it is for most people an emotional education as well as an intellectual one. In other words, the lessons are both professional and personal—often profoundly personal. (p. 9)

Hence, this dissertation aims to explore how the emotional literacy, including emotional intelligence and empathy, is successfully being leveraged to drive change around the world.

Purpose Statement

The purpose of this study is to understand the challenges that millennials face in being promoted to executive leadership roles within an organization. Millennials face unique challenges in the workplace that are delaying advancement into executive roles. The literature revealed a variety of emerging desires and needs that millennials suggest. Common desires involve millennials looking for purpose and meaning in their work. Additionally, millennials want professional development, coaching, inclusion, flexibility, and real-time feedback. Corporations find that millennials do not stay in jobs long enough to receive the development necessary for promotion. Despite these opposing truths, corporations are preparing to adjust organizational structures to accommodate the desires of the millennial generation. Further, a dynamic offspring of millennials is successfully trailblazing and creating innovative avenues to become global leaders. Their example may provide understanding and inspiration to other young leaders seeking purposeful and meaningful work. This study aims to discover the self-expressive experience of millennials and understand best strategies used in advancing on the corporate ladder. Hence, measuring past successes can provide standards for meeting future expectations. The outcome of this study is to lend a millennial voice to emphasize their lived experiences to future research. This research gives a constructive reflection on the millennial perspective, and examines opportunities for the strategies and change necessary within the organization to coincide with purposeful work. The purpose of this study is to determine:

- the challenges millennials face with promotion to executive leadership roles,
- the strategies and practices employed by millennials to promote into leadership roles,
- how millennials measure success in executive leadership roles, and
- what recommendations millennials have to offer aspiring young leaders.

Research Questions

To address the purpose statements above, the following research questions (RQ) are addressed in this study.

- RQ1: What challenges do millennials face to promote into executive leadership roles?
- RQ2: What strategies and practices are used by millennials to promote into executive leadership roles?
- RQ3: How do millennials measure success in executive leadership roles?

- RQ4: What recommendations do millennial leaders give to aspiring young leaders?

Significance of the Study

It is imperative that American businesses develop solutions and priorities to address millennial leadership within organizations before the impact affects U.S. organizations' ability to succeed globally. The findings of this study provide organizations with a quintessential lens into the lived experience of millennials as they aspire to executive leadership positions. A plethora of literature supports the challenges of recruiting, retaining, and promoting millennials in leadership positions. Leaders argue that millennials lack the competencies and experience necessary to move into upper echelon positions (Kunreuther, 2003). The findings of this study identify some initiatives that are collectively beneficial for millennials and organizations. Additionally, the findings identify best practices for organizations in recruiting and retaining the millennial generation in the workforce. The research revealed that a significant proportion of leaders admitted that they were not prepared for leadership roles in organizations (Little, 2016). Hence, the findings of this study aim to prepare organizations in ways to further develop leadership and gain an understanding of the different generations and their values, work ethics, and leadership practices. Additionally, the findings can be used to develop organizational policies and career coaching, in addition to content for training and development. Results of this study will assist educational institutions in building learning objectives into curricula around these topics. Gentry, Griggs, Deal, Mondore, and Cox, (2011) suggested that strategies should be generationally appropriate for the specific development of leadership skills. Millennials will have an opportunity to offer a social constructivist view of the challenges they face and recommendations for future leaders. Millennials have a dominant presence in the 21st-century workforce. The findings of this study offer suggestions to human resources and cultural diversity practitioners for supporting millennials as they advance into leadership positions.

Another generation beginning to enter the U.S. workforce is more diverse than the millennials. Gen Z is the instinctive, mobile cohort born after 1995 who account for more than one-fourth of the U.S. population (Abramovich, 2015; Swett, 2016). Like the millennials, Gen Z looks for meaningful work, is tech savvy and wants ongoing feedback.

Limitations and Assumptions

- Biases may exist during interpretation that lead to generalized findings that are inaccurate.
- This study is limited to individuals located in the United States and may not be transferable to the general population.
- It is assumed that the millennials selected for this research are faced with challenges in being promoted to executive leadership positions.
- The study was further limited to criteria of inclusion, exclusion and maximum variation detailed in Chapter 3 of this study.

Definition of Terms

The purpose of the definition of terms is to offer more clarity on how these terms are used in this research.

- *authentic leadership*: a commitment to lead "with purpose to make a difference in the world and leave behind lasting legacies" (George, 2015, p. 3).
- *diversity and inclusion* (D&I): Diversity refers to the existence of different cultures or ethnicities within a group or an organization (Northouse, 2013). D&I becomes a

business imperative and creates a virtuous cycle in which innovation is enhanced (Steele & Dervin, 2015).

- *emotional intelligence*: “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and use this information to guide one’s thinking and actions” (Salovey & Mayer, 1990).
- *emotional literacy*: the ability to understand one’s own emotions, to listen to and empathize with others, and to express emotions effectively and appropriately (Camilleri, Caruana, Falzon, & Muscat, 2012).
- *empathy*: the epitome of an emotional surrogacy, where one is intentionally congruent with another’s emotional state (McKenzie, 2016).
- *entitlement*: an individual belief that a person is worthy of everything desired (Brummel & Parker, 2015).
- *ethical leadership*: Leaders are “rooted in respect, service, justice, honesty, and community” (Northouse, 2013, p. 448).
- *generation*: A cohort group born in a shared era with common experiences that contribute to tribal values (Hansen & Leuty, 2011).
- *globalization*: A worldwide assimilation of economies, peoples, and cultures that become interdependent of one another for processes (Terrell & Rosenbusch, 2013).
- *holistic leadership*: a multi-dimensional leadership, including the mind, body, soul, and spirit of the individual (van Dam, 2007).
- *horizontal development*: the ability of an individual to learn a new behavior or skill (Petrie, 2014).

- *leadership*: The ability to influence a group to fulfill a vision or goals (Robbins & Judge, 2015). From a personality point of view, leadership is an accumulation of distinctive traits or characteristics by leaders that induce others to accomplish a task. As a behavior, leadership is an action that causes a change in a group (Northouse, 2013).
- *mindfulness*: paying attention in a particular way; on purpose, in the present moment, and non-judgmentally (Desbordes, et al., 2014).
- *narcissism*: The love for one's self (Sandler, Fonagy, & Person, 2012). This pathological personality trait is egotistic and self-centered.
- *purposeful leadership*: uniting people together and applying meaning to real challenges around a common purpose (George, 2015).
- *social constructivism*: a point of view where individuals look for meaning in life and work. The researcher looks for diversity rather than insular meanings (Creswell, 2014).
- *social entrepreneurship*: an umbrella term for a considerable range of innovative and dynamic international praxis and discourse in the social and environmental sectors (Nicholls, 2013).
- *transactional leadership*: A leader who provides task-oriented direction. Exchanges of reward or correction from the leader are dependent on the performance of the follower (Robbins & Judge, 2015).
- *transformational leadership*: a leader who provides the inspiration for followers to exceed their personal interests and look to the betterment of the organization.

Transformational leadership offers individual attention, and gains trust through creative processes (Robbins & Judge, 2015).

- *vertical development*: how any individual makes meaning (Petrie, 2014).

Chapter 1 Summary

Globalization has placed a demand on organizations to operate with rapid speed and be effective. U.S. organizations are meeting the demands of globalization with four generational cohorts operating in the workforce. The millennial generation encompasses the largest segment of the U.S. workforce, and while being called optimistic, tolerant, and confident, the cohort is coined as being a narcissistic generation with entitlement issues and a lack the of interpersonal skills necessary to lead effectively.

Leadership continues to evolve in meaning and complexity. Organizational leaders are required to be generationally, culturally, and internationally astute. Further, leaders are obligated to think with sensitivity and integrate processes effectively for organizational success. Meeting the demands of constant change is an ongoing challenge for leaders and organizational structures.

Chapter 1 provided an introduction to this qualitative research, along with the statement of the problems, significance, and limitations of the study. This chapter also highlighted four research questions that guided this study. The research questions sought the most difficult challenges, best practices, strategies, advice, and measurements of success for the millennial generation. The findings of this research will help organizations accommodate the millennial generation, and especially provide leadership development best practices and strategies to support future aspiring leaders. Chapter 2 is a conceptual literature review to guide the research questions and process.

Chapter 2: Literature Review

This literature review deliberates a global trend in organizations that moves from traditional mission commodification in organizations to heart-centered work and values people over profit. The review studied the generational cohorts of the United States workforce and also discussed the current economic landscape to parse out the successes of the established system. An examination of the top global companies and leaders is detailed to determine what works efficiently in the current system and what needs to evolve. The millennial generation dominates the succession channel and there is a critical need for organizations to attract and retain the next pipeline of leaders in order to remain competitive in a global market. Millennials face a negative reputation and have been labeled as entitled, narcissistic, and deprived of emotional literacy. However, the literature revealed that millennials are a diverse, well-educated population in search of purposeful work. The literature review findings suggest that the conflict and stereotypes discussed in the popular media may be biased against millennials and discuss how interpersonal competencies for all generations can be developed through holistic leadership practices. This review also notes a deficiency in educational institutions to provide timely emotional literacy development necessary for future U.S. global leaders. The gap in emotional development suggests that millennials are entering the workforce lacking the competencies necessary for the various approaches in communication, empathy, and self-awareness. The findings of this research identify best practices, close gaps, and assist with the development organizational policies and learning objectives for curricula that are necessary for 21st-century leadership. Altogether, this literature review gives a comprehensive comparison of research and adds to the empirical data regarding the advancement of the millennial cohort generation in developing successfully in executive leadership roles. Emerging trends in the research suggest reexamining an alternative lens on 21st-century leadership by integrating purpose and meaning into the mission statement of organizations. Rising developments in the literature suggested that organizations change their corporate priorities to balance both purpose and meaning between employers and employees. The review led to a discovery in the literature that supports solutions to fulfill the core values of millennials for purposeful work through a holistic leadership development involving the practice of mindfulness and meditation. Holistic leadership multi-dimensionally develops the individual, including the mind, body, soul, and spirit (van Dam, 2007), and is used as best practices by the top U.S. global leaders and organizations. This literature review offers a landscape and suggests ways that organizations can change their structures and corporate cultures in order to attract, maintain, and cultivate millennial global leaders. Hence, leveraging the development of human qualities can map a sustainable future of inclusive global citizenship (Gentry, Weber, & Sadri, 2007; Holt & Marques, 2011).

Current Landscape of the U.S. Workforce

The U.S. workforce currently has four generational cohorts with an over-50-year span in work-life experience. Although each generation brings a particular lived experience of their era into the workforce, the complexities of globalization are too large for any generation to manage independently. Seaton and Boyd (2007) believed that organizations before the 20th-century faced evolutionary challenges in comparison to the constant, simultaneous changes that make up the revolutionary, 21st-century globalization. The modern bureaucratic systems are flattened to accommodate the postmodern era of leadership. U.S organizations can benefit from an intergenerational workforce that offers a unique lens with time and experience for solving the complexities of a global world. An intergenerational mix of values comes with great risk and reward for globalization. While titles and birth date ranges vary in research, the four generations that predominantly occupy the U.S. workforce are the Silent, Baby Boomer, Generation X, and millennial, which is also known as Gen Y.

Silent generation. This generation was raised during the Great Depression and World World II, born through the year 1945. The Silent Generation is the oldest in age and also referred to as Traditionalists. This generation is described as being loyal to their employers and frequently earned tenure with employment at one organization. Hence, it is not unusual for a Silenter to spend one's entire career in a position within an organization. Employment is viewed as an obligation by the Silent Generation (Hansen & Leuty, 2011).

Baby boomers. Baby Boomers are the primary descendants of the Silent Generation and were born between the years 1946 and 1964. Baby Boomers grew up in an era of great social change, including the civil rights movement and the assassinations of President John F. Kennedy and Dr. Martin Luther King, Jr., though many Americans experienced stability and affluence during this era (Gentry, et al., 2011). Boomers are described as ambitious, high achievers, and loyal to their work and organizations. This generation is frequently characterized as workaholics, and families of the Baby Boomer generation suffered high divorce rates at the expense of their careers.

Generation X. This generation is the primary descendants of Boomers, born between 1965 and 1985. A large decline in birth rates caused this generation to become lost between the Baby Boomer and millennial generations (McIlwain, 2009). The high divorce rates of Baby Boomers, economic recession, and subsequent layoffs helped to shape the work ethic of Generation X. Gen Xers also grew up during the spread of AIDS and environmental disasters such as Chernobyl. Unlike the Baby Boomers, Gen Xers' values teamwork on jobs and prefer a work-life balance.

Millennials. This generation is also the primary descendant of Baby Boomers, born in the mid-1980s to the turn of the century. Despite growing up during a time of historical terrorist attacks, millennials are coined as being ambitious (Langan, 2012), resilient, (Hansen & Leuty, 2011), and tolerant of differences (Roehling, Kooi, Dykema, Quisenberry, & Vandlen, 2010). Unlike the Baby Boomer generation, millennials are more loyal to relationships over jobs (Alexander & Sysko, 2011) and similar to Generation X, millennials prefer flexible work schedules with work-life balance.

The literature suggests that the managerial practices and values between the generations are more similar than they are different (Gentry, et al., 2011; Hansen & Leuty, 2011). The findings of one study suggested no significant difference in how values are ranked across generations while exploring integrity, good judgment, leadership by example, decision-making, trust, justice, fairness, humility, and sense of urgency (Ahn & Ettner, 2014). Although intergenerational history has timeless qualities, the gaps in generation and age have also heightened controversy in the popular media regarding workplace conflict (Foster, 2013; Murray, 2011: Nishizaki, 2013; Parry & Urwin, 2011). Costanza, Badger, Fraser, Severt, and Gade (2012) conducted a meta-analysis to study variances in workplace attitudes between generations in three areas: job satisfaction, organizational commitment, and intent to turnover. The results of the study showed moderate to small differences between generational attitudes. The results suggested that organizations should concentrate on developing interventions that are not specific to generational differences. Stark and Farner (2015) argued that generational workplace conflict has not been verified by actual research. However, Hillman (2014) found a number of reported empirical sources (Arsenault, 2004; Benson & Brown, 2011; Bristow, Amyx, Castleberry, & Cochran, 2011; Cogin, 2012; D'Amato & Herzfeldt, 2008; Griffin, 2004; Meriac, Woehr, & Banister, 2010; Sirias, Karp, & Brotherton, 2007; Twenge, 2010; Twenge, Campbell, Hoffman, & Lance, 2010; Wilson, Squires, Widger, Cranley & Tourangeau, 2008) to show a significant relationship between generational cohorts and that the differences in “the primary factors of communication, education/training, and leadership were found to contribute to generationally based conflict in the workplace” (p. 245). Adapting to the various approaches in communication and task expectation are of increasing concern in the workplace (Hartman & McCambridge, 2011; Tracy et al., 2015) and costing organizations billions. According to CPP, Incorporated (“CPP” 2008), United States employees contributed approximately three hours per week to deal with conflict, costing organizations an estimated $359 billion in payroll expenses. Twenge & Campbell (2008) posited that psychological and technological generational differences influence behavior, and organizations need to discover solutions that acclimate differences and benefit outcomes.

Indeed, an urgency exists in the leadership pipeline for U.S. millennial workers ("Deloitte,” 2016a, 2016b, 2017), and organizations must give consideration to the personal and professional development of this generation. U.S. millennials are occupying the workforce with three other generations and are the leading population in the U.S. workforce at over 53 million strong (Fry, 2015). Although the intergenerational history has timeless qualities, workplace conflict has raised controversy in the popular media as a generational divide. The millennials are accused of this conflict and labeled as a narcissistic generation whose personalities collide with preceding generations. Ridding the workforce of negative stereotypes and finding solutions for U.S. leadership development is critical to advance successfully into 21st-century globalization. The literature review findings suggest that the conflict and stereotypes discussed in the popular media may be biased against millennials and highlight how interpersonal competencies for all generations can be developed through holistic leadership practices. As these four cohorts acclimate within the current landscape of intense globalization, this dissertation seeks to review best practices evolving in global business leadership to understand the current system's successes as an essential part of predicting and formulating future trends. According to Deal and Bolman (2013), "measurement against the standard makes it possible to identify and fix problems" (p. 520). The objective in this exploration is to measure best practices of successful U.S. organizations as a benchmark to help distinguish what sets them apart from others. The research also uncovered the professional development courses available to staff of top global U.S. organizations. Drucker (2001) posited that benchmarking endorses the practices that are successful, and compares "performance with the best performance in the industry, or . . . with the best anywhere in the business" (p. 104). Thus, best practices need to be examined at top global organizations to help discover standards that make organizations successful.

Current Landscape of Top Global Companies

This section is a review of U.S. global companies—listed as the top revenue earning, most admired, and the best selected for leadership—to discover how they recruit, train, and develop staff, and to learn about their organizational cultures, core values, and qualities. These analyses discuss common threads found within an organizational structure that support millennials and helps determine what changes may be necessary within U.S. organizations for 21st-century leadership.

Top global revenue companies. Fortune Incorporated ranks the top 500 global companies by total revenue and perspective fiscal years, then annually publishes the data relevant to its methodology. Collectively, 38 U.S. global companies were ranked in the top 100 on *The Fortune's 2016 Global 500 List* ("Fortune," 2016a). It is important to take a look at U.S.

global companies to uncover practices that make them thrive. Walmart, ExxonMobil, and Apple were the three highest earning U.S. companies with nearly $1 trillion in combined revenue in 2015. The research looked at phenomena of each of these companies individually to discover similarities and variances in the recruiting, organizational structure, culture, and training methods.

Walmart. Walmart ranked in first place on *The Fortune's 2016 Global List* with a reported revenue of $482 billion in 2015. The company specializes in discount retailing and employs 2.2 million people worldwide. One of the strengths of Walmart is its solid relationships with suppliers, which gives a competitive edge over Target, their largest retail competitor. Walmart successfully made the millennial generation a growing retail customer and noted that over two-thirds of the generation have shopped at a Walmart store (Wahba, 2016). However, millennials are only loyal to Walmart because of the need to be financially conservative. Net Promoter Score (NPS) is a tool that measures customer loyalty and the propensity to succeed in the market against competition. NPS used a Likert-like score that measured from zero (not likely at all) to ten (extremely likely) in recommending a brand to a friend or colleague. Results concluded that millennials rated Target three times higher than Walmart in 24 of 25 categories for propensity to succeed (Goodfellow, 2015). Thus, millennials are likely to shop at Walmart for budgetary reasons and convenience. However, the generation is not likely to look at Walmart for career opportunities.

Walmart job recruitment teams market their value in people and publicly announced their commitment to invest $2.7 billion in wages and professional development (Walmart, 2017c). According to the website, Sam Walton built Walmart on an institution of trust, esteem, and great distinction in customer service ("Walmart," 2017b). Walmart offers mentoring programs, courses in leadership, management training, and other resources for employee professional development. Additionally, Walmart has a partnership with American Public University (APU) and pays up to 100% of staff tuition in their Lifelong Learning & Degree Programs. Employees can select from a menu of courses that are perspective to their current job level (Walmart, 2017a, 2017d). These courses are designed to give employees the necessary education to support their careers. Employees can build competencies in a variety of areas such as judgment, strategy, ethics, and adaptability. For example, a Walmart director or senior director staff member interested in strengthening competencies in adaptability or strategy is offered two online course choices. The first course is called *Organizational Change.* According to the course description, the learning objectives directly relate to the best practices used in senior level organizational leadership (see Appendix A). This course is designed to broaden management perspectives and will help senior managers, directors, and senior directors improve results and adapt to handle significant change efficiently. The organizational change course objectives focus on building teams and managing teams through change. These objectives directly align with the change in 21st-century organizations to flatter structures with reliance on teams to achieve goals and manage constant change.

The second course offered to Walmart senior staff is called *Global and Competitive Strategy*. The focus is on business strategy examination and design. The learning objectives of the course are to provide the tools necessary to design strategies and plans that achieve business priorities (see Appendix A). The design of this course is to help the employee analyze strategies and make better decisions with data. Research supports that strategic training and organizational transformation give a competitive edge to globalization.

Both of these eight-week courses are upper-division college level offered through APU at a cost $688.50 per class. A Walmart employee interested in taking these courses is instructed to seek an online approval from their department supervisor. If approved, the courses will be offered free of charge to the employee. A Google search of online courses with similar course titles yielded only a few universities that offer a course titled, *Organizational Change* at the upper-division undergraduate level. Cleveland State University (CSU) offers a certificate program consisting of five courses, and admission is open to any individual currently enrolled in a graduate business program ("CSU Ohio," n.d.). Walmart offers a unique opportunity for employees to enroll in courses which are normally highly selective with advanced education prerequisites and academic admission standards.

ExxonMobil. ExxonMobil ranked in second place on *The 2016 Fortune 500 Global List* for U.S. global companies and reported $246 billion in revenue and 83,700 employees for 2015 (Fortune, 2016a). The company is over 125 years old and is the biggest global fuel company ("ExxonMobil," 2017b). Exxon's Standards of Business Conduct credited the high quality of the staff as its greatest strength ("ExxonMobil Austalia," 2017). ExxonMobil practices diversity inclusion and empowers their staff to think self-sufficiently, be creative, and ingenious on their jobs. Like Walmart, ExxonMobil offers educational partnerships to enhance the personal and professional lives of their staff, with training expenditures averaging $90 million per year training over 75,000 participants globally ("ExxonMobil," 2017c). The researcher could not find public access to any courses available through ExxonMobil's educational partnership. Employees are instructed to work with supervisors to make a personal training and development plan. ExxonMobil workers are then directed to a variety of trainings to fit their needs. ExxonMobil uses a job rotation process for internal development and increasing responsibilities.

Both Walmart and ExxonMobil invest heavily in professional development for their employees while being publicly committed to diversity and inclusion (ExxonMobil Australia, 2017; Walmart, 2017e). They also share the same practices of having outside educational partnerships, promoting from within, and offering mentoring opportunities to staff. These best practices for global leadership success are used by the two most powerful U.S. companies in the world. However, neither of these global giants are ranked high for being most admired in U.S. for global leadership. Walmart ranked 42 and ExxonMobil ranked 37 on *Fortune's 2016 Worlds Most Admired Companies* (Fortune, 2016b).

Most admired U.S. companies. The U.S. held 17 of the top 50 places in *Fortune's World's Most Admired Companies* for 2016. Apple led the list in first place, Google ranked second, followed by Amazon, Berkshire Hathaway, Walt Disney, Starbucks, Southwest Airlines, FedEx, Nike, and General Electric ("Fortune," 2016b). The following sections examine Apple and Google to discover best practices that set them apart as the top two most admired companies in the United States. Fortune Incorporated used a definitive report card to create a list of corporate reputations by surveying 4,000 executives, directors, and analysts. The survey asked these professionals to create a top 10 list of their most admired companies using criteria such as social responsibility and the value of company investments. The researcher could not find answers to how executives chose their top 10 or why they ranked Apple as the most admired. However, looking at the world's most admired companies will help saturate findings of best practices and strategies used by top organizations.

Apple. While Apple ranked in ninth place on *The 2016 Fortune 500 Global List* with $233 billion in revenue, the tech company ranked first in *Fortune's World's Most Admired Companies* in 2016. Apple was founded in April 1976 by Steven Jobs, who was consistently admired for genius and business strategy. However, admiration for Jobs was complicated by many of his personality traits. One of Apple's original founders, Ron Wayne, described Jobs as "stubborn, cold, argumentative, socially awkward and manipulative" (Desborough, 2013, para 16). These were not uncommon behavior trait descriptions of Jobs and became the accepted culture of his leadership. The Apple website advertised a corporate staff who are "perfectionists," "idealists" and "inventors” who have "demanding" jobs ("Apple," n.d., para. 1). Despite the rumors about its culture, Apple still managed to rank number one on *Fortune’s World’s Most Admired* Companies list for 2016. Apple is a highly secretive company and employees rarely speak publicly about their work. Joel Podolny, vice president and dean of Apple University, devised the training and development curriculum for the tech giant. Prior to joining Apple, Podolny was former dean of Yale University School of Management and also held professor positions at Harvard University and Stanford University. Apple classrooms for training are confidential with year-round courses offered at the Cupertino, California headquarters. Public interviews about Apple University with Apple instructors are not available. However, in 2014, three employees agreed to speak to The New York Times about the company and its training classes (Chen, 2014). The interview spoke about an internal website available to Apple staff that offered classes to fit their positions and backgrounds. Employees are taught about the history of Apple and understand how some of the decisions were made for products like the iPod through such courses. History about Apple could not be found on the website at the time of this research. Gizmodo is a Silicon Valley reporter and one the largest digital media companies in the world. Gizmodo released segments of a legitimate training manual for Apple and made it partially available online. According to the manual, Apple employees are trained to be graceful, empathetic, persuasive, and compassionate. Titled, *Genius Skills Behaviors and Values*

Checklist, the tech company uses neuroscience to sell (Biddle, 2012, para. 6). Employees are repeatedly trained in empathy exercises, and empathy is one of the core values of The Apple Marketing Philosophy (Isaacson, 2011).

Google. Google ranked second on *Fortune's World's Most Admired Companies* in 2016 and used a more transparent approach than Apple regarding some their professional development training courses. Googler staff are offered a variety of personal and professional classes. *Search Inside Yourself* was one of their oldest courses, taught by former *Jolly Good Fellow*, Chade-Meng Tan. Tan designed the course to train on emotional intelligence, compassion, building sustainable relationships, and contributing to world peace (Giang, 2015). Thousands of staff were waitlisted for open seats soon after the course launched in 2012. Tan subsequently started a nonprofit and made the two-day course available to the public.

Google has another website to share innovation, research, and best practices with the world. Rework.withgoogle.com offers guidance on goal setting, hiring, and people analytics. Google uploaded a YouTube video on October 9, 2015, in which Brian Welle, Director of People Analytics, spoke about the company's journey to uncover unconscious bias ("Google Ventures," 2014; re:Work, n.d.). Unconscious bias describes how the brain uses shortcuts to negatively influence decisions and interactions with people. Over 30,000 Googlers participated in the workshop that addressed diversity, stereotypes, shifting cultures, and suggestions on combatting biases. The course grew in popularity among the Google staff and was shared publicly online for anyone to use. Google, in essence, transformed their people inside the organization and shared the course curriculum for the world to replicate professionally in other training programs. Noticeable similarities and differences in transparency between Apple and Google were found in the research. Apple opted to use characteristics like "perfectionist" and communicated through

the website to job seekers that the work is “demanding” (“Apple - Jobs,” n.d., para. 1). Alternatively, training information at Apple was highly secured and confidential. In contrast, Google was transparent in promoting their value of staff, diversity inclusion, and training online for public use. Both companies have onsite training facilities that are utilized year-round. Google was more vulnerable in their emotional approach for strategy and understanding biases with staff, while Apple used vulnerability to teach staff how to tap emotion in selling products to its customers. While both company methodologies have proven to be successful, it is not conclusive which practice is the best model for global leadership. However, the analysis can provide organizations with a summary of similarities and differences that are proven in global organizations. The nature of leadership continues to evolve with various meanings (Northouse, 2013) and noting research on best companies for leadership is worthwhile for analysis.
Diving deeper into the research of the top-ranked organizations and leaders gives a valid lens of best practices for leadership development while discovering gaps to assess future training needs. As stated earlier, best practices were examined at top global organizations to help discover standards that make organizations successful. The findings may also prepare organizations on ways to gain an understanding of company values and leadership practices. The next section explores the best companies for leadership to discover their organizational structures, cultures and what distinguishes them from the rest.

Best companies for leadership. An urgency exists in the leadership pipeline for U.S. organizations to advance millennial workers (Charan, 2005; Toossi, 2010). Organizations must give consideration to the recruiting, hiring, retaining, and developing this cohort for executive roles. Seeking out best practices of the best companies in leadership gives a lens for exploring what sets these companies apart from other organizations. The objective in this exploration is to saturate best practices of successful U.S. organizations as a benchmark to help distinguish their structures and cultures from others.

HayGroup is a global people strategy consulting firm who has partnered with a majority of the Fortune 100 companies for a variety of services. HayGroup has conducted an annual survey since 2005 to determine the best companies of leadership. Over 17,000 people from over 2,100 global companies participated in finding best practices for developing future leaders. Haygroup research questions asked the following three questions:

- "What makes a great leader in an ever-more globalized, unpredictable world?
- What skills do the world's best companies need, now and in the future?
- What are the best companies doing to accelerate their leaders' development, so they can compete and succeed in this challenging new environment?" (Hay Group, 2014, p. 1)

HayGroup's executive summary concluded that the best companies focused on three areas of strategy:

- The best companies used a structured approach to developing talent in which:
    - "people were promoted or transferred for developmental purposes,
    - companies actively managed a pool of successors for mission-critical roles, and
    - companies developed career paths and assignments to prepare staff for most important roles" (Hay Group, 2014, p. 2).
- The best companies actively managed top talent pipelines by:
    - "identifying certain individuals for high potential leadership roles;
    - promoting from within the organization; and

- informing employees of possible career paths available to them" (Hay Group, 2014, p. 2).

- Best practices for developing people used by the best companies involved:
    - "classroom-based leadership training programs,
    - mentoring by another senior manager or executive, and
    - job rotation and deliberate management of the career path" (HayGroup, 2014, p. 2)

The results of the survey for *The 2014 Top 20 Best Companies for Leadership* listed Proctor and Gamble in first place and General Electric in second place (see Table 1). Indeed, gaps and similarities exist in lists between *Fortune's World's Most Admired Companies, The Fortune 2016 Global 500 List*, and *Hay Group Top 20 Best Leadership Companies* (see Table 2). General Electric is the only company on Hay Group's listed at number two and also landed on *Fortune's World's Most Admired Companies* for 2016 at number 10, in addition to *The Fortune 2016 Global 500 List* at number 42. Thus, it becomes relevant to discover General Electric's best practices used for global leadership.

Table 1

2014 Best Companies for Leadership

Rank	Organizations	Headquarters Location*	2014 Fortune 500 Rank*	Revenue* (Millions)
1	Procter & Gamble	Cincinnati, OH	92	84,167
2	General Electric	Fairfield, CT	27	146,231
3	Coca-Cola	Atlanta, GA	224	46,854
4	IBM	North Castle, NY	NR	NA
5	Unilever	London, UK	140	66,108
6	Intel	Santa Clara, CA	195	52,708
7	McDonald's	Oak Brook, IL	433	28,105
8	Samsung	Suwon, South Korea	13	208,938
9	3M	St. Paul, MN	399	30,871

(continued)

Rank	Organizations	Headquarters Location*	2014 Fortune 500 Rank*	Revenue* (Millions)
10	Hewlett-Packard	Palo Alto, CA	50	112,298
11	Pepsi-Co	Purchase, NY	NR	NA
12	Toyota	Toyota, Japan	9	256,454
13	Accenture	Chicago, IL	404	30,394
14	Siemens	Munich, Germany	58	106,124
15	Telefôna	Madrid, Spain	NR	NA
16	BASF	Ludwigshafen, Germany	75	98,203
17	Johnson & Johnson	New Brunswick, NJ	121	71,312
18	Citigroup	Sioux Falls, SD	82	93,629
19	IKEA	Leiden, The Netherlands	NR	NA
20	Pfizer	New York, NY	191	53,785

Note. NA = Not Available; NR = Not Ranked. Adapted from 2014 Best Companies for Leadership Survey.
*Adapted from "Global 500 Fortune," 2014.

Table 2

Summary of Best of the Best Companies

	Walmart	ExxonMobil	Apple	Google	General Electric
2015 Fortune 500 Revenue	1	2	3	36	11
2016 Fortune 500 Global	1	6	9	94	26
2016 Fortune 50 Most Admired	42	37	1	2	10
Hay Group Best in Leadership	NR	NR	NR	NR	2
Corporate University Program	INA	INA	YES	YES	YES
University Partnership	YES	YES	INA	INA	INA

Note. INA = Information Not Available; NR = Not Ranked

General Electric. General Electric (GE) is known for building innovative machines with a business that spans across 10 industries ("GE Digital," 2017). Ranked number 26 on *The Fortune 2016 500 Global List*, GE reported having 333,000 employees and $140 billion in revenues in 2015. Fortune attributed the highest ranking in key attributes of GE's reputation for personnel management, social responsibility, financial soundness, and global competitiveness ("Fortune," 2015) GE's website offered information on their career-long learning and leadership development through Crotonville Institute (CI), located in New York, with an additional 200 learning centers globally. The courses teach various levels of leadership principles and focus on solving business problems (Mcllvaine, 2009). Approximately one-third of GE's senior staff have completed a one-week leadership development training program through CI, and GE committed a $1 billion annual investment toward staff development. Since 2013, Crotonville served nearly 40,000 employees and 3,000 customers (Peters, 2016).

GE embraces decentralization and uses technology to help employees stay connected. Employees can make real-time decisions by looking at an app to find out what is going on inside the company. Jeff Immelt, CEO of General Electric, recently announced that all millennials employees will learn how to code software as part of training and development. GE also announced that a move from employee annual reviews to real-time feedback on an employee app will soon be available, giving continuous insight from colleagues for professional development (Immelt, 2016).

In 2009, GE hired prominent professors, consultants, and writers to convene with the company's senior leaders for a discussion called, *Twenty-first Century Leadership*. The group looked at similarities in leadership styles of famous leaders such as Abraham Lincoln, Mother Teresa, and Adolf Hitler (Mcllvaine, 2009). GE's goal for the meeting was to develop and set standards to measure their managers for leadership. The noted core competencies that GE deemed necessary for 21st-century leadership are (a) big thinker, (b) communicator and networker, (c) develops self and others, (d) globalist, and (e) listener.

The research showed that General Electric practiced collaborative methods with prominent leaders to problem solve and find best practices for leadership development. Pilot studies and strategy development are also conducted through Crotonville Institute. The CEO and senior managers of GE are expected to teach training courses at Crotonville (Stevenson, 2014).

GE extends leadership development training to leaders outside of the organization, whereas Apple and Google are noted to offer courses primarily to their employees. GE is transparent about organizational and strategy changes within the organization. Transparency is a practice that is also shared by Google. However, General Electric has sustained a dominant presence in the marketplace for over a century and is respected by leaders and organizations worldwide while maintaining undisclosed practices. Deloitte, a principal leader in talent development, noted that GE is the best in leadership development (Kellner, 2014). According to Robinson and Welch (2001), Jack Welch, former chairman and CEO of GE,

> transformed GE into the most valuable company in America and a global economic powerhouse . . . Jack Welch was and is the quintessential organization man, someone who climbed the corporate ladder rung by rung . . . and pulled many others up with him each step of the way. His distinctive contribution has been to transform the role of manager into that of leader and to remind us all that if you're in the leadership business, first and foremost you're in the people business. (p. 2)

Jeff Immelt succeeded Welch as GE's CEO four days before the September 11, 2001 terrorist attacks on the U.S. Immelt noted that his strongest traits are risk management and resilience. When asked about learning opportunities and takeaways from companies like Facebook, Immelt believed that old companies like GE fear the "sense of purpose" (para. 17) operating inside companies like Facebook (Sellers, 2015). Welch and Immelt used different strategies to lead GE. Welch focused on infrastructure and cost control. Alternatively, billions of dollars in infrastructure that Welch built was subsequently sold by Immelt. Immelt believes that the key to staying evolutionary in the 21st-century is constant innovation. Immelt is driving behavior and culture with "clear thinking, imagination, courage, inclusiveness, and expertise"

(Krishnamoorthy, 2015, para 10). Synthesizing these findings gives an understanding that no single formula is used by top global organizations. Hence, a universal leadership theory does not exist that effectively increases interpersonal competency skills or includes the differences of all the world's cultures and core beliefs (Saee, 2005). A competent global leader is fluid, compatible, yet steadfast in purpose, and able move elegantly through systems to build human capacity. Prewitt (2010) postulated a leadership theory that integrates management practices to serve leadership goals, as seen in Table 3.

Table 3

Management and Leadership Characteristics

	Management	Leadership	Integral Leadership
Dynamics	Transact	Transform	Collaborate
Relational assumptions	In control	In charge	In dialogue
Organizational focus	Efficiency	Followers	Systems
Purpose	Predictability	Culture	Social intelligence
Serves	Stabilitiy	Change	Adaptability
Impacts	Resource distribution	Belief, value, motivation	Responsiveness to change
Operation	Resources	People	Holistic
Needs satisfied	Extrinsic	Intrinsic	Mind-body-spirit
Motivator	Rewards & punishments	Inspiration	Sustainability

Note. Adapted from "Integral Leadership for the 21st-century, "by V. Prewitt, 2010. Copyright 2004 by Taylor & Francis Inc.

Trends emerging in the literature regarding 21st-century leadership development suggest ways to keep pace with the constant change in our globalized society. Petrie (2014) interviewed 30 leadership experts to hear suggestions for future development and best work practices. The findings suggested that the current situation is faced with challenges that are complex and that change is rapid. Thus, future challenges involve keeping up with the pace of development. Four future trends of leadership development emerged from the interviews. First, organizations will need more focus on vertical development instead of solely on horizontal development. Horizontal development is the ability of an individual to learn a new behavior or skill, whereas vertical development is how an individual makes meaning. In essence, an individual's mindset will progressively grow from level to level. Second, organizations should give autonomy and responsibility to the individual for developing growth. Petrie (2014) called this a transfer from the passenger seat to the driver's seat, which means that organizations should not require a staff member to take a course if the employee does not desire to do so. Third, leadership will move to a collective model, where innovation is pointed to a network instead of an individual. Thus, leadership flows freely and is a process of sharing. Fourth, organizations will focus on innovation as a primary driver of development methodology. Collaborative efforts in sharing ideas with others and building cultures with the leadership networks are emerging prototypes. Global leaders represent transactions on an international platform and have responsibilities that require a broad range of competencies and skills. These leaders must be cognizant of the sophisticated differences between people and industry to get things done efficiently. Dominance in globalization requires United States employers to develop workers to change consistently with ongoing processes. Working in a global world means dealing with conflicts in policy, language, government, and environment, including changes in weather or time. Further, remarkable differences in world cultures, individual values, and beliefs also affect organizational behavior. These factors challenge a global leader to embrace learning as a lifelong process.

Globalization is joining humanity and becoming more interdependent upon resources. Implementing effective change in the 21st-century is more rapid and constant versus the periodic change management of the 20th-century (Higgs, 2003). Twentieth-century organizations traditionally used hierarchal structures in which top-down leadership controlled outcomes.

Global organizations in the 21st-century are operating in flatter structures with inclusive leadership manifesting throughout the structure. Hence, fluidity in interactions between people is more necessary for the success of the organization than the specific nature of hierarchical roles (Bush, 2013; Petrie, 2014; Yeager & Callahan, 2016). Strong communication and technological skills necessary for global work must flow freely. Twenty-first-century leaders need to be globally-minded and possess capabilities required to motivate performance for desired performance outcomes. Globalization involves a constant change in abilities, proficiencies, and behavior that align to purpose throughout the organization (Hellweg & Canals, 2014). Recruiting, retaining, and developing talent for leadership should be as fluid as the constant change that is happening in organizations. In particular, organizations have a tough time keeping millennials within their succession pipeline. Millennials are not loyal to organizations whose values promote profitability over people. Millennials tend to leave jobs in search of meaningful work ("Deloitte," 2016a, 2016b). According to The Bureau of National Affairs, organizational costs are upwards of $25,000 to replace a millennial employee, and companies report that the cohort is quitting faster than any other generation ("BNA," 2013). As millennials climb the corporate ladder as leaders, organizations need to prepare for changes in leadership definitions and how the world will view 21st-century global leadership with the United States (Haeger & Lingham, 2013; Heames & Harvey, 2006a, 2006b; "Imperative, 2016"; McEnany & Strutton, 2015; Murray, 2011). Collegefeed interviewed over 300 companies to determine the strategies used to hire college graduates. The study concluded that 84% of the companies surveyed admitted difficulty in attracting college talent, and most believed that the company brand wasn't strong enough. Collegefeed conducted another survey with 15,000 millennials who were asked the following:

- Name the top three companies where you desire to work.
- Name the top three things you look for when considering an employer.
- How do you discover companies and create an impression about them?

The top three companies who received over 78% of the total votes were Google, Apple, and Facebook. Millennials looked at the people and cultural fit, career potential, and work-life balance as preferred career options. Compensation ranked fourth on the list and further substantiated that millennials are driven by purpose. The study suggested that companies should focus on talking about their cultures and potential for growth when recruiting young college graduates. Finally, millennials look to their friends, job boards, and campus posts for career opportunities. Hence, the study gave recommendations on how to engage with students and where to find the best talent during recruiting seasons. Final suggestions involved making the application process easy and promoting the company's meaning (Agrawal, 2014). Organizations need to find ways to bridge the generational values and personalities while retaining millennials and preparing them for leadership positions ("Deloitte," 2016a, 2016b, 2017; "Imperative, 2016"; Murray, 2011).

Modern-Day Millennial Leader Examples

Diving deeper into top U.S. global leaders, it is beneficial to look at current, influential U.S. millennial leaders and discover the values, personality and leadership styles that exist within the organizations they lead. This discovery is consistent with methodologies used by the best organizations. Organizations look at their top-performing staff and measure them to average-performing staff to systematically assess gaps in performance (McCall & Hollenbeck, 2002). The findings are used in hiring, promoting, and developing staff (Goleman, 2016). A review of top-performing U.S. millennial leaders may reveal commonalities and differences in culture, best practices, traits, and behaviors. Additionally, the examples may reveal emerging trends in values or competencies that substantiate or refute the literature. This summary of millennials' trending characteristics in personalities and competencies can help organizations and other millennials navigate change.

Mark Zuckerberg, co-founder of Facebook. Zuckerberg is an internet entrepreneur who co-founded Facebook at the age of 20. The Facebook brand markets its culture as one of meaningful work ("Facebook,"2017a). The company values working in small teams to empower and influence people. Facebook is guided by five strong values: (a) be bold and take risk; (b) focus on impact by finding the biggest problems and solving them, (c) move fast, (d) be open, and (e) build social value ("Facebook,"2017b).

Zuckerberg's net worth is estimated at $48 million, and his annual salary totals $1.00. On December 1, 2015, Zuckerberg and his wife, Dr. Priscilla Chan, dedicated 99% of their Facebook shares to support The Chan-Zuckerberg Initiative (CZI). CZI was formed as a limited liability company, and its mission is to advance human potential and promote equality. Mark and Priscilla's vision is to help solve big challenges in society, like education and health care. Bill and Melinda Gates described Mark and Priscilla as "ambitious", "thoughtful", "open-minded and big-hearted" ("Hassett," 2016, para. 1). The literature labeled millennials as narcissistic. Narcissism manifests in personalities that are egotistic and self-centered, and have evident impairments of empathy (Sandler, et al., 2012). Descriptions of personality and behavior traits regarding Zuckerberg and Chan are contrary to the millennial stereotype behavior and personality traits found in the literature.

Dustin Moskovitz, co-founder of Facebook. Moskovitz is second on Forbes 2015 lists of America's richest entrepreneurs under the age of 40 years old, with an estimated net worth of

$10.6 million. Both Moskovitz and Zuckerberg dropped out of Harvard University at age 20 to launch Facebook in 2004. Dustin and his wife Cari Tuna started Good Ventures in 2011 to “help humanity thrive” ("Good Ventures," 2017, para.1). Like Chan and Zuckerberg, the Moskovitz couple made a commitment in their 20s to The Giving Pledge, a campaign started by Bill Gates and Warren Buffet to encourage millionaires to donate most of their wealth to philanthropic causes (“Giving Pledge,” n.d., para, 16).

The Chronicle of Philanthropy (2016) published an article, “40 Under 40: Young Leaders Who Are Solving the Problems of Today—and Tomorrow,” and highlighted leaders who found innovative ways to lead and defy millennial stereotypes (Gallagher & Rao, 2016). The article supports the leadership trends that millennials are following their hearts and finding meaningful careers that align with their values. Millennials leaders now advocate, build capacity, connect, and pioneer change in the world through nonprofit and social entrepreneurship platforms. The cohort is sticking to their values, following their heart, and using their educational knowledge to discover purpose by creating successful global companies.

Andrew Youn, CEO of One Acre Fund. Youn graduated magna cum laude from Yale University and received an MBA from Northwestern University. Youn used his education and experience to launch One Acre Fund, a global nonprofit that strategized a business solution for farmers in Africa. His innovation transformed agriculture and is helping more than 400,000 Africans climb out of poverty. Youn was selected to speak at the *2016 Skoll World Forum* in Oxford, England and *TED2016 Dream Conference* in Vancouver. Skoll World Forum provides a global platform for social entrepreneurship to find solutions to global problems. At TED2016, Youn gave an approximate 13-minute speech on winning the fight against poverty. Youn began his speech by telling the audience,

> I believe the greatest failure of the human race is the fact that we've left more than one million of our members behind. Hunger, extreme poverty—these often seem like gigantic, insurmountable problems, too big to solve. But as a field practitioner, I believe these are actually very solvable problems if we just take the right strategies ("Youn, A" 2016, 0:19).

Youn's TED talk mimicked the literature about millennials by being optimistic and contradicted the lack of empathy found in the literature. Youn has an Ivy League education and could have chosen a self-centered path for success. Instead, Youn reportedly earned $85,000 in 2014 when One Acre Fund received over $42 million in revenue ("Charity Navigator," 2016).

Veronika Scott, CEO of Empowerment Plan. Scott is the youngest on the 40 under 40 philanthropy list of young leaders. At the age of 21, Scott discovered a need in society while working on a class assignment in college. Empowerment Plan was founded in 2011, and the nonprofit employs 20 previously homeless women to make coats that convert to a sleeping bag. The company operates out of Detroit, Michigan, and has distributed over 10,000 winter coats to 30 U.S. states and three Canadian provinces. Scott shared her startup experience on a YouTube video when talking with the homeless about their challenges and discovered an opportunity to help eradicate homelessness by creating jobs. Scott said,

> I really believe that people can tackle far more than they think they can. . . . I think women have a really difficult time understanding how valuable they are . . . the idea of self-worth is very valuable to me. ("One Stitch Closer," 2014, 0:02)

The two social businesses of Youn and Scott are not uncommon entrepreneurial trends of society with the millennial generation (Howard, 2015). Millennials are tapping into these opportunities in their search for meaning and finding success in a variety of industries, including social entrepreneurship (Neck, Brush, & Allen, 2008). Global problems uncover opportunities for economic and social value. Social entrepreneurs find gaps in areas of unmet need that public, private, and government agencies have not addressed (Nicolls, 2013). In the private sector, a value can have a variety of meanings. The value may be equal to profitability, product, price, or service. Value for the nonprofit sector may be mission delivery. For U.S. governmental agencies, the value may mean a stable economy or affordable government resources. Social entrepreneurship brings a social value that is varied and frequently changing. According to Nicolls (2013), social entrepreneurs create empowerment, social change, social innovation, and systemic change.

The partial review of the modern-day millennial leaders previously discussed contradicted the stereotypes in the literature that demean the character of the cohort within society. Trending discussions in the popular media show another set of characteristics that are affecting society by creating sustainability with purposeful work (Hysen, 2014; Pollack, 2016). Challenging the negative stereotypes and finding solutions for U.S. leadership development is critical to advance successfully into 21st-century globalization. According to Deloitte (2016), millennials believed that organizations neglect to utilize their full potential or are not willing to make an investment in personal development, and this causes a gap in advancing the generation into executive leadership roles. Millennials suggested that organizations prioritize purpose around people instead of shareholder profit, which includes providing a good income and opportunities that make a positive difference. Recognition, influence, and autonomy are other variables that help employees experience purpose ("Imperative," 2016). Millennials need to advocate for opportunities to create purpose within existing organizations. The cohort is on a quest for purposeful work and is entering the workforce lacking the emotional competencies necessary to function successfully in a global society. A significant gap exists in the research regarding standards for teaching emotional literacy content in public education institutions and other organizations that prepare future leaders to be globally-minded. As millennials climb the corporate ladder as leaders, organizations need to prepare for changes in leadership definitions and how the world will view 21st-century global leadership in the United States. Research suggests that strategies should be generationally appropriate for specific development of leadership skills (Gentry et al., 2011). Millennials have a dominant presence in the 21st-century workforce. Hence, a new landscape to redefine purpose for the millennial generation is necessary.

Current Landscape of Millennial Leadership

The values of millennials in the workforce are disputed in the literature (Hansen & Leuty, 2011; Langan, 2012). The U.S. millennial generation has a reputation of being tolerant of differences, optimistic, and confident, despite growing up during a time of terrorism. Further, millennials are entering the workforce and holding fast to their core values, demands, and causing entities to rethink ways to bridge the differences, while retaining the generation for executive leadership roles ("Deloitte," 2016a, 2016b, 2017; "Imperative," 2016; Murray, 2011). The common theme in the literature is that millennials are on a quest to find purposeful work and have more concern with investing in people than shareholder profits. The following sections of this research highlight the advantages and disadvantages found in the literature on millennials. In addition, the review will detail the gap in emotional literacy that is necessary to prepare leaders for global readiness.

Disadvantages. The literature is complete with negative opinions on the millennial generation. Three consistent topics of concern are identified. First, millennials are labeled as having attitudes of entitlement (Alexander & Sysko, 2013; Brummel & Parker, 2015; Twenge et al., 2010). Second, millennials are stigmatized as lacking the interpersonal communication skills necessary for leadership roles (McLeigh & Boberiene, 2014). Third, millennials are perceived as being narcissistic (Bergman, et al., 2011; Twenge et al., 2010). This disadvantage is of greater concern for global organizations because of the decline in empathy found in research on millennials. Empathy is a critical compentency necessary for globalization.

Entitlement. Millennials are frequently associated in the literature with having an attitude of entitlement (Alexander & Sysko, 2011; Alexander & Sysko, 2013; Brummel & Parker, 2015; Chatrakul & Smithson, 2016). A person who feels entitled believes he or she is worthy of one's belief and desire. Having a sense of entitlement is also associated with narcissism. One study of work entitlements concluded that younger employees believed they deserved increased wages, special attention, and affirmation regardless of their accomplishments for the organization (Chatrakul & Smithson, 2016). However, other research revealed that entitlement does not deter organizational effectiveness in the workplace (Brummel & Parker, 2015). Tomlinson (2012) argued that the existing research on entitlement is "inconsistent, vague and incomplete" (p. 67). Entitlement is historically rooted in narcissism and associated with negative personality traits. In the context of personality traits, an entitlement trait refers to universal rights that don't change with time or circumstances. Tomlinson (2012) suggested some practical implications for managing entitlement beliefs more effectively. First, managers need to gain a thorough understanding of what entitlement is, along with the attitudes that are associated with the trait. Next, managers should integrate the understanding of entitlement throughout the organization. This integration should be communicated consistently, and managers need to have the assurance that everyone involved has a clear understanding of how entitlement is defined by the organization. Further, that entitlement is based on a certain outcome that is necessary in order to gain any reward. Communicating expectations effectively will negate the negative reactions from staff when entitlement is expected and not received.

Interpersonal communication. The literature suggested that millennials lack the interpersonal communicative skills necessary for leadership roles (Ahn & Ettner, 2014; Pasieka, 2009; Tracy et al., 2015). Personality clash is rated as the highest primary cause of conflict within organizations. The research was scant on how millennials became deficient with interpersonal skills. Malikhao and Servaes (2011) posited that what is driving behavior is “often their ideology or socioeconomic status, rather than their age” (p. 3). Indeed, each generation differs psychologically and in life experience. Twenge and Campbell (2008) suggested that generations are developed by distinctive experiences during upbringing, including “the pervasive influence of broad forces, such as parents, peers, media, and popular culture, create common value systems among people growing up at a particular time that distinguish them from people who grow up at different times” (p. 863).

Parental involvement can certainly shape a child’s behavior. Baby Boomer parents of millennials are characterized as being overly protective and intervening in too many of their children’s personal affairs (Odenweller, Booth-Butterfield, & Weber, 2014). The term *helicopter parents* describes a parenting relationship of hovering over children to shelter them, which can result in the underdevelopment of problem-solving and communication capabilities. Although the parental style is intended to be nurturing, empirical evidence shows that the millennials suffer because of a diminished identity as they become adults, with an increased sense of entitlement that disrupts society (Odenweller, et al., 2014).

Peer relationships also influence millennial behavior. Millennials are frequently engaged in social media networks, and being connected online is their preferred communicative conduit of reality. The introduction of these web-based sites opened the opportunity for individuals to display personal information, photos, video, and thoughts, and identify connections publicly or privately with online networks. According to Nielsen (2014), millennials are one of the largest groups of smartphone users. While one study suggested a positive effect of social networking (Hrastinski & Aghaee, 2011), another study shows the penalties of online engagement to be depression, loneliness, and anxiety (Rosen, et al., 2013).

Media and pop culture are also dominant forces that influence millennial behavior. According to Statista (2014), millennials are using up to 18 hours of media online usage per day for Internet browsing, watching live television, and playing video games (McCarthy, 2014). Texting on social media applications is taking up most of the millennials' time. One of the largest studies on millennials and media usage was conducted by Kaiser Family Foundation in 2010 and reported five key findings. First, the report showed a dramatic increase in media usage over a five-year period. Second, mobile and online media has fueled the increase in usage among millennials. Third, the increase in usage lowers school performance and contentment, with nearly half reporting fair or poor grades. Fourth, young people spend less time online when the usage is monitored by a parent. Fifth, African American and Latino youth between ages 11 and 14 years old had the highest levels of online media usage (Rideout, Foehr & Roberts, 2010).

Narcissism. Narcissism is an unhealthy love of one's self (Sandler, et al., 2012). The pathological personality trait is egotistic and self-centered. Narcissists take more risk, have difficulty collaborating, and experience fluctuations in performance (Twenge & Campbell, 2008).

The American Psychiatric Association (APA) identified criteria for an individual to be classified with a narcissistic personality disorder, which include significant impairments in personality functioning and evidence of impairments in the interpersonal functioning of empathy (see Appendix B). Sub-clinical narcissism is a personality trait considered to be non-pathological and is described as a "person's excessive self-love and self-centeredness" (Balaji & Indradevi, 2015, p. 1). The seven dimensions of demonstrated subclinical narcissistic tendencies are (a) grandiose, (b) self-views, (c) exhibitionism, (d) entitlement, (e) exploitativeness, (f) superiority, (g) authority, and (h) self-sufficiency.

The Narcissistic Personality Inventory (NP140) is an instrument used to measure non-pathological narcissistic tendencies in people (Balaji & Indradevi, 2015). Testing results placed average scores at 15.3 for narcissism. A score of 20 or above is considered borderline narcissistic. Balaji and Indradevi (2015) conducted a study to measure subclinical narcissistic scores of 202 millennials graduate students using the NPI40 instrument. The results of this study showed the mean narcissistic score for millennial participants was 24.22. Participants in this study scored highest in exhibitionism (4.07), authority (3.98), and self-sufficiency (3.36). Vanity (1.48) and superiority (1.76) ranked the lowest, while entitlement (2.38) and exploitativeness (2.32) averaged in the middle for millennials in this study. The findings suggested that "millennials might be closet narcissists who don't want to reveal their true selves that portray an image of self-centeredness" (Balaji & Indradevi, 2015, p.7).

Narcissistic behavior also weakens the interpersonal functioning of empathy, which is the "impaired ability to recognize or identify with the feelings and needs of others" ("NYU," 2012). Empathy is a human quality that appears to be in decline (Dolby, 2014). One study found that egotistical personalities (self-centered personalities that lack empathy) are the primary cause of conflict in the workplace. A majority of the study participants (70%) believed that managing conflict is a critical leadership skill (“CPP Research,” 2008). Managing conflict requires effective communication with mutual understanding, and practicing empathy gives the ability to understand the emotions of others while suspending judgment (Goleman, 2006). Bruneau, Cikara, and Saxe (2015) argued that an empathy gap can also occur when an individual had an assumption that others are like-minded. In essence, the gap lies in the presumed emotional indifference between people.

People mute their empathic response under certain circumstances. Gutsell and Inzlicht (2011) studied neurological evidence of an empathy gap in the emotive states of people. The study used two groups of participants called “social ingroups” and “social outgroups” (p. 598). The social ingroup participants shared the same ethnic identity (White or Caucasian), and the social outgroup participants were diverse in ethnicity. All participants were tested for empathy and racism for the study. The results confirmed bias in that the social in-group participants did not share the emotions of the social outgroup participants. Hence, when White participants were asked to watch and experience sad emotional expressions of their ethnicity, the findings measured empathy for their like-kind. However, the brain activity was significantly less when passively viewing another race’s expressions. Additionally, the social ingroup participants who scored marginally for racism showed even less empathy towards social outgroup participants.

Gutsell and Inzlicht (2011) provided evidence that like-kind individuals did not feel the emotive states of different individuals and thus contributed to the empathy gap. The results suggested that the resistance to walking in another’s shoes lessens opportunities for altruism, cooperation, help, justice, morality, and social understanding. The decision to mute the emotion instead of having empathy caused no responsiveness to another’s need or the ability to have a mutual understanding. According to the study by Gutsell and Inzlicht (2011), the empathy gap is heightened with people who scored higher when tested for modern racism. Hence, less is more. Where there is less empathy, there is more bias. This study promotes that the negative stereotypes in research and popular media may be biased toward millennials because of their demands for purposeful work. Without empathy, the stereotypes will cause a greater divide within U.S. organizations and create biases that hinder millennials from advancing in executive leadership roles.

When empathy is practiced, there is an affective feeling that is responsive to another individual's thoughts or feelings. According to McKenzie (2016), practicing empathy is the epitome of an emotional surrogacy, where one is intentionally congruent with another's emotional state. Empathy requires a selfless surrender of judgment. A mutual understanding of empathy and training is, therefore, necessary for society, as the decline in empathic response is apparent in research. Konrath, O'Brien, and Hsing (2011), conducted a cross-temporal, meta-analysis study that compared undergraduate students who attended school in the late 1970s through early 1980s with millennial generation undergraduate students who attended school in the 1990s through early 2000s. The study found significant deficiencies in empathy scores within the millennial generation. In this study, scores for the emotional component of empathy (measuring feeling of sympathy for others), decreased by 48% between the generations. When looking at empathy's cognitive component of perspective taking (people's tendencies to imagine another person's point of view), the empathy scores declined by 34% (Konrath et al., 2011). The study suggested that the rise in violence displayed in electronic media may be a cause of the decline in empathy in the millennial generation. With millennials representing the leading generation in the U.S workforce, it is essential that organizations offer empathy training and other emotional literacy topics in professional development curriculum.

A three-year empirical study on empathy in leadership was conducted in 2010 with undergraduate millennial students who were asked to define the qualities of a good leader. The students ranked intelligence, charisma, responsibility, commitment, and vision as top definers while empathy was consistently ranked as the lowest of 10 drivers. The researchers the conducted a second study and asked graduate level MBA students their opinions on why empathy was considered the least important among leadership qualities by the undergraduates consistently for three years. The findings were consolidated to two major themes for the MBA respondents. First, business students believed that practicing empathy was inappropriate in business settings. The second theme was the belief that they themselves lack familiarity with the meaning of empathy (Holt & Marques, 2011). The study suggested that practicing empathy was not perceived as a good leadership quality, and substantiated the need for training. Additionally, an individual will not practice empathy if they believe that empathizing will cause personal distress or discomfort (Schumann, Zaki, & Dweck, 2014), even though the practice of empathy is an effective way for an individual to see and feel the world from another individual's perspective (Szalavitz, Perry, & Snow, 2015). Further, a capability to connect or empathize with people will produce an effective leader (Connelly & Gooty, 2015; Goleman 2017; Goleman, Boyatzis, & McKee, 2009; Scott, Colquitt, Paddock, & Judge, 2010). Common themes found in the literature supported the idea that empathy is a key competency for leadership, yet not mandated in the K–12 education as a learning objective (Gentry, et al., 2007; Goleman, 2010; Graen, 2006; McCall & Hollenbeck, 2002).

The Department of Education does not mandate a particular curriculum of K–12 public schools in the United States. The federal government only requires that content standards are developed and mandated at the state level. For example, the California Department of Education designed common core standards for grades 9–12 that require students to be college and career ready upon graduation. Emotional literacy as a necessary competency is not required for adolescent development in California. According to the Common Core Parent Overview, upon graduation, students should have the following capabilities for literacy that will (a) demonstrate independence; (b) build strong content knowledge; (c) respond to the varying demands of audience, task, purpose, and discipline; (d) comprehend as well as critique; (e) value evidence; (f) use technology and digital media strategically and capably; and (g) come to understand the perspectives of others. Additionally, the students are "encouraged to be broadly literate—reading, watching, and listening for pleasure, information, and inspiration and communicating knowledgeably, powerfully, and responsively" to prepare for global society ("SCOE," n.d., para. 1). The California Department of Education introduced a new vision for World Language Content Standards as part of the common core standards where students will develop global competencies to compete in the 21st-century and beyond. However, the literature did not offer learning objectives that support emotional literacy, including empathy content as a part of the vision. The objective of the new content standard is to increase the students' skill in a foreign language. Thus, the increase in the foreign language skill will allow the student to make a connection between the language and the culture. According to Robbins and Judge (2015), the need for

> basic skills has grown significantly, leading to a gap between employer demands for skills and the available skills in the workforce. The challenge isn't unique to the United

> States. It’s a worldwide problem from the most developed countries to the least developed. For many undeveloped countries, widespread illiteracy means there is almost no hope of competing in a global economy. (p. 539)

A survey ("P21," 2006) was conducted to determine the basic and applied skills necessary for new entrants into the workforce. According to the study, ("P21," 2006) “the preparedness and skill levels of its workforce are critical factors in the ability of the United States to stay competitive in the 21st-century ” (p. 12). The findings indicated that high school graduates were entering the workforce with deficiencies in writing, math, reading comprehension, critical thinking, problem-solving, and professionalism. The survey reported that students were adequate in technology, diversity, and teamwork. Students who received a two- or four-year college degree showed deficiencies in writing, communication, and leadership skills. The consortium group who conducted the survey suggested actions such as job shadowing, mentoring, remedial training, and additional research.

The necessity of being globally-minded emphasizes a gap in K–12 education that should be filled by teaching competencies that prepare students to be effective in the workforce. Globalization requires a change—the prioritization of emotional literacy in K–12 content standards. Indeed, the benefits of developing empathy are surfacing in early education. Educators are using empathy as a grassroots solution to instruction in early childhood education. The research revealed specialized programs that focused on empathy in children produced consistent and lasting results (Berkowitz & Bier, 2005). For example, Roots of Empathy is a global organization that uses a model of social innovation to foster the development of empathy and emotional literacy in youth. The program found reduced levels of aggression while increasing social competence and empathy. Students at Roots of Empathy are taught to identify and reflect on their own feelings and the feelings of others as a strategy for learning ("Roots of Empathy," n.d.).

According to Fraizer (2009), “now more than ever, the media, business communities, academicians, not-for-profit organizations, and government agencies are paying increasing attention to social entrepreneurs, who play a critical role in society by creating empathic solutions to social problems” (p.1). Social entrepreneurship can be an influence by using empathy as an engine in driving change ("Ashoka," n.d.). Ashoka has the largest community of social entrepreneurs in the world and encourages the use of empathy by treating it as a skill. Children are taught empathy by first experiencing the emotion, and then practicing the experience as a mutual benefit. Empathy is then measured, evaluated, reflected upon, and repeated. This continual reinforcement translates into an applied understanding that evokes action with the students to identify and solve problems in the community (Nicholls, 2013; Yunus & Weber, 2010).

The empathy gap is also evident in higher education curriculum and understanding. President Barack Obama announced to a 2006 millennial graduating class at Northwestern University that the biggest deficit in society—larger than the federal deficit—is the empathy deficit in humankind (Obama, 2006). President Obama charged the graduating millennials and Americans-at-large to cultivate empathy by standing in someone else’s shoes and seeing the world through another lens. Empathy is a way to force humanity out of a limited and isolated vision into an inclusive one that can build human capacity (Obama, 2008; Pedwell, 2014). Popular opinion suggests that millennials have characterological flaws that will negatively impact their personal and professional success. Although millennials seem bereft of empathy, the research showed that millennials value people over profit. Through their humanitarian work, millennial trailblazers such as Mark Zuckerberg, Andrew Youn, and Veronika Scott challenge the popular derisive opinion of this cohort found in the literature. The findings suggest a emotional education curriculum is needed. According to Rath (2007), the world has become preoccupied with criticizing other people instead of focusing on individuals' strong capabilities and

> studies indicate that people who do have the opportunity to focus on their strengths every day are six times as likely to be engaged in their jobs and more than three times as likely to report having an excellent quality of life in general (p. i).

Organizations are faced with resolving the divide despite the contrast of opinions. The findings in the research (Dolby, 2014) suggested that organizations focus on providing development that increases "capacity for human empathy and mutual understanding" (p. 42) as educational institutions are not prioritizing the need to facilitate personal development so that students know "themselves . . . understand their places in the world, their perspectives and experiences, how their lives and reality intersect with others" (Dolby, 2014, p. 42). Accordingly, the practice of empathy generates purpose and human reactions out of life experiences (Graham, 2013). Thus, human empathy will support a global-minded leader who must be cognizant of the unique differences between people and industry to build capacity. Further, the literature validated that millennials are more determined to lead with the heart ("Deloitte," 2016a, 2016b, 2017; "Imperative," 2016; Ng, Schweitzer, & Lyons, 2010), and value people over profit.

Advantages. Many millennials immediately bring two valuable, additional necessities to U.S. organizations. First, millennials are responsible for shaping technology and second, the cohort has invested more in their higher education than any other generation (Mechaber, 2014). Additionally, the U.S. Census Bureau reported that millennials are far more diverse than any other generation in the workforce ("United States Census," 2015), and diversity in organizations has various leadership advantages (Derven, 2014; Hopkins & Hopkins, 1999; Onnekikami, 2016; Stewart, 2016). The literature shows organizations with cultural diversity significantly exceed in performance against groups who are culturally homogenous (Robbins & Judge, 2015; Wilson, 2016). Thus, concentrated efforts on developing a talented pipeline within the millennial generation for executive leadership roles are beneficial for organizations. The following section will highlight some desirable qualities of millennials found in the literature.

Diversity in leadership. Diverse leadership is inclusive of individual social identities and how various cultures working together can influence organizations. Organizations that practice diversity concentrate efforts on the value of individual backgrounds and promoting an inclusive climate (Canals, 2014; Derven, 2014; Miller & Katz, 2010). Diversity and inclusion (D&I) continue as a central topic in the literature. According to Derven (2014), the affairs of D&I have existed in organizations since the 1950–60s civil rights movement. Mor Barak et al. (2016) conducted a meta-analysis of 30 studies, which included 496,740 workers; the results indicated that organizations experience consistent positive outcomes when supported by a climate of inclusion. Twenty-first-century leaders who are culturally competent have a competitive advantage in the economy (Wilson & Ulrich, 2016).

Derven (2014) postulated that global organizations especially need to gain knowledge about the concept of D&I in the regions where they operate. Thus, interviews were conducted with executives from six global companies to determine best practices associated with innovative approaches in D&I. Strategic approaches used among the top companies that demonstrate inclusive global practice include:

- virtual diversity business summit with webinar instruction and D&I online resources;

- tracking leader behavior on D&I and talent performance;
- think tanks;
- integration of D&I throughout employee onboarding process;
- providing cultural training to build awareness (Derven, 2014).

The work necessary for integrating D&I is intricate, yet valuable for advancing knowledge in organizations. Current D&I programs are structured around the differences in race/ethnicity, gender, abilities, and disabilities when hiring or utilizing skills in the workplace.

Millennial core values. The literature validated that millennials are more determined to lead with the heart ("Deloitte," 2016a, 2016b; Ng et al., 2010). Indeed, this contradicts other literature in popular media that suggested that the c ohort is individualistic and self-serving (Malikhao & Servaes, 2011; Twenge, 2013). A survey conducted by WorkplaceTrends.com polled more than 400 millennials and concluded over 90% aspire to become leaders. The majority surveyed defined leadership as "empowering others to succeed" (Schawbel, 2013, p.13) and the main reason why millennials are motivated to become leaders. Millennial leadership is more concerned with valuing people than bottom line revenue (Maier, Tavanti, Bombard, Gentile, & Bradford, 2015). Thus, U.S. global businesses will be challenged to survive future demands without considering human need. Millennials dominate the U.S. labor force and are the future leaders of organizations.

Deloitte conducts an annual global survey to receive feedback on various topics in organizational leadership. Some of the 2016 survey findings reported by 7,770 millennial participants concluded that:

- personal values are more important than organizational goals.

- 25% responded positively to quit their current employer to do something different, and those in senior positions express intention to leave their current job soon.
- 63% say that their leadership skills are not being fully developed.
- 39% believed that leadership is the most prized skill and attribute on which organizations place the most value. Only 24% considered themselves to have strong leadership traits.
- 50% of males and 48% of females believed that they are being overlooked for potential leadership positions and that businesses should have a solid foundation of trust, putting employees first (“Deloitte,” 2016a).

A gap exists in the literature to identify common strategies and practices used by employers to specifically and professionally develop millennials into senior leadership roles. According to a study conducted by Pew Research Center, young workers believed that they lack the education and professional development for promotion (2012). Deloitte’s survey provided some ideas for organizations to bridge gaps and recommended three key actions. First, organizations should identify, understand, and align with millennial values. Second, organizations should satisfy the demands of millennials. Finally, organizations should support millennials’ ambitions and professional development. Following these ideas from Deloitte are recommendations that encouraged mentorship (“Deloitte," 2016a). Organizations must consider these recommendations when recruiting, retaining and training millennials for leadership roles.

The common themes in the literature that will help millennials retain and advance in leadership are organizations making work purposeful and meaningful, in addition to receiving ongoing leadership development. The idea of millennials finding purposeful work is generalized in the literature—millennials are no longer driven by numbers or profitability. The cohort wants its voice to be heard and to be an important contribution to the success of the organization. The research did not reveal a list of specific ideals that are meaningful or purposeful in particular for the millennial. Further research is suggested to determine the definition of meaningful or purposeful work for the millennial.

Purposeful work. There are internal and external goods to purpose in leadership. The external goods are extrinsic rewards that are driven by self-interest, and look to gain money and power at work. Alternatively, the internal goods that are essential and drive employees are (a) being virtuous, (b) the ability to recognize others in their purpose, and (c) look to benefit society (Kempster, Jackson, & Conroy, 2011). Twenge et al. (2010), conducted a study on work values and compared three sets of working young adult high school seniors in 1976, 1991, and 2006. The method enabled the research to determine what differences, if any, existed between the current working high school seniors and the working high school students of the past. The study examined questionnaires administered to over 16,000 participants and found that the desire for work-life balance was the largest driver of essential work value for the students.

The finding of the largest research study done on purpose reported that purpose-oriented employees are more productive and successful (“Imperative,” 2016). Additionally, the research found that organizations who hire employees involved in purpose-oriented work are more likely to be profitable. The global study surveyed 26,151 individuals from 40 countries using a set of questions to determine the participant’s primary reason for working. The methodology described the following three segments of work descriptions: work for money, work for status, and work for purpose. Workers with the same orientation (worked for money, status, or purpose) also shared similarities in performance, tenure, and other key measures in the workplace (“Imperative,” 2015).

Work for money. An individual responding in this segment believes that work is necessary and cannot be avoided. This person works to live. Work would cease for this individual if they were given a winning stroke of wealth. Overtime is not an option, and work shouldn't interfere with personal life. Hence, there is a clear division between work and personal life. This individual doesn't have much control at work and would likely look at other opportunities.

Work for status. An individual responding in this segment is competitive and focused on advancing his or her career. This person will likely work overtime and will accept extra duties for a chance to be promoted. Goals for advancement are calculated and strategic for several years when working for status.

*Work for purpose***.** An individual responding to this segment has the potential to bring value and meaning to work. This person will suffer stress or difficulty for the purpose of work. Conversations with others will involve work, and this person is more likely to have outside social connections with colleagues. Having a positive effect on others and the world is imperative to work. Sacrifices will be made in life to accommodate this kind of job.

This survey concluded that purpose-oriented people are more satisfied with their jobs than those that work for money or status. The findings of this survey showed that 37% of the world's workforce is purpose-oriented. The U.S. workforce has 40% of purpose-oriented working individuals. The top five most purpose-oriented countries are (a) Sweden (53%), (b) Germany (50%), (c) Netherlands (50%), (d) Belgium (49%), and (e) Poland (48%). Countries with the lowest percentages in the segment are (a) United Arab Emirates (28%), (b) Qatar (28%), (c) North Africa (28%), (d) Kuwait (26%), and (e) Saudi Arabia (23%). Overall, 30% of the millennials (ages 18–35) surveyed focus on purpose-oriented work. The report also found that purpose is established across every job and industry. The top five most purpose-oriented industries are:

1. government/education/non-profit (45%)
2. media and entertainment (43%)
3. professional services (41%)
4. healthcare and pharmaceutical (40%)
5. staffing (38%)

In contrast, the five least purpose-oriented industries are:

1. financial services and insurance (33%)
2. architecture and engineering (33%)
3. manufacturing and industrial (33%)
4. retail and consumer products (33%)
5. oil and energy (32%)

Purpose-oriented people are the minority working in organizations, however, millennials are dominating the workplace in population and thus the driving force to demand change in U.S. organizations. According to Imperative (2015), only 28% (approximately 42 million) of the U.S. workforce is oriented to work for a purpose. The remaining 72% (approximately 108 million) of the workforce look for status, advancement or financial gain, and see work as a means to an end. Companies that are actively recruiting for this segment are encouraged to focus on building culture, values, mission, vision, products, and services to attract candidates. Corporate strategies should integrate purpose in branding and have conversations in employment interviews that discover personal motivators. The study concluded that employees could experience purpose by being given more autonomy, power, influence, income, and recognition.

As millennials climb the corporate ladder as leaders, organizations need to prepare for changes in values and how the world will view 21st-century global leadership in the United States (Haeger & Lingham, 2013; Heames & Harvey, 2006a, 2006b; McEnany & Strutton, 2015; “Millennial Study,” 2016; Murray, 2011). A crucial need exists to fill executive positions as the Silenters and Baby Boomers advance toward retirement (Cremo & Bux, 2016). Generation X lacks a sufficient population necessary to fill the employment need (Taylor & Gao, 2014), and millennials can close the gap as older generations exit the U.S. workforce for retirement. In order to captivate millennials, organizations must first accept the values and desires of this cohort and change systems that will accommodate millennial leadership.

Best Practices for Retention

Organizations use a variety of methodologies to recruit, retain, and develop leadership competencies. Psychometric testing instruments are used in organizations to analyze personality traits for leadership capabilities in people. Assessment testing tools can also help an individual become more self-aware of one’s personality, including understanding responsive behavior patterns in certain situations. Two traditional, popular assessments used to identify personality traits in people are The Big Five Personality Model and The Myer-Briggs Type Indicator (Kuipers, Higgs, Tolkacheva, & De Witte, 2009; Raad & Perugini, 2002; "The Myers & Briggs Foundation," n.d. a).

The Myers-Briggs Type Indicator (MBTI) is one of the most widely used testing instruments for personality traits ("The Myers & Briggs Foundation," n.d.) and is used globally for professional development. MBTI evaluates how an individual behaves or perceives in various situations. Individuals are then rated in the following pair categories:

- extroverted (outgoing) versus introverted (shy)

- sensing (practical) versus intuitive (broad)
- thinking (reason, logic) versus feeling (value, emotion)
- judging (control) versus perceiving (flexible) (“The Myers & Briggs Foundation,” n.d., b, para. 2)

A combination of these traits yields 16 different personality types. For example, according to MBTI, a person whose personality type is extroverted, intuitive, feeling, and judging (ENFJ) is described as

> warm, empathetic, responsive, and responsible. Highly attuned to the emotions, needs, and motivations of others. Find potential in everyone, want to help others fulfill their potential. May act as a catalyst for individual and group growth. Loyal, responsive to praise and criticism. Sociable, facilitate others in a group and provide inspiring leadership (“The Myers & Briggs Foundation”, n.d., para 15).

MBTI assessments can be used by organizations to help an employee understand one’s self, others, and the culture of the work environment. Each of the 16 types has dominating functions of sensing, intuition, thinking, or feeling. In the example above, an ENFJ's dominant function is intuition, and this individual focuses on possibilities, meanings, and relationships (Kuipers et al., 2009). An employer looking for a charismatic person who is attuned to the needs of others would likely benefit in hiring an ENFJ personality type. MBTI organizational case studies are made available and can be used for career development, team building, and coaching ("CPP," n.d.). MBTI also offers benchmarks to distinguish leaders from non-leaders (Northouse, 2013). Scholars who study trait theories to determine the relationship to leadership have found the MBTI approach intuitively appealing. Contrary to the popularity of MBTI, the validity of the assessment is a concern because the test forces a person into a specific personality. For example, an individual taking the MBTI would result in being labeled either introverted or extroverted. But MBTI results cannot identify an individual as an ambivert. Another disadvantage of MBTI lies in scalability. Particularly, MBTI results are not reliable to predetermine job performance. Accordingly, employers should not solely rely on the MBTI for selecting job candidates (Robbins & Judge, 2015).

The Big Five Personality model is another testing instrument to identify human personality traits and there are a variety of Big Five instruments used to assess with this model (Raad & Perugini, 2002). According to Robbins and Judge, (2015), The Big Five Personality Model frequently identifies five key individual personality domains of agreeableness, conscientiousness, extraversion, openness and emotional stability/neuroticism (Matthews, Deary, & Whiteman, 2009; Patel, 2006; Raad & Perugini, 2002; Robbins & Judge, 2015). First, agreeableness is the ability to be cooperative and trustworthy. Trait features associated with agreeableness are trust, straightforwardness, altruism, compliance, modesty, and tender-mindedness. Second, conscientiousness describes a person who is reliable, organized, and accountable. Trait features associated with conscientiousness are competence, order, dutifulness, achievement striving, self-discipline, and deliberation. Third, extraversion describes a person who is assertive and sociable. Trait features associated with extraversion are warmth, gregariousness, assertiveness, activity, excitement seeking, and positive emotions. Fourth, openness describes a person who is unbarred to experience, imagination with sensitivity, and curiosity. Trait features associated with openness are fantasy, aesthetics feelings, actions, ideas, and values (Raad & Perugini, 2002). Fifth, Robbins and Judge (2015) identified emotional stability in both positive and negative personalities. Characteristic features associated with positive emotional stability are calmness, self-confidence, and secure. Neuroticism is commonly associated with the inability of a person to endure stress. Neuroticism is identified as a social interaction of emotional stability. The negative character features associated with neuroticism are anxiety, anger, hostility, depression, self-consciousness, impulsivity, and vulnerability (Costa & McCrae, 2013).

The Big Five traits are highly applicable to organizational behavior. The basic principle behind the Big Five model is that the assessment characterizes personalities in "patterns of thoughts, feelings and actions" (Pervin & John, 1999, p. 160). According to Robbins and Judge (2015), a variety of traits are examined in leadership in the Big Five model, which establishes the test as a viable instrument in forecasting certain traits of leadership. Job performance is consistently related to The Big Five factors in research (Goldberg, 1993; Mount & Barrick, 1995; Mount, Barrick, & Strauss, 1994). One meta-analysis study (Judge, Bono, Ilies, & Gerhardt, 2002) "found a strong relationship between the Big Five traits and leadership" (Northouse, 2013, p. 27). Thus, effective leadership is associated with certain personality traits.

The Big Five Personality traits and MBTI offer two models in assessing human personality traits. These two assessment instruments are merely avenues to raise awareness of relationships between leaders and followers in organizations. Debate exists on whether an individual is a natural-born leader or if personal behavior characteristics can be developed into a strong leader. However, the literature puts forth that the multicultural world of globalization requires a leader who is sensitive to diversity and has the relational skills to empower others for success (Hickman & Creighton-Zollar, 1998).

Northouse (2013) identified leadership as a process instead of a trait or skill. Looking at leadership as a process suggests "that leadership is a phenomenon that resides in the context of the interactions between leaders and followers and makes leadership available to everyone" (p.

8). Hence, effective leadership and interactions require empathy to affect followers. Numerous approaches to leadership appear in the literature. Transformational and transactional leadership theories were introduced in the late 20th-century and are popular approaches to describe processes used by leaders in the global world of the 21st-century. Authentic leadership and purposeful leadership are two modern approaches emerging in literature and impacting globalization.

Burns (2012) postulated that transformational leadership occurs when people work together and raise one another to a greater level of motivation and morality. Transformational leaders provide the inspiration to followers, eschewing the leaders' own interests and looking to the betterment of the organization. Followers receive equal justice and learn self-worth, thus producing a connection and a mutual benefit between the leader and followers. Transformational leaders give individual attention and gain trust through a mutual creative process (Robbins & Judge, 2015). Characteristic traits of a transformational leader are charismatic, inspirational, and providing encouragement to followers as a coach or mentor (Higgs, 2003; Saee, 2005). Robbins and Judge, (2015) asserted that "transformational leadership may be more effective when leaders can directly interact with the workforce to make decisions than when they report to an external board of directors or deal with a complex bureaucratic structure" (p. 380).

A primary objective for transformational leaders is to develop and improve the performance of their followers. A person is required to have a healthy set of values that benefit the leader, followers, and the organization in order to be transformational (Northouse, 2013). A number of studies suggested that organizations experience higher performance levels when operating with transformational leadership (DeGroot, Kiker, & Cross, 2009; Judge & Piccolo, 2004). Gang Wang, Oh, Courtright, and Colbert (2011) conducted a meta-analytic review on transformational leadership and performance over 25 years of research. The findings supported the idea that "transformational leaders lead not only their individual followers but also their teams and organizations to achieve higher levels of performance" (p. 255).

Transactional leaders are task-oriented and intentional about exchanges with their followers (Burns, 2012). Hence, bonuses are given for completed tasks, grades for homework, and promises are honored for votes (Northouse, 2013). This leadership style is based on formal power and control that focuses on short-term results. Awards are contingent based on successful achievement of goals (Higgs, 2003). A transactional leader's role is to continuously provide constant direction and communicate effective expectations. At times, transactional leaders are criticized or described as micromanaging, but the style provides corrective measures when goals are not met. Concern about emerging patterns of leadership arose as senior millennial leaders shifted toward a transactional style of leadership that focused on tasks and results instead of people (Haeger & Lingham, 2013). The future of global leadership will be affected by this trend as interactions take place with other world leaders.

Authentic leaders are simply themselves as a leader (Leroy, Anseel, Gardner, & Sels, 2012). George (2015) discussed authenticity as an internal compass that pulls a person toward a purpose. Thus, a leader practices authenticity fixed on their true values, principles, and beliefs as a leader. A commitment to authentic leadership is to lead "with purpose to make a difference in the world and leave behind lasting legacies" (George, 2015, p. 3). Authentic leaders are obligated to stay fixed on their "true" (p. 8) despite the opposing forces that come with leadership (George, 2015). Berkovich (2014) argued that "at present, authentic leadership theory appears unwilling to acknowledge that pressures on leaders to be consistent with the dominating positive images of leadership can cause them to suppress or hide parts of their true selves" (p. 246).

Leadership dynamics of the 20th-century lack effectiveness and do not meet the constant challenges of change necessary today (Bolman & Deal, 2013; George, 2015; Heames & Harvey, 2006a; Higgs, 2003; McCall & Hollenbeck, 2002; McEnany & Strutton, 2015; Mee, 1971; Mello, 2003; Prewitt, 2010; Saee, 2008; Solansky, 2010; White & Shullman, 2012). Personality traits and behavior styles can support positive outcomes for leadership effectiveness, yet not be sufficient for organizations to use solely in building human capacity. Further, the research did not find any literature to support whether psychometric testing leads to the discovery of purpose or meaningful work for millennials. Corporate universities are popular structures that are successfully being used by top U.S. global organizations to professionally train staff for leadership roles.

Leadership Development Through Corporate Universities

The role of corporate universities (CU) has increased globally for organizational development and training. The way corporations utilize learning and development for staff is important to note. As discussed earlier, GE has one of the best CUs in the world. Journalist Seth Stevenson toured and wrote an article about GE's Crotonville Institute to learn more about instruction through corporate universities. A variety of course topics is offered at CI that include finance, corporate culture, and learning presentation skills. The article highlighted one-on-one counseling sessions with additional training on emotional intelligence and mindfulness (Stevenson, 2014). GE Global Leadership has an unofficial Facebook page where participants have posted reviews and experiences for public view. A majority of the feedback acknowledged Crotonville as a world class training facility and having the best personal experience ("GE Global Learning," n.d.).

Apple and Google have CUs onsite with year-round courses and full-time staff. Deloitte is a global brand that provides a variety of professional services. Modeled after GE's CU, Deloitte University (DU) is a $300 million, 107-acre, 700,000 square foot leadership center with 800 guest rooms, 35 state-of-the-art classrooms and a 176-seat amphitheater located near Dallas, Texas ("Deloitte University," 2017). The resort-like campus opened in 2011 and consistently receives five-star Yelp reviews from their clients. The CU will "serve as a hub of the global consulting firm's leadership development efforts, much like Crotonville ("Human Resource," 2009, para. 21).

Corporate universities (CU) offer the opportunity for organizations to provide specific real-time training to employees. A CU is an extension of an organization that promotes the training and development of individuals adapted to different skill levels. Thousands of CUs are currently available in the world. These courses can be taken asynchronous, synchronous, or in-person onsite. A variety of models and phases of development are offered in the literature on how to structure a corporate university. The three most common models offer operational, tactical, and strategic training to constituents. Each model is different and designed to improve individual and organizational processes. First, operational training is a way that organizations can train a group in high-level techniques (Rhéaume & Gardoni, 2015). A fast food franchise teaching how to make sandwiches or an organization introducing a new software are examples of operational training provided by a corporate university. Second, knowledge management is offered in the tactical training. This practice is used by organizations to develop and implement activities or initiatives to help spot capabilities in resources and draw value for exceptional outcomes (Donate & Sánchez de Pablo, 2015). Third, strategic training is research knowledge that creates a competitive advantage. According to Rhéaume and Gardoni (2015), both tactical and strategic models are innovative and research-oriented. The corporate universities that offer strategic training are rare and a premium as they rely on many partnerships to be successful.

Overall, if implemented carefully, a CU will benefit an organization by providing a laboratory to facilitate transformation (Ryan, Prince, & Turner, 2015). The activities or actions are designed to help achieve strategic goals. The literature suggested three primary advantages of a CU: (a) specialized training, (b) learning laboratory, and (c) maximizing return on investment (ROI).

Specialized training. CUs can provide training tailored to the corporate strategic plan, the employee, culture, or other objectives that are not available at a traditional university. Employees trained at CUs give the organization a detailed transcript of training, recorded scores, and observation notes for future personal development. Specialized training can also benefit from introducing diversity inclusion lessons in a curriculum. As stated earlier in the literature review, the research showed that multicultural differences create conflict within the organization and conflict resolution cost organizations millions of dollars each year. Thus, instruction on diversity inclusion and conflict resolution would be beneficial to incorporate into the culture for success (White & Shullman, 2012). Further development of soft skills in communication, problem-solving, and team collaboration can also alleviate conflict in the workplace. The research showed that millennials are deficient in interpersonal skills, and business educators are challenged with formulating strategies to prepare the generation for leadership (Hartman & McCambridge, 2011).

Learning laboratory. An extended research section of a CU can forecast opportunities that benefit future organizational growth. CUs are resourceful for research, training, and developing future leaders. This integration of new knowledge from a learning laboratory can add to empirical research findings to build capacity of best practices. Organizations can utilize these laboratories to build a succession pipeline of millennials for 21^{st}-century leadership. The curriculum can be designed and tested to strengthen competencies that align with corporate strategy. Further, global business experiences constant, dynamic change, and change is always met with some resistance (Kotter, 2012). Learning opportunities that develop principles to guide change can be incubated in these learning laboratories. Discussions on innovation with global partners can be generated to stimulate a competitive advantage. Ryan et al., (2015) posited that CUs need to create encounters, relations, and build understanding, which will also bring the global world into the strategic areas of the organization.

Maximize ROI. Future trends in CU leadership, strategy, and structure will be made for virtual use. CUs can offer training courses to external organizations for a fee. The curriculum can be packaged and sold for personal development. Research showed that millennials have a common core of deficit leadership skills ("P21," 2006; Twenge et al., 2010). Online instruction can be offered to provide organizations with specialized training for building these competencies for millennial staff, in addition to training on intergenerational teams. Professional certification programs can be developed, and instruction can be offered industry-wide to offset the operational cost of a CU.

CUs will focus a greater emphasis on strategic objectives. According to Ryan et al., (2015) a holistic and individual approach to training will advance in corporate universities. Career development training will be personalized to each staff in agreement with corporate strategies. Overall, there is no indication that CUs are diminishing in popularity (“GlobalCCU”, 2017). The challenges generally happen in the development stage of building CUs and are concerned with the cost of infrastructure and curriculum. CUs must continuously be innovative and develop sound interventions for improving learning and performance at multiple levels (Alagaraja & Li, 2014). The challenges of delivering global instruction with a CU are language barriers and global time zone differences. Further, organizations typically reduce staff development costs and future investment in additional training during tough economic times (Alagaraja & Li, 2014).

Organizational Change

Driving change in organizations to support the millennials is purposeful and necessary to organizational success. Global businesses require a change strategy to incorporate the millennial generation into leadership roles successfully as transformation efforts fail because of improper strategy. Kotter's (2012) eight-stage process implied the future of organizational success, and each implication provided multifaceted benefits for millennials, organizations, and society. Valid correlations of changes are necessary for 21st-century organizations that agree with the literature and confirm that millennials values purposeful work. Kotter (2012) recommended an eight-stage process as a model for leading any change.

1. Establish a sense of urgency. Organizations will not be successful unless urgency is placed on transforming change (Kotter, 2012). Conversations would need to be more candid with employees, especially regarding feedback. This is a beneficial change that the millennials will welcome as the cohort values constant feedback on their performance, along with the desire to have a voice in leadership (Kowske, Rasch, & Wiley, 2010).
2. Create the guiding coalition. Organizations will need to utilize teams to keep pace with their competitors, customers, and technological information (Petrie, 2014). Kotter (2012) posited that individuals will not have enough time or proficiency to stay current with rapid change. This is also a benefit for millennials, as the cohort prefers working in teams rather than individually (Kowske et al., 2010).

3. Develop a vision and strategy. Organizations must move from teaching people how to manage and become more proficient at creating leaders. Kotter argued that leadership could not happen through courses alone, and encouraged global companies to embrace lifelong learning opportunities for staff. Simply working a 40-hour work week will not give employees the development required to take on leadership roles. This implication agreed with the literature (“Deloitte,” 2016a, 2016b) that millennials will leave a job if they are not receiving personal development and growth (“Imperative,” 2015).
4. Communicating the change vision. Organizations will need to empower the hearts and minds of their workforce to cope with the growth (Deloitte, 2016a, 2016b, 2017). In part, this means giving employees the authority to make decisions and take risks (McEnany & Strutton, 2015). The literature consistently agreed that millennials are not afraid of taking risks and lead with the heart, valuing people over profit (“Deloitte,” 2016a, 2016b).
5. Empowering employees for broad-based action. Organizations will need to delegate and conform to a flattened hierarchy. Twentieth-century management is considered micromanaging in the 21st-century (McCall & Hollenbeck, 2002). Being globally minded in this area will create a payroll cost savings, and give millennials their desire for more autonomy (“Deloitte,” 2016a).
6. Celebrate with short term wins. Organizations will need to recognize short-term performance improvements as wins. These wins give evidence that transformation is moving forward. Morale and motivation are boosted with the positive feedback (Kotter, 2012).

7. Consolidating gains and producing more change. Interdependence between individuals and groups needs to be reexamined, and then unnecessary links terminated. Kotter (2012) argued that linkages become habitual and create power struggles between one another. Eliminating interdependence will free time for more relevant work. Unnecessary weekly reports can be eliminated, and live presentation meetings can be replaced with electronic presentations that can be communicated asynchronously. The benefit for millennials is their preference to communicate using technology instead of face-to-face meetings. The cohort is tech-dependent, needs to be connected electronically, and wants to review information and provide feedback at its convenience.
8. Anchoring new approaches in the culture. Organizations need to have adaptive cultures that value excellence, and meaningful and fun work (Deloitte, 2016a, 2016b, 2017; "Imperative," 2016; Murray, 2011). Kotter (2012) argued that these contributions are pleasing to the soul of those involved. The literature ("Deloitte, 2016a, 2016b, 2017"; "Imperative," 2016; Murray, 2011) was consistent in that millennials look for meaningful and fun work and will find another opportunity if the job is boring or if the organization values profit over people ("Deloitte, 2016a, 2016b, 2017"; "Imperative," 2016; Maier et al., 2015).

Gallup (2016) released a report titled, *How Millennials Want to Work and Live* which supported Kotter's implications for organizational change. The report recommended six big changes to organizational cultures that leaders need to make in order to successfully integrate millennials into the workforce:

- Change the culture to provide purposeful work. Unlike the Baby Boomer generation, the paycheck is not a driving force for millennials.
- Millennials want organizations to provide development for growth. Job satisfaction isn't about free lunch on Fridays or any other perks. Purpose and development are the two leading drivers for millennials.
- The literature suggested that millennials leave bosses, not jobs. Organizations need to have leaders who can mentor millennials and help build development.
- Organizations need to change the way millennials are evaluated for job performance. This change requires having consistent ongoing conversations and giving feedback versus annual reviews.
- The report concluded that millennials don't want to work on weaknesses but would rather focus on their strengths. Thus, organizations need to prioritize development of strengths to attract and retain the millennial leaders.
- Organizations need to change their values to align with millennials. This generation is consistent is seeking companies that match their personal values and contributions as they strive for a balanced life ("Gallup," 2016).

These findings on organizational change substantiated the common themes found in the literature. A multifaceted approach to driving change is necessary to finding solutions for 21^{st}-century leadership. A critical competency of a global leader is the ability to adapt various styles of leadership that will influence the various differences in work settings among people (McCall & Hollenbeck, 2002; Robbins & Judge, 2015). Modern leadership styles of the 20^{th}-century dealt with a bureaucratic system and multiple layers of communication to get things done. Applications of emotional competencies were introduced later for improving organizational outcomes. Twenty-first-century global leadership will require the integration of emotional competencies to build theories that will introduce purpose and meaning into organizations for the millennial generation (Prewitt, 2004).

A New Landscape to Redefine Purpose

The approaches to leadership require organizations to reimagine approaches that will suit emerging trends in holistic leadership development. Further, defining purpose and meaning at work for the millennial is necessary, followed by the creation of learning opportunities that support both the cohort and the organization. Indeed, meaning is a deep, mindful discovery of a psychological or spiritual experience that allows an individual to get in touch with her or his soul. The literature suggested that an individual who is on a journey of discovery for meaning can find it by practicing mindfulness (Aronson, 2005). Mindfulness is a unique development process of training the brain to be present in the moment, and the results foster authentic vulnerability to build self-awareness. Hence, a new modern-day philosophical, management theory of a leader being globally-minded may be synonymous to mindfulness in leadership development programs.

Mindfulness. Mindfulness can be construed as taboo in corporate America (Robbins & Judge, 2015). Practicing mindfulness is not physically tangible, and often involves relations that are difficult to explain, therefore virtually untouched by leadership development programs. The construct behind mindfulness is a dominant philosophy of religion primarily in the Eastern culture that involves meditation. However, mindfulness teachings are also deeply rooted in Western culture Christianity (Bible Gateway, n.d., a, b, c). *The Holy Bible* and Buddhist practices are not semantic in finding meaning through meditation. *The Holy Bible* encourages followers to practice meditation through prayer. Traditional Buddhism “cultivates meditation within a context of correct moral behavior, with a focused mind and an orientation toward liberation from cyclic existence" (Aronson, 2005, p.42). In the traditional meditation sense, the practitioner is attempting to gain clarity and understanding on the brain processes. Alternatively, in Western culture, psychotherapy attempts to gain *focus* and *contentment* through mindful meditation skills (Desbordes et al., 2014). U.S. global organizations may be reluctant to provide development training connected to foundational religious context, and this leaves U.S. global leaders lacking the interpersonal skills and abilities to master the mind. Hence, the need for millennials to find purpose and meaning will be difficult in business organizations.

The London Financial Times reported an increased use of mindfulness training in Fortune 200 Companies. Google, Target, and First Direct have incorporated mindfulness teaching and practices into their organization structure ("Financial Times," 2012). The article highlighted that General Mills experienced significant benefits that resulted from promoting mindfulness practice and teachings among staff. Mindfulness practice became a central business philosophy and General Mills developed a program called *Mindful Leadership*. The program offers meditation and yoga to settle the mind, and over 3,000 employees practice mindfulness at General Mills headquarters in Minneapolis, Minnesota.

Apple is also noted for offering mindfulness teachings to their staff. Steve Jobs, co-founder of Apple, was a religious follower of Zen Buddhism and used the practice in the office, product design, and marketing. Jobs is quoted in his autobiography as saying,

> If you just sit and observe, you will see how restless your mind is. If you try to calm it, it only makes things worse, but over time it does calm, and when it does, there's room to hear more subtle things—that's when your intuition starts to blossom, and you start to see things more clearly and be in the present more. Your mind just slows down, and you

see a tremendous expanse in the moment. You see so much more than you could see before. It's a discipline; you have to practice it. (Isaacson, 2011, p. 49)

A majority of the top-ranked U.S. business schools do not provide training on emotional leadership. A Google search yielded an extensive list of resources for educators who are interested in integrating mindfulness and meditation into a K–12 curriculum ("Mindful Schools," n.d.). Additionally, an extensive list of certificate programs or courses available at colleges across the U.S. was found ("Mindfulness for Educators," n.d.). A limited number of universities offer mindfulness through an undergraduate degree program ("Governors State University," 2017; "Lesley University," n.d.; "Naropa University," n.d.). Several universities are integrating courses and practice into the culture for students, faculty, and staff. The University of Southern California launched a Mindful USC program in 2014 where they offer "ongoing training, practice groups, faculty workshops, media resources, research, and special events" ("Mindful USC," 2017, para. 1). The introductory mindfulness course, called *Mindfulness Skills*, offered to students was fully enrolled during registration. Likewise, the University of California at Santa Barbara (UCSB) created The Center for Mindfulness and Human Potential in 2016 ("Mindful UCSB," 2016). The vice chancellor for administrative services at UCSB fully funded a pilot program that offers a four-week course available to staff. The course is called "Mindful UCSB" and teaches faculty and staff about the meaning and practice of mindfulness ("Mindful UCSB," 2016.).

Indeed, mindfulness has scientific benefits. Medical science contributed to the following studies to substantiate the advantages of practicing mindfulness and meditation. Goyal et al. (2014), conducted a systematic review and meta-analysis of 47 trials and found that meditation programs can reduce psychological stress and make small improvements in anxiety. Empirical findings on meditation practice also showed improvement in sleep (Black, O'Reilly, Olmstead, Breen, & Irwin, 2015). A ten-week study conducted by Schreiner and Malcolm (2008) suggested that mindfulness training substantially reduced stress and reduced depression and anxiety. Huang, Li, Huang, and Tang (2015), conducted a study that involved participants with mental health issues and the findings showed improvement in mental illness of the participants after receiving mindfulness-based intervention in the workplace. Solhaug et al. (2016) conducted a seven-week interpretive phenomenological study with 22 first-year medical and psychology students. The study found that all of the students reported more connectivity in relationships, while other students reported an increase in self-awareness.

Scientists are also beginning to study mindfulness and meditation in brain imaging. The findings suggest mindfulness meditation training is favorable to the physical brain. Particularly, the research findings showed an increase in the density of gray matter located in the brain—a part of the brain that is necessary for focus, memory, and compassion—after mindful meditation practice (Hölzel et al., 2011; Luders, Toga, Lepore, & Gaser, 2009). Brain imaging studies also supported evidence of neurons in the human brain that are connected to empathy (Iacoboni, 2009; Pfeifer, Iacoboni, Mazziotta, & Dapretto, 2008). Thus, empathy practice then becomes multiple formula combinations of biological and psychological constructs that involve action to yield a mutual understanding of one another (Cuff et al., 2016; Jackson et al., 2005).

Scientific research has offered a possible approach to understanding meditation and the brain's process of moving from the neurobiological to the psychological level or vice versa (Farndale, Biron, Briscoe, & Raghuram, 2015). While these studies are in early stages of research, the mindfulness topic is taking shape in world talks and being featured in the 2015 World Economic Forum and trending as an important topic in business, medical, and scientific literature. While some of the top global organizations are on the cutting edge of this research and incorporating mindful development programs into their cultures, many organizations still utilize the more traditional training tools to assess capabilities. The personal outcomes from practicing mindfulness foster authentic vulnerability to build self-awareness. An assessment of leadership that also builds capabilities in self-awareness is emotional intelligence. Educational institutions and other learning organizations need to provide professional leadership development that will introduce a new landscape for redefining purpose within the organization for the millennial generation. The research suggested utilizing development through Corporate Universities (CU) or other training facilities. The literature offered detail discussion on operational, tactical, and strategic training models for CU's.

The research indicated a positive and significant connection between emotional intelligence (EI) and leadership (Batool, 2013; Goleman, 2014; Palmer, Walls, Burgess, & Stough, 2001). EI was introduced by Salovey and Mayer (1990) and defined as "the ability to monitor one's own and other's feelings and emotions, to discriminate among them and use this information to guide one's thinking and actions" (p.189). The EI framework emphasizes personal and social competencies. Every component in the EI framework uniquely and systematically facilitates problem-solving through emotion. The personal competencies include three components of self-awareness, self-regulation, and self-motivation. Self-awareness is recognizing how personal emotions affect situations and how an individual chooses to handle their emotions. An individual who builds self-awareness will advance into a person who has self-regulation. Self-regulation requires a person to be stable in character, conscientious, consistently maintain balance, and remain emotionally balanced in fluid situations. Self-motivation requires a person to take initiative by acting on opportunities and remain optimistic in spite of setbacks. All three components—self-awareness, self-regulation, and self-motivation—are necessary skills to manage oneself (Goleman, 2014).

The social competencies of EI include components of an individual's social skills and empathy. Social competency is having social awareness and is a hallmark for leading effective change (Goleman, 2014). Social skills are used to influence, communicate, and manage conflict. The social competency skill gives a person the ability to manage relationships with others. Having the ability to manage relationships fosters collaboration in organizations and provides inspirational leadership. These social leadership skills engender desired outcomes in organizations.

Tapia (2015) posited that emotional intelligence could be taught and learned by concentrating on empathy. A leader must continuously advocate for discussions about the biases that are generated between people. In essence, people reach a true understanding, goodwill, and common goals when they know why others react as they do. Humphrey (2013) postulated that there are benefits of emotional intelligence and empathy for entrepreneurship and argued that empathy is related to leadership emergence and effectiveness. The literature generated nine propositions for entrepreneurs who have well-developed emotional intelligence. The nine propositions include: (a) increased emotional resilience, (b) more success with business family members, (c) work more effectively and receive higher ratings on leadership from staff, (d) have an advantage for concepts, and (e) negotiate better outcomes. Additionally, entrepreneurs who have high empathy skills will have more success with (f) inspiring and motivating followers, (g) managing stress in the workplace, (h) customer satisfaction ratings, and (i) creativity.

Training and development in education is a process of changing the behavior patterns of people, and this behavior includes emotion (Tyler & Hlebowitsh, 2013). Organizations can use a variety of instructions or methodologies to train and develop millennial competencies. Johnson and Taylor (2011) believed that emotion is the foundation of learning. Thus, teaching emotional development in a corporate structure requires consideration for the adult learner. According to McGill, Solcum, and Lei (1992), "generative learning emphasizes continuous experimentation and feedback in an ongoing examination of the very way organizations go about defining and solving problems. Managers in these companies demonstrate behaviors of openness, systemic thinking, creativity, self-efficacy, and empathy" (p. 5). Researching how the educational system prepares American students to be globally-minded is worthwhile. Organizational communication courses are essential for creating future employees who understand and practice emotional intelligence. Further, the study of human emotion acknowledges the realities of pain, suffering, and healing that are part of the human experience and exist in the workplace. May, Gilson, and Harter (2004) posited that expressing emotion at work facilitates a connection through engagement, and work becomes more meaningful. Organizations driven by these examples of putting meaning and purpose in work are more profitable. The culture allows individuals to connect emotionally with the organizational purpose, and organizations then become human institutions (Kanov et al., 2004) where the core value is about the people instead of the bottom line.

Empathy. A common thread found in the literature suggested that empathy is one of the strongest interpersonal competencies necessary to be a global leader (House et al., 2014; McCall & Hollenbeck, 2002) and considered a fundamental strategy for effective leadership in the workplace (Goleman, 1998; Sadri, Weber, & Gentry, 2011). Apple and Google are two of the most admired U.S. global companies that use empathy in professional development and sales training. Organizational leadership depends on empathy to develop social skills and organize groups and tasks, along with the personal or professional development of others (Şahin, Serin, & Serin, 2011; Wolff, Pescosolido, & Druskat, 2002). Goleman (1998) posited that practicing empathy is crucial in leadership for the utilization of teams in organizations, dealing with the fast speed of globalization, and talent retention.

Empathy is defined in various ways and is a term that is misunderstood by many. Cuff, Brown, Taylor, and Howat (2016) argued that the inconsistency in the meaning of empathy negatively impacts society. Empathy has been defined in literature as the "mimicking of one's person's affective state by that of another" (Goldman, 1993, p. 351), the "ability to recognize the emotions and feelings of others with a minimal distinction between self and other" (Decety, 2010, p. 258), "a cognitive and emotional understanding of another's experience" (Barnett & Mann, 2013, p. 230), and a "process of information gathering" (Van der Weele, 2011, p. 586). Indeed, empathy is a human emotion that involves both affective and cognitive responses (Lieberman, 2007). The cognitive response allows a person to imagine another's thoughts and feelings. In its simplest form, empathy is the ability to understand a situation by walking in someone else's shoes, owning that person's experience, and feeling his or her emotion.

Purpose and meaning. Millennials face unique challenges in the workplace that are delaying advancement into executive roles. The literature revealed a variety of emerging desires and needs suggested by millennials. Common desires involve millennials looking for purpose and meaning in their work; however, research findings offered no specific definition of purpose and meaning for the millennials. Discussions about purposeful work date back many years and have different meanings to different people. The following two sections will break down purpose and meaning from ancient philosophy and with modern-day definitions. The crux of development for millennials is to resolve their definition of purpose and meaningful work, and then develop learning opportunities that support organizational outcomes.

Ancient philosophy definitions. Aristotle (trans. 1902) posited that the origins of virtue and character both lie in purpose. The writing of Aristotle on teleology implies a purpose which is unconscious and therefore not purposeful at all (Aristotle, 1902; Aristotle & Ross 2005; Ross & Randall, 1961). In essence, rain doesn't fall from the sky because of purpose but because it must. Thus, there was no purpose for man to work. Vella (2008) argued that the writings of Aristotle on *ergon* (generally defined as "purpose") establish that a human being's rational principle is to satisfy desires. In this context, Aristotle concluded that the work of humanity is a part of the soul that conforms to excellence, and this results in individual happiness and success. MacIntyre (2013) called on writings of Aristotle to argue that an individual will only be fulfilled when contributing to human kindness.

A New Testament Scripture in The Holy Bible gives another perspective on purpose in a letter written by Apostle Paul to his disciple Timothy. In part, Paul writes, "Who hath saved us, and called us with a holy calling, not according to our works, but according to His own purpose and grace, which was given us in Christ Jesus before the world began" (2 Timothy 1:9 King James Version). This context can be interpreted as a higher authority calling that an individual *feels*, but cannot necessarily control. Freud (1927) refuted monotheism but maintained that people need leaders to provide them with an identity and a sense of purpose. Thus, semantics on purpose have changed over time and organizations need to understand modern-day explanations for U.S. globalization and millennial workers.

Modern-day definitions. Modern-day definitions of meaning and purpose are indistinguishable in literature (Lepisto & Pratt, 2016). Meaning is about individuality, purpose, and intervention, according to Chalofsky & Cavallaro (2013). Dik et al. (2015) postulated that purpose is how an individual identifies and pursue life goals. In contrast, according to Dik et al. (2015), meaning is the reason for human existence. Kempster et al. (2011) described purpose as an actionable goal or objective. Humans yearn for personal meaning to life (Irving & Klenke, 2004), and the absence of meaningful work contributes to turnover in organizations (Lepisto & Pratt, 2016). Millennials generalize meaning and purpose by definition in the literature, and this suggests that they desire personal significance in life but do not know how to find it. However, scholars and practitioners note that fewer than 20% of leaders understand their individual purpose (Craig & Snook, 2014). Thus, the millennial cohort is in pursuit of purpose and consequently jumps from organization to organization to fulfill the desire to satisfy the soul. Millennials are coined as being ambitious (Langan, 2012) and resilient, (Hansen & Leuty, 2011) and will continue this self-discovery to find jobs that fulfill their purposes. Survey data ("Deloitte," 2016a) reported more than 50% of millennials leave their current employer in less than three years, costing organizations millions of dollars. Another survey (Schawbel, 2013), found that 87% of organizations reported costs between $15,000 and $25,000 for every millennial employee replaced. The attrition expenses are significantly higher when employers factor in the costs of advertising, customer loss, onboarding, and lower employee engagement and morale.

Additional modern-day dialogue includes rational, emotional, and spiritual views in defining both meaning and purpose (Dik et al., 2015). Each of these interpretations shares a common theme of positive psychology, though finding purpose and meaning may not always be experienced with positive emotion. Meaningfulness is the degree to which an individual emotionally understands the demands placed on her or his life experiences and is nevertheless resilient with the obligation because of a sense of purpose (Irving & Klenke, 2004). Hence, an individual will endure temporary emotional internal pain for the pleasure of living for a purpose.

Spirituality refers to the human's search for depth and meaning (Hoppe, 2005). Workplace spirituality acknowledges the soul that is cultivated by meaningful work and organizations are embracing the practice because they "recognize that people seek to find meaning and purpose" through connections with others (Robbins & Judge, 2015, p. 516). In this sense, "meaning is the new money" (para. 1) for millennials (Erickson, 2011), and simply receiving a paycheck in exchange for work is not sufficient. The millennial generation is demanding meaningful work, and Schullery (2013) postulated that the cohort would likely be more engaged when their values are addressed. Further, creating a social contribution within the organization, allowing the opportunity to give back, and helping others are important meaningful benefits to employees (Chalofsky & Cavallaro, 2013).

The burden now falls on educational institutions and other organizations to find harmony and define benchmarks to fill the gap in defining purpose and meaning in millennial leadership. Providing the necessary content that will prepare students to adapt in a global world is an essential matter for educational institutions. An emotional literacy curriculum design is necessary to develop interpersonal competencies and help future leaders prepare to thrive in a globalized world. Ciarrochi and Mayer (2007) posited that emotional literacy fosters self-awareness, social awareness, empathy, and positive communication traits that are deficient in society (Hartman & McCambridge, 2011; Kunreuther, 2003; Tracy et al., 2015). Organizations need to resolve the conditions that prevent workers from pursuing purpose and meaning while at work. Kempster et al. (2011) suggested a shared organizational leadership with the adoption of purpose into the mission and vision as a strategy. Collectively, all sectors need to reform the traditional concepts of education to include the teaching of emotional literacy in education institutions and other learning organizations.

Chapter 2 Summary

The literature review of this chapter discussed the four generations that occupy the U.S. workforce. Each generation has a distinct lived experience that is brought to the workplace. Millennials dominate the U.S. workforce and are challenging organizations to change their core values. The common threads of change that will help millennials retain and advance in leadership are organizations having purposeful and meaningful work.

The research identified an epidemic concern for the future of America leaders. Intergenerational conflict is challenging the effectiveness of the U.S. workforce and costing organizations billions of dollars. Thus, organizations need to make adjustments in initiatives and training processes to accommodate the gap in competencies. Chapter 2 introduced some postmodern interpersonal challenges of the U.S. intergenerational workforce. The personality traits, strengths. and weaknesses of the millennial generation was explored. Common threads of concern for behaviors and competencies, included in the literature regarding millennials, were introduced. The research examined psychometric testing instruments used by organizations to identify key personality traits to recruit, predict, or develop leaders. The advances of diversity leadership with globalization are introduced in the chapter.

The research explored the top global organizations to learn about best practices and processes in recruiting and developing staff, in addition to discovering core values. An exploration found that the top U.S. organizations follow three guiding principles. First, the heavily invest in people by providing ongoing professional development and mentorships. Second, organizations value and practice diversity inclusion in the workplace. Finally, organizations provide guidance in holistic leadership practices that promote emotional literacy. The literature revealed gaps in K-12 and college education curricula for emotional development and discovered concepts that can build the emotional competencies necessary to be a global leader. A comparative analysis of best strategies and challenges was also discussed to assess gaps that may help millennials and organizations with future leadership development methods. Millennials are on a quest for purposeful work and literature introduced a new landscape for purpose through mindfulness and highlighted the scientific benefits of the practice, along with some top U.S. global organizations that use mindfulness as best practices in global leadership development.

Chapter 3: Research Design and Methodology

Introduction

This chapter begins with a description of the research design and the research questions. Further, the chapter explores the qualitative method of design used for this study along with the methodology, strengths, weaknesses, and assumptions of this study. The research describes the participants in the study and IRB guidelines necessary to protect human subjects. Interview techniques and protocol are detailed. The validity and reliability of the research approach are discussed to show how it relates to conducting qualitative research. Finally, details on coding and data analysis strategies are included in this chapter.

Restatement of Research Questions

The following research questions (RQ) guide the direction of this study:

- RQ 1: What challenges do millennials face to promote into executive leadership roles?
- RQ 2: What strategies and practices are used by millennials to promote into executive leadership roles?
- RQ 3: How do millennials measure success in executive leadership roles?
- RQ 4: What recommendations do millennial leaders offer to aspiring young leaders?

Nature of the Study

This study utilized a descriptive qualitative methodology to address the proposed research questions. Qualitative research is a richly detailed, inductive process that focuses on meaning; the researcher is the primary instrument (Merriam, 2009). Grossoehme (2014) posited that qualitative research is written data resulting from interviews that are collected, organized, and interpreted for meaning. Uprety, L (2009) suggested that in qualitative research, phenomena are made visible in a situated action that can be interpreted through a selection of materials.

The researcher makes many observations in the process of analyzing the data in qualitative research. After analysis, the data are used to make meaning and improve understanding of the problem. Four levels of understanding support qualitative research (Maggs-Rapport, 2001):

- *Ontology*—Reality is questioned at an ontology level and concerned primarily with the subject matter
- *Epistemological*—A real-world account of knowledge is questioned at epistemological level
- *Methodology*—Phenomena are examined to gain understanding at this level of understanding
- *Methods*—This level gains understanding on how the researcher collects evidence about the world

Merriam (2009) described six common approaches to conducting qualitative research: (a) basic, (b) critical research, (c) ethnography, (d) grounded theory, (e) narrative analysis, and (f) phenomenology. First, basic qualitative research constructs the meaning of phenomena for the participants who are involved in the study. The purpose of a basic qualitative approach is to make meaning of the experience for the people engaged in the study. Second, critical research does not try to make meaning of phenomena for participants. Instead, critical research challenges the status quo and looks "to critique and challenge, to transform and empower" (Merriam, 2009, p. 34). Third, ethnography requires the researcher to be closely absorbed with participants in order to describe culture and meaning. Fourth, grounded theory is deeply rooted in the data that is usually gathered in observations, interviews, and other documents, and then emerge theoretically for the research. Fifth, narrative research makes use of stories to find meaning. The narrative analysis is data that has a beginning, middle, and ending account that forms a story.

The analysis may be an autobiography, journal, letter, or some other contextual data that gives meaning. Finally, phenomenology studies are concentrated on the specific experience. The researcher conducts interviews in phenomenology to make meaning of an experience and uses the information as the primary method to form data. Although each of the six approaches to conducting qualitative research has a different emphasis, some commonalities do exist. Creswell (2014) postulated that qualitative methods all share non-numerical data analysis, open-ended questions, interpretative themes, and patterns of the research.

Philosophical assumptions. Creswell (2014) asserted that research can be approached with philosophical worldview assumptions that are postpositivist, constructivist, transformative, or pragmatic. A postpositivist assumption uses empirical science to develop numeric interpretations of behavior (Creswell, 2014; Madill & Gough, 2008). A constructivist assumption uses broad general questions to construct meaning (Mills, Durepos, & Wiebe, 2010). Transformative assumptions mesh with politics to confront levels of social oppression. In essence, the researcher brings a specific issue to light and allows the research to advocate for an individual, group, or society (Creswell, 2014; Mertens, 2008). Finally, a researcher looks through a pragmatic lens to problem solve by observing everything (Cherryholmes, 1992). The researcher's beliefs are based on these factors and will guide them to selecting the nature of the study. The worldviews intersect with the research method and design to form a framework for the study. The research problem is then incorporated into the study, along with the personal experience and intended audience for the study.

Strengths and weaknesses of qualitative research. Unlike quantitative research, the foundation of qualitative research is not rooted in numeric physical science, but "involve[s] the systematic collection, organization, and interpretation of textual material derived from talk or observation” (Malterud, 2001, p. 483). Qualitative research was regarded as an inadequate scholarly method of research in its early history (Carr, 1994; Grossoehme, 2014); however, it is gaining popularity in use. Additionally, the number of courses offering instruction on how to design qualitative research methods are increasing, as well as the actual numbers of qualitative research work published (Flick, 2007).

Carr (1994) indicated that both strengths and weaknesses are present in conducting qualitative research. One of the weaknesses of qualitative research is the suspicion relating to a small-scale study. Additionally, the study findings can be distorted when the relationship between the researcher and the subject participant becomes complicated. The data may be overwhelming or confusing, and may also distort the findings. Finally, qualitative research can be ineffective because the reliability process has too much dependence on the observer, or validity is threatened because researchers can form too close of a bond to the problem and risk misinterpretation of data. Conversely, Carr (1994) postulated that a well-defined sample is a strength of qualitative research. Further, the researcher-subject relationship in qualitative research is a first-hand experience that can provide valuable and meaningful data. The time spent and the subsequent relationship can be a major strength in understanding the approach of qualitative research. A holistic approach in flexibility is also a strength employed through the methodology. Further, utilizing experts can strengthen reliability in qualitative research. Finally, Carr (1994) argued that external validity threats are lessened because participants are studied in their natural settings and the ethical considerations for informed consent utilization are "practically impossible in qualitative methodologies" (p. 719).

Methodology

A phenomenological design was used for this qualitative study. Phenomenological research is a design of inquiry coming from philosophy and psychology, in which the researcher interprets the lived experiences of individuals about a phenomenon as described by participants (Creswell, 2014). Morse and Richards (2013) used the term *method* “to mean a collection of research strategies and techniques based on theoretical assumptions that combine to form a particular approach to data and mode of analysis” (p. 2). Finlay (2013) postulated five approaches to phenomenological research, where each approach is dependent on one another. The five iterative processes are for the researcher to (a) embrace the demeanor of phenomenology, (b) join in the descriptive experience, (c) welcome the opportunity of tacit meaning, (d) dissect meaning in detail, and (e) integrate all meaning. According to Given (2008), “proper understanding of phenomenology can be gained only through doing it” (p. 5).

Strengths and weaknesses of phenomenological research. Phenomenology is "power for understanding the subjective experience, gaining insights into people's motivations and actions, and cutting through the clutter of taken-for-granted assumptions and conventional wisdom" (Lester, 1999, p. 1). The conceptual foundation of phenomenology allows a researcher to determine the meaning by reflecting on actions. Phenomenology studies are attractive, “because they offer an alternative to managerial, instrumental, and technological ways of understanding knowledge, and they lead to more ethically and experientially sensitive epistemologies and ontologies of practice” (Given, 2008, p. 4). According to Bloor and Wood (2011), “advocates of phenomenological methods argue the strengths of the method lie in its clear epistemological position and the centrality of the human individual within the data collection and analysis” (p. 3)

Conversely, a scientist who is new to phenomenology can be overwhelmed in articulating the method of study properly (Caelli, 2001). Knafl (1994) called the phenomenological process "tough stuff, very abstract, and very conceptual" (p. 134). Caelli (2001) argued that the two greatest challenges faced in phenomenological research are the "lack of articulated methods" (p. 276) and lack of understanding in the philosophical foundations. The deficiencies leave researchers struggling with how to achieve the project. Pringle, Hendry, and McLafferty (2011) posited that

> ambiguities in the guidelines and academic arguments about how to apply phenomenology appropriately do little to recommend the approach" and suggest to "move towards an approach that offers modern researchers greater ease-of-use while retaining and acknowledging some of its philosophical roots. (p. 13)

Assumptions. Morse and Richards (2014) made two major assumptions in phenomenology. The first assumption is that a person's perception is his or her reality. Second, the existence of humanity is interesting and meaningful. Grossoehme (2014) noted six phenomenology assumptions: (a) meaning and knowing are always developing, (b) the researcher is an actor in the experience, (c) bias is a part of the research and should be discussed, (d) a knowledge partnership is formed between the researcher and participants, (e) having different forms of expression is relevant, and (f) meaning must be protected. Lester (1999) postulated that phenomenological methods are effective at personalizing perspectives and challenging assumptions.

A structured process of phenomenology. Phenomenologists believe that humans are unique and have the ability to self-interpret their experiences. According to Given (2008), "phenomenology tries to show how our words, concepts, and theories always shape (distort) and give structure to our experiences as we live them" (Flick, 2007, p. 6). Various methods are used to find meaning and understanding within a phenomenological study.

Morse and Richards (2013) noted four phenomenological processes: transcendental, existential, hermeneutical, and linguistical. Transcendental phenomenology explores the developmental process of knowledge based on insight and "the phenomenon is perceived and described in its totality, in a fresh and open way" (Moustakas, 1994, p. 9). Existential phenomenology "reflects people's values, purposes, ideals, intentions, emotions, and relationships," (p. 2) and is more concerned with the "experiences and actions" of people (Jun, 2011, p. 2). The researcher is required to be reflective and cannot separate him or herself from the phenomena in existential phenomenology. Understanding and language are interpreted through an evolving process of reflection, writing, and rewriting to discover a thematic analysis in hermeneutical phenomenology (Creswell, 2014; Jarvie & Zamora-Bonilla, 2014). Finally, meaning is defined by the language and the context, rather than the participant in linguistical phenomenology (Grossoehme, 2014). In linguistical phenomenology, "we have the capacity to understand the world through language" (Jarvie & Zamora-Bonilla, 2014, p. 11)

Appropriateness of phenomenology. According to Flick (2007), appropriateness is guided in three ways when developing qualitative research. First, qualitative research uncovers more problems than methods, and a discovery is allowed to surface from the lack in methodology. Next, through time, qualitative research became more appropriate as new methods were developed to strengthen research. In essence, a gap between problems and methods could be addressed through continuous development and discovery. Finally, appropriateness is more relevant for research in health and organizational studies, "that are specific and different from the discourse in qualitative research in general" (Flick, 2007, p. 6).

A research project must be well thought out before starting the research and an understanding of the relationship between the research and research question is crucial (Richards & Morse, 2013). Phenomenology was used in this study to uncover the lived experiences of the participants through an open-ended interview design. Phenomenology offers a variety of descriptive and reflective experiences from the participants' perspectives. The researcher then interprets the essence of these experiences to gain new knowledge, findings, and suggestions for further research. A phenomenological methodology helps support complex subjects and generate meaningful data.

Understanding the challenges that millennials face can best be done through a phenomenological research because the methodology will allow the participants to personally share their lived experience through an inductive process that evokes meaning. The literature is exiguous with research that lends a voice of perspective about the professional challenges for millennials. A phenomenological methodology is best to make meaning, identify specific initiatives, best practices, and strategies that will be mutually beneficial to organizations and aspiring young leaders. The qualitative, semi-structured interview design will allow for self-expressive experiences for the millennials to better understand the best strategies for meeting future expectations. An "individual in-depth interview allows the interviewer to delve deeply into social and personal matters" (p. 315), and interviews questions are specific to allow the research to migrate into different topics of interest (DiCollo-Bloom & Crabtree, 2006).

Research Design

Analysis unit. The unit of analysis for this study is a currently employed millennial generation leader. The participants were required to meet all of the following criteria:

- between the ages of 21–35

- a citizen of the United States
- work and reside within a 400-mile radius of Los Angeles
- possess a bachelor’s degree at minimum
- management level position at minimum
- agree to an audio-recorded interview

Purposive sampling. A purposive sampling method was used in this study to carefully select 15 participants. “Purposive samples are based on criteria that the investigator establishes at the outset, which describe participant characteristics” (Grossoehme, 2014, p. 112). In purposive sampling, the researcher selects participants whose characteristics fit the “phenomena of interest, have the time and are willing to participate” (Richards & Morse, 2013, p. 221).

Sampling frame to create the master list. The researcher selected LinkedIn to create a sampling frame of potential participants for this study. LinkedIn is a business professional networking website. The basic membership is free. However, this status restricts direct access to unknown connections within the database. A LinkedIn premium membership was secured to allow direct access to potential participants and built a master list. Permission was not necessary to obtain a master list. The following purposeful sampling strategy was used to secure LinkedIn member participants for this study:

1. The advanced search feature on the website was utilized to expand scope outside of personal connections.
2. The advanced search feature was customized to filter a network of participants by using the keywords *manager*, *director*, and *VP*. Qualifiers such as *and* and *or* were not used in this step. The results yielded 510 sampling units. According to Kuckartz (2014), sampling units are “basic units of analysis and are selected from the data (that

is, all of the units to potentially be examined) for the content analysis using specific selection methods" (p. 44).

3. The results were further modified by limiting the network and using the same keywords describing areas in California: *Los Angeles*, *Orange County*, and *San Francisco*. This step filtered the potential participants down to 189.

Criteria for inclusion. Inclusion and exclusion criteria were applied to identify 30 potential participants from the 189 discussed in step three. These participants met the following criteria for this study by order of relevance:

- between the ages of 21–35,
- a citizen of the United States,
- work and reside within a 400-mile radius of Los Angeles,
- possess a bachelor's degree at minimum,
- a management level position at a minimum, and
- agreed to an audio-recorded interview.

Criteria for exclusion. The criteria for exclusion from this study was applied by using the following:

- Any participant who refused a face-to-face interview.
- Any participant not willing to sign an informed consent form.
- Any participant unavailable to interview before April 1, 2017.

Maximum variation. Criteria for maximum variation diversity in age, race, job experience, and geographic location was applied to yield a master of 30 potential participants. Rigor was applied in criteria to yield a rich, finalized list of 15 participants who are diverse in industry, occupation, age, gender, years' experience, and geographical location.

Human subject consideration. The National Commission for the Protection of Human Subjects was formed in 1974 with an objective to “identify the basic ethical principles that should underlie the conduct of biomedical and behavioral research involving human subjects and to develop guidelines which should be” ("The Belmont Report," 1979, p.1). The commission created The Belmont Report that addresses principles and guidelines for human subject research. The principles place boundaries between practice and research that are particularly important to the ethics of research and include respect for persons, beneficence, and justice. In addition, applications required to conduct research include an informed consent, assessment of risks and benefits, and selection of participants. The U.S. Code of Federal Regulations 45 CFR 46 defines minimal risk as,

> minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests (The U.S. Code of Federal Regulations (1991)).

DiGiggo-Bloom and Crabtree (2006) suggested that researchers should be considerate of the consequences of their studies and use their experiences to enrich ethical standards.
An institution that conducts any human subject research is directed by the federal government to utilize an Institutional Review Board (IRB). “From an IRB perspective, human subjects regulation of interview research seeks to protect respondents from such things as invasion of privacy, breaches of confidentiality or anonymity, and distress caused by topics raised in the interview process itself” (Warren, 2011, p. 9) The purpose of the IRB is to “review, approve, and regulate research conducted by its members” ("JBA Evaluation Briefs," 2008, p. 1). Research that is approved by an IRB, “has been reviewed and may be conducted at an institution within

the constraints set forth by the IRB and by other institutional and federal requirements" (American Psychological Association, 2009, p. 14).

The guidelines to protect the rights of the human subjects through Institutional Review Board (IRB) protocol at Pepperdine University were carefully followed for this study. Pepperdine University IRB is strictly guided by the ethical principles set forth in The Belmont Report and performed in accordance with the U.S. Code of Federal Regulations. All students conducting research through Pepperdine University Graduate School of Education and Psychology are required to submit research proposals to Education Psychology Division Review Committee, and complete social, behavioral, educational human subjects training coursework prior to submitting an IRB application. Prior to recruiting participants for this study, the exempt IRB application was submitted and approval was received, in accordance with policy (see Appendix C). Further, careful attention to detail was given to following the protocol to present each participant with an Informed Consent form that was logical and included details on federal regulations required for human protection (see Appendix D). The research involved minimum risks and participants could withdraw from the study at any time. The Informed Consent was signed by the researcher and the participant, and both obtained copies for their records.

Participants were provided detailed information to explain the nature of this study and a copy of the IRB policies, along with the research and interview questions. Additionally, participants received an opportunity to choose full disclosure, anonymity, or confidentiality of their information included in the research. According to Pepperdine University (2009) IRB policies and procedures, "anonymity can be defined as when a person is not named or identifiable in any manner (p. 23)". "Confidentiality may be defined as when personally identifiable and private information is entrusted to an investigator not to disclose it" (Pepperdine

University, 2009, p. 23). In this research study, names and other personal information were replaced with coded identifiers. The participants were also provided limited access to any identifiable data, such as signed consent forms. Records with names or any personal information were stored in a locked storage cabinet.

Data collection. Various methods of data collection can be employed. According to Madill and Gough (2008), data collection can be planned by the "type of data considered" to the "goals of the research" (p. 257). A common understanding is that the researcher becomes the key instrument in data collection (Creswell, 2014). The methods used in this data collection process began with 30 potential individuals who met all of the criteria necessary to participate in the research. The protocol was followed in contacting participants and collecting data for the study. First, potential participants were contacted via e-mail utilizing an IRB-approved recruitment script (see Appendix E). The e-mail introduced the researcher and the dissertation topic. The e-mail also included a list of criteria that was necessary to qualify for participation. A timeframe of the study and the importance of human subject protection was explained in the e-mail. Finally, an invitation to reply with interest was also included.

A recruitment script is a tool used to introduce the researcher and solicit participants interested in the study. The script also explains the purpose of the study and the number of questions that would be asked. The potential participants who responded with interest were contacted within 48 hours, via e-mail and phone conversations, for a personal introduction with the researcher, and given information regarding the nature of the study, along with procedures about the audio-recorded interviews.

The Informed Consent form was attached in the e-mail along with a list of the interview questions (see Appendix F). The potential participants who agreed to be included in the study signed and returned a hard or digital copy of the informed consent, via e-mail or in-person prior to the interview. The researcher also signed the informed consent, sent a digital copy of the informed consent to IRB. Copies of the informed consents were made for the IRB Office at GSEP at Pepperdine University, for the researcher's records, and for the participant's personal records.

In anticipation of the possibility that a potential participant might accept but then decline participation, subsequent potential participants were recruited from the master list of 30 individuals. The data collection process was repeated and continued until a final total of 15 participants was successfully achieved.

Ethical assurance of human subject protection was followed by maintaining and storing the data collection in a locked cabinet. The data will be destroyed three years following the study. The audio recorded data utilized during the interview was erased and destroyed after the researcher completed the final defense and passed final exams.

Interview Techniques

One way to collect data in qualitative research is through conducting interviews. A one-on-one, in-depth, semi-structured interview technique was employed for this study. Interviews allow the researcher to discover meaning by asking questions and receiving answers from the participants. One-on-one interviews are favorable when the researcher is not able to observe the participant directly. Creswell (2014) noted that one of the limitations of one-on-one interviews is that the information is indirect and tainted through the lens of the participants. According to DiCicco-Bloom and Crabtree (2006), in-depth interviews are "used to discover shared understandings of a particular group" (p. 317), and "meant to be personal and intimate encounter in which open, direct, verbal questions are used to elicit detailed narratives and stories" (p. 317).

Interview conversation can be done in a structured, unstructured, or semi-structured protocol (Warren, 2011). In a structured interview, the research is guided by predetermined questions. Structured interviews are advantageous when the researcher is looking for specific questions and answers to a research topic. The disadvantage of a structured interview is that the technique restricts any follow-up questions (Grossoehme, 2014). An unstructured interview is liberated to explore important topics that surface during the exchange between the researcher and participant. DiCicco-Bloom and Crabtree (2006) argued that interviews cannot be authentically considered as unstructured. Unstructured interviews are mostly used by ethnographers and "more conversations than interviews" (p. 665) where conversations go off on tangents and thus not reliable to comparing themes (Leech, 2002). According to DiCicco-Bloom and Crabtree (2006), "structured interviews often produce quantitative data" (p. 314). Semi-structured formatted interviews use open-ended questions to allow the researcher to probe deeply to find meaning, popular because of the flexibility, and "the most effective and convenient means of gathering information" (Qu & Dumay, 2011, p. 246). When utilized, semi-structured interviews attempt to explain or understand relationships and are also useful for exploration of data (Grindsted, 2005) According to Leech (2002), a semi-structured interview is the style "that is often used in elite interviewing" (p. 665). In consideration of advantages discussed above, a semi-structured interview technique was the primary choice utilized for this research. This protocol was the best format for capturing descriptions of phenomena and to gain meaning from the study.

A good interview begins with good interview questions. The interview questions of this study were written in a reflective process, "which uncovers the strength of a qualitative approach" (Agee, 2009, p. 431). Further, the researcher developed a rapport before the meeting face-to-face for the actual interview. According to DiCicco-Bloom and Crabtree (2006), this rapport is necessary to negate any apprehension. A number of other techniques were used by the researcher when conducting this study. Before the interview, the researcher tested the audio recording device for accuracy in sound; batteries were charged. An extra set of batteries were also carried to each interview. The researcher also used a smartphone recording app as a backup recorder. Field notes were taken on a fully charged computer laptop and saved on a memory flash drive in addition to the computer's hard drive. According to Groenewald (2004), "field notes are a secondary data storage method in qualitative research" (p. 15). During the interview set-up and before the recording, the researcher sought to answer any questions or concerns of the participant. Another review of the Informed Consent form was also conducted. Each participant was reassured of the confidentiality of personal information with a discussion of guidelines and invited to share any questions or concerns about their participation. In addition, each participant was informed through discussion prior to the interview that the audio recording would only be heard and transcribed by the researcher. Further, the participants were assured that all the recordings would be erased and destroyed after being transcribed and analyzed. Each participant was notified in writing on the day that the audio recordings were erased and destroyed. Finally, the researcher thanked the participant at the beginning and the end of the interview for his or her participation in the study.

A successful, in-depth interview is reliant on the individual qualities of the interviewer and noted as being mentally demanding. "Concentration and stamina are essential qualities for coping" (p.144) when conducting an in-depth interview (Ritchie & Lewis, 2003). According to Hamilton (2006), a "characteristic of good interviewers is that they are attentive and responsive to the verbal and nonverbal communication of the participants" (p. 827). Warren (2011) noted that a preliminary consideration of a qualitative interview is that the researcher listens carefully to hear the meaning that is delivered. Thus, during the interview, the researcher practiced careful listening skills and made sure to avoid any opportunities for distraction. This preparation included being well rested, arriving at the location with enough time to set up, and silencing smartphones, e-mail, and all other alerts that randomly appear on electronic devices. The immediate family of the researcher was notified not to call or text during the time of the interviews. This gave assurance that the researcher is rested and "feels calm and alert" (p. 166) for the interview (Ritchie & Lewis, 2003).

DiCicco-Bloom and Crabtree (2006) identified four ethical issues when conducting a qualitative interview. First, reducing the risk of unanticipated harm must be considered. Unexpected emotional distress may intensify during an interview and result in unintended harm to the participants. The researcher must be prepared to support any unforeseen complications. Second, the participant's personal information must remain confidential. Participants should feel safe in an interview to express their aggravation in a safe protected environment. Third, the researcher must be clear on the nature of the study. Thus, the intent of the research should be communicated several times during the process. Finally, the participants should not be misused for the researcher's personal gain and "suggests that the outcome of interview research should enhance the freedom of the participants more than it enhances the author's career" (DiCicco-Bloom, & Crabtree, 2006, p. 319).

Interview Protocol

This study followed the interview protocol guidelines set forth by the Institutional Review Board at Pepperdine University. The interview questions (IQ) were created to inform the direction of the study.

- IQ 1: What was your first full-time job after college graduation?

- IQ 2: How did you prepare for job interviews when seeking your first job out of college?
- IQ 3: How were you promoted to your current position?
- IQ 4: What is the most difficult challenge (verbal or nonverbal) you face as a millennial in your executive role?
- IQ 5: How would you define your leadership style?
- IQ 6: What is your strongest personality trait as a leader?
- IQ 7: Do you have a mentor within the organization?
- IQ 8: What development opportunities do you find are necessary for your growth?
- IQ 9: How did your education prepare you for executive leadership?
- IQ 10: Does your organization offer development opportunities to build competencies for career growth?
- IQ 11: Do you have a personal plan for your professional career? If so, are you on target for advancement? If not, how do you plan to advance your career path?
- IQ 12: How do you define purposive or meaningful work?
- IQ 13: If you could start over, what would you do differently?
- IQ 14: What advice do you have for millennials as they aspire to executive leadership roles?
- IQ 15: Is there anything else you would like to add?

According to Agee (2009), “many first attempts at question development generate questions that are overly broad and lack reference to a particular context" (p. 442). A peer review panel can support a reflective and iterative process for strengthening the research questions. The researcher reflected on each of the questions based on findings from the literature review. After the questions had been written, a panel of three peer reviewers iterated with the researcher and revisions were made. See Table 4 for peer review revisions of interview questions.

Table 4

Peer-Reviewed Research Questions and Interview Questions

Research Questions	Corresponding Interview Questions
RQ 1: What challenges do millennials face to promote into executive leadership roles?	IQ 1: What was your first full-time job after college graduation? IQ 2: Describe your most difficult challenge that you face in your current role? (verbal or nonverbal) IQ 3: What barriers do you see affecting your ability to advance in your current job?
RQ 2: What strategies and practices (leadership styles/traits) or (personality traits and leader behaviors) are used by millennials to promote into executive leadership roles?	IQ 4: How would you define your leadership style? IQ 5: What is your strongest leadership trait? IQ 6: Can you share your opinion on mentoring programs? IQ 7: What development opportunities do you find are necessary for your growth? IQ 8: In what ways has your education influenced your career?
RQ 3: How do millennials measure success in executive leadership roles?	IQ 7: What does success mean to you? IQ 8: Describe your future professional goals? IQ 9: How do you measure your career milestones?
RQ 4: What recommendations do millennials leaders give to aspiring young leaders?	IQ 10: Knowing what you know now what would you do differently? IQ 11: What advice do you have for millennials as they aspire to executive leadership roles? IQ 12: Is there anything else that you would you like to add about the topics that we have discussed?

Reliability and validity of the study. Golafshani (2003) posited that quality is primary in a qualitative study. Leung (2015) affirmed that validity is simply the "appropriateness of the tools, processes, and data" whereas reliability "refers to the exact replicability of the processes and the results" (p. 326). Two concepts in validity are applicable in qualitative research. First, content validity considers if the research adequately reflects the construct of the instrument. Second, criterion validity will substantiate the instrument if it has all the relevant components of the construct but fails to meet the practical requirements for measurement (Boslaugh, 2008). The researcher utilized the following three-step validity process of *prima facie*, peer review, and expert review for this study.

Prima facie validity. Prima facie validity is an important component in content validity (Boslaugh, 2008). The interview questions for this study emerged from the literature review and were designed to answer the four research questions. The researcher designed the initial interview questions as a tool for articulating the focus of the study (Agee, 2009). The initial interview questions were iterated by a peer review panel of three persons for further validity.

Peer review validity. During this stage, a peer review panel of three doctoral students met with the researcher to review the purpose of the study, contents of the literature review, research questions, and initial interview questions. The purpose of this meeting was for the group to arrive at a consensus regarding whether the instrument was valid for data collection. Each peer reviewer was given the list of the research questions with corresponding interview questions and was asked to quietly read and reflect upon each question. Additionally, the peer review panel notated comments and recommended modifications regarding the interview questions on a reviewer form (see Appendix G).

Expert review validity. An expert review is necessary when the peer review panel and researcher cannot come to a consensus on validity. The dissertation committee served as the expert review for this study. This step was necessary for determining the validity of interview questions for this study. Hence, the expert panel determined and a consensus regarding the interview questions was finalized (see Table 5).

Table 5

Expert Review Revision of Research Questions and Interview Questions

Research Questions	Corresponding Interview Questions
RQ 1: What challenges do millennials face to promote into executive leadership roles?	IQ2: Describe your most difficult challenge that you face in your professional life? IQ3: What barriers have you experienced in your climb to your leadership potential?
RQ 2: What strategies and practices or are used by millennials to promote into executive leadership roles?	IQ4: How did you overcome these challenges and barriers? Follow-up: Whose advice did you seek? IQ 5: What are some of your strongest personal characteristics that have led to your career success? IQ1: What structured training and educational experiences have been instrumental to your success? IQ7: What unstructured training and educational experiences have been instrumental to your success? Follow-up: Mentoring IQ 8: In what ways has your education influenced your career?
RQ 3: How do millennials measure success in executive leadership roles?	IQ 9: What does success mean to you? IQ 10: Describe your future professional goals? IQ 12: How do you measure your career milestones?
RQ 4: What recommendations do millennial executives give to aspiring young leaders?	IQ11: Knowing what you know about being a successful leader, what would you do differently in your career? IQ 14: What advice do you have for millennials as they aspire to executive leadership roles? IQ 15: Is there anything else that you would you like to add about the topics that we have discussed?

Reliability of the instrument. According to Boslaugh (2008), assessing an instrument for validity can be done on theoretical and empirical grounds. Theoretically, the "instrument reflects the meaning of the construct" and validation empirically "entails a careful testing of the properties that should correspond in practice to that meaning" (Boslaugh, 2008, p. 2). An internal and external test can be performed on the instrument to prove reliability. With internal reliability, another researcher would develop the same constructs to form the data collection (Hamilton, 2006). In external validity, another researcher would analyze the data collection in the same way as the original researcher, "to produce a plausible and coherent explanation of the phenomenon" (p. 110) in the study (Mays & Pope, 1995). To test the reliability of the instrument, two pilot interviews were conducted with individuals who fit the criteria of the study. The two pilot participants were given a list of the interview questions and asked to provide feedback on the questions. Both pilot participants provided feedback and the findings confirmed clarity of the interview questions. Thus, no further modifications to the interview questions were made.

Statement of Personal Bias

A researcher must consider many systems in qualitative research. The study must be free of manipulated bias and give credibility to the research, showing that substantive and rigorous strategies have been used. This will help ensure that personal assumptions about the research topic will not impact the interpretation of the data. Creswell (2014) suggested that the researcher practice self-reflection to "create an open and honest narrative" and reflectivity is "a core characteristic of qualitative research" (p. 202). The researcher brings the following bias to this research study:

- The researcher has three children born in the millennial generation.

- The researcher has over ten years' experience in leading a small business and formulating beliefs on the best practices for developing staff.
- The researcher has over 20 years of supervising and mentoring individuals of the millennial generation.

Epoché

According to Given (2008), epoché or bracketing allows the researcher to discover a realistic outpouring of the world. They postulated, "Sometimes, the best way to enter a person's lifeworld is to participate in it" (p. 8). Biases that surface during the research can be journalized and reflected upon. Morse and Richards (2013) asserted that this reflection is used to discover what is important for the phenomenon and allows the researcher to think about it from all aspects. During this study, the researcher consistently reflected on personal experiences by journaling biases and judgments that surfaced during the interview and interpretation of data analysis.

Data Analysis

An unstructured coding process will be employed to interpret the data obtained from the in-depth interviews. Following the two main operation guidelines of Côtė, Salmela, and Baria (1993) during the interpretation analysis, the researcher first creates tags by "coding meaning text segments" (p.127). The process of creating tags involve dividing "the interview transcripts into meaningful pieces of information" (Côtė & Salmela, 1994, p. 465). This examination will help identify commonalities which "characterize the text segments in order to create and understand the relationship between topics" (Côtė, et al, 1993, p. 130). The second main operation requires the researcher to create categories from the tags that may emerge new themes.

There is no primary way to analyze data; however, the details are important. According to

Morse and Richards (2013), the process of analysis is ongoing at the start of the study. As such, a researcher utilizes a process of reading, rereading, writing while reading, reflecting, and rewriting to identify important themes in the data. During transcription of the data for this study, the researcher read, reread, and reflected on the context to analyze similarities, commonalities in expressions, and elements for coding purposes. Recurring themes were identified throughout the data. According to Kuckartz (2014), qualitative text analysis involves a procedure that reduces any coding differences in the research. Thus, the analyses were shared and discussed with two peer reviewers to formulate a consensus on themes to derive interpretations from the data. Any encounter in disagreement between the peer reviewers and the researcher was mitigated to an expert review for a final decision.

Reading and making memos. Creating field notes is one way to record experiences during the study. These experiences can be heard, observed, or practiced. When conducting this study, the researcher made (a) observational notes deemed important in sense making, (b) theoretical notes to reflect on experience and derive meaning, (c) methodological notes to recap, instruct, or evaluate, and (d) analytical memorandum to summarize the day in the field (Groenewald, 2004). These notes were read, reread, and reflected upon throughout the research to assess generalizability for validity.

Describing, classifying, and interpreting (coding). This step of data analysis develops categories based on the empirical data (Kuckartz, 2014). Brod, Tesler, and Christensen (2009) asserted that “coding is the fundamental analytic process used to develop a theoretical conceptualization of the data” (p. 1269). The coding process involves organizing the data by finding the most expressive phrasing and turning them into categories. Creswell (2014) suggested that codes fall into three categories: (a) derived from topics found in common literature, (b) unexpected codes that arise from topics, and (c) unusual and theoretically interesting codes. The traditional approach to coding in qualitative research allows the codes to be developed based on emerging information.

Interrater reliability and validity. External validity establishes interrater reliability in research and involves verification that the codes in the data are reliable and valid. To establish reliability and validity for this study, a four-step process was utilized.

- The researcher transcribed the first three interviews. All memos and transcriptions of interviews were read, reread, and coded. The coding process involved organizing the data to generate themes for analysis. According to Creswell (2014), the researcher should "allow the codes to emerge during the data analysis" (p. 199).
- The transcriptions were shared with the participants in the study for member checking. During this step, the participants were asked to verify the accuracy of the data and confirm whether the transcripts made sense (Creswell & Miller, 2000).
- Two doctoral students with qualitative research and coding experience reviewed the data analysis and coding to substantiate reliability. Their unanimous agreement on the validity of the coding process was required. Any disagreement required collaboration to come to a come to a consensus on final coding results.
- After consensus, the remainder of the analysis was completed using the same coding scheme. The dissertation committee provided the final consensus when necessary.

Chapter 3 Summary

Chapter 3 restated the research questions to be used in the study. The discussion gave detail on the qualitative phenomenological design, along with appropriateness, assumptions, strengths, and weaknesses of the design. Details on obtaining participants and the importance of their protection were discussed. This chapter also described the process used for data collection the interview techniques used in the semi-structured format for the research. The mid-section of this chapter detailed the interview protocol and discussed the importance of validity, along with the peer review process. All research has a bias. Thus, a statement of the researcher's biases was included. Finally, Chapter 3 concluded with a discussion on coding in data analysis, in addition to the steps taken to assure inter-rater reliability.

Chapter 4: Findings

The purpose of this study is to understand the challenges that millennials face in being promoted to executive leadership roles within the organization. The research used a qualitative research design that was approached with a phenomenological methodology. This research addressed the following four research questions:

- RQ 1: What challenges do millennials face to promote into executive leadership roles?
- RQ 2: What strategies and practices are used by millennials to promote into executive leadership roles?
- RQ 3: How do millennials measure success in executive leadership roles?
- RQ 4: What recommendations do millennial leaders offer to aspiring young leaders?

To answer the four research questions, the study utilized 12 interview questions and two follow-up questions below that were approved by an expert review panel:

1. Describe your most difficult challenges you face in your professional life.
2. What barriers have you experienced in your climb to your leadership potential?
3. How did you overcome these challenges and barriers? Follow-up: Whose advice did you seek?
4. What are some of your strongest personal characteristics that have led to your career success?
5. What structured training and educational experiences have been instrumental to your success?
6. What unstructured training and educational experiences have been instrumental to your success? Follow-up: Mentoring
7. What does success mean to you?

8. Describe your future professional goals?

9. How do you measure your career milestones?

10. Knowing what you know about a successful leader, what would you do differently in your career?

11. What advice do you have for millennials as they aspire to executive leadership roles?

12. Is there anything else you would like to add about the topics that we have discussed?

Participants

Fifteen millennial leaders participated in this study. Of these, 10 identified as women, five identified as male. The participants work in diverse industries (see Figure 1).

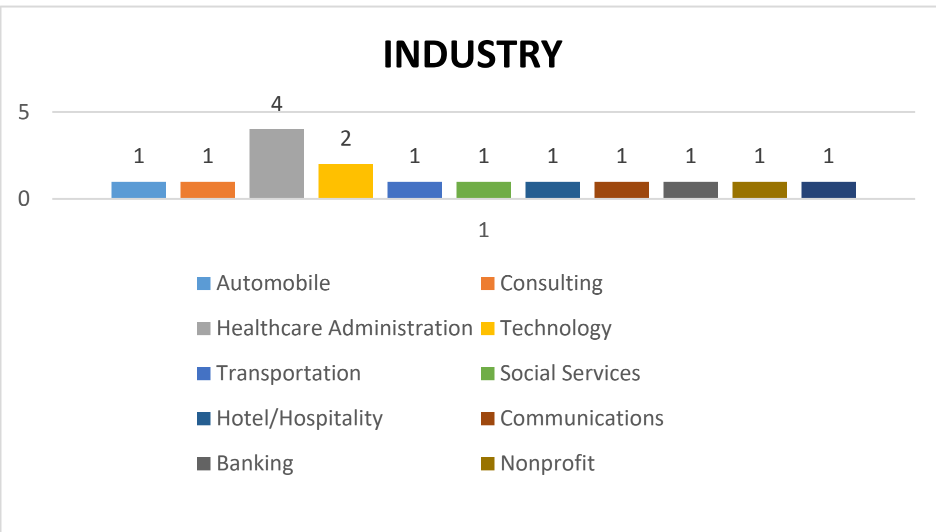

Figure 1. Participants' employer industry.

All participants have a minimum of a bachelor’s degree. Four of the 15 participants have master’s degrees. One participant is currently enrolled in a master’s degree program, while two participants possess double master’s degrees. One participant has a double bachelor’s degree. Finally, two participants are working toward a doctorate degree (see Figure 2).

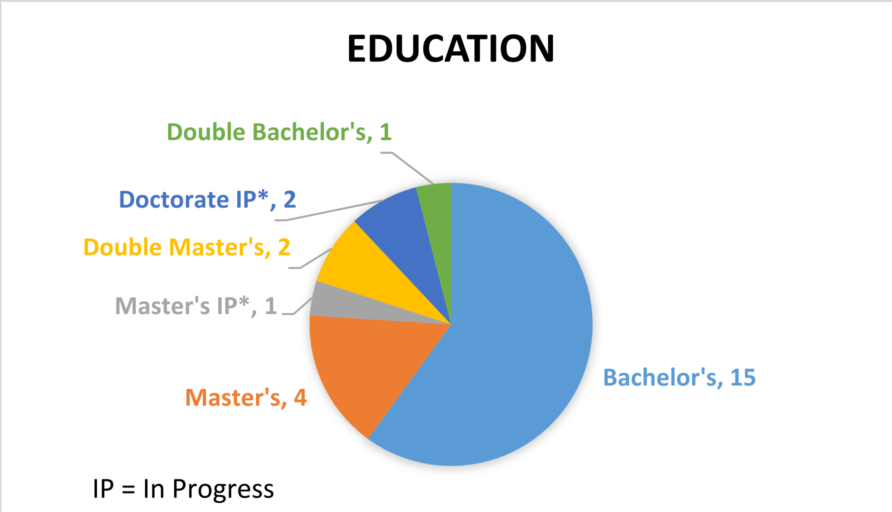

Figure 2. Participants' college education.

All participants met the following criteria:

- between the ages of 21–35,
- a citizen of the United States,
- work and reside within a 400-mile radius of Los Angeles,
- possess a bachelor's degree at minimum, and
- a management level position at a minimum.

Data Collection

This study was approved by IRB at Pepperdine University on March 3, 2017. The data collection process involved 15 individual interviews with millennials in management positions of organizations. Twelve interview questions and two follow-up questions guided the research. The participants were solicited and invited to participate in the research via LinkedIn e-mail using the script approved by IRB. LinkedIn is a professional networking website for business purposes and is available online to the public.

All fifteen interviews were conducted within California and within a 400-mile radius of the city of Los Angeles. Each participant was told that the interview would take approximately one hour to complete. The shortest interview time was approximately 25 minutes and the longest interview took approximately 80 minutes to complete. Seven of the 15 interviews took place at the participants' work locations in a private meeting space with a "Private Meeting in Progress —Do Not Disturb" sign was posted on the outside of a closed door. Five interviews were held on online using a video conference platform. Two of the 15 interviews were held at Pepperdine West Los Angeles in a library study room, and one interview was conducted at the home of the participant located in Los Angeles. The informed consent was reviewed and signed prior to each interview, and questions were answered pertaining to interview protocol if necessary. Final permission to audio-record the interview was requested and received. Copious notes were taken during the interview while simultaneously recording the meeting on an Olympus VN-721 PC Digital Voice Recorder device. At the conclusion of the meeting, the participant was thanked and told the next procedures for completing the research. First, the participant was informed that the transcribed notes would be sent to the participant for review, editing, and approval. Next, the participant would be contacted for clarification if necessary. All 15 participants agreed to be available within 36 hours to clarify details or answer follow-up questions. Finally, all participants were told that an executive summary of the study findings would be available for their convenience once completed.

Data Analysis

The data were interpreted by an unstructured coding process obtained from the in-depth interviews. To assure accuracy, each interview recording was listened to one time thoroughly after transcription and twice listened to while reading along with the transcribed documents.

After transcription, the documents were sent to the corresponding participant to review and confirm accuracy. The transcribed recordings totaled 10 hours of audio recordings and 161 pages of transcripts. Feedback was requested within a seven-day period from each participant and a reminder e-mail was sent out on day five as a reminder of the approaching deadline. Every participant confirmed the accuracy of the documents; the coding process of the data then began.

The analysis employed a coding methodology to create categories of themes to interpret the data. To begin the coding, the data was transcribed from voice recording to contextualized documents. A process of reading, rereading, writing while reading, reflecting, and rewriting was employed. Each document was read more than three times line-by-line systematically. The analysis allowed for highlighting of key statements, which were organized by research question and interview question in Microsoft Excel. An inductive analysis looked at key statements made that were categorized by interview questions on the Excel document. The inductive analysis examined each question to find commonalities and differences, and to determine if there were emerging themes. After the coding process was completed, two inter-raters assessed the coded data. Discussion and clarification were pursued, and the recommendations made for unanimous agreement of the revisions for categories and coding are listed below.

Data Display

The data were displayed by utilizing transcript excerpts and charts in Microsoft Excel. Each interview question was followed by a corresponding list of participants. Pseudonyms (e.g., Participant 1 (P1), Participant 2 (P2), etc.) were used on data collection materials.

Research Question One

RQ 1 asked: What challenges do millennials face to promote into executive leadership roles? The following two interview questions were asked to answer RQ 1.

- IQ 1. Describe your most difficult challenges you face in your professional life.
- IQ 2. What barriers have you experienced in your climb to your leadership potential?

The following section discusses specific themes that emerged from these two interview questions to answer RQ 1.

IQ 1: Describe your most difficult challenges you face in your professional life. An analysis of the data revealed 91 characteristics and the following five themes emerged: (a) biases, (b) recognition for work, (c) managing expectations, (d) lack of opportunities, and (e) stereotypes (see Figure 3).

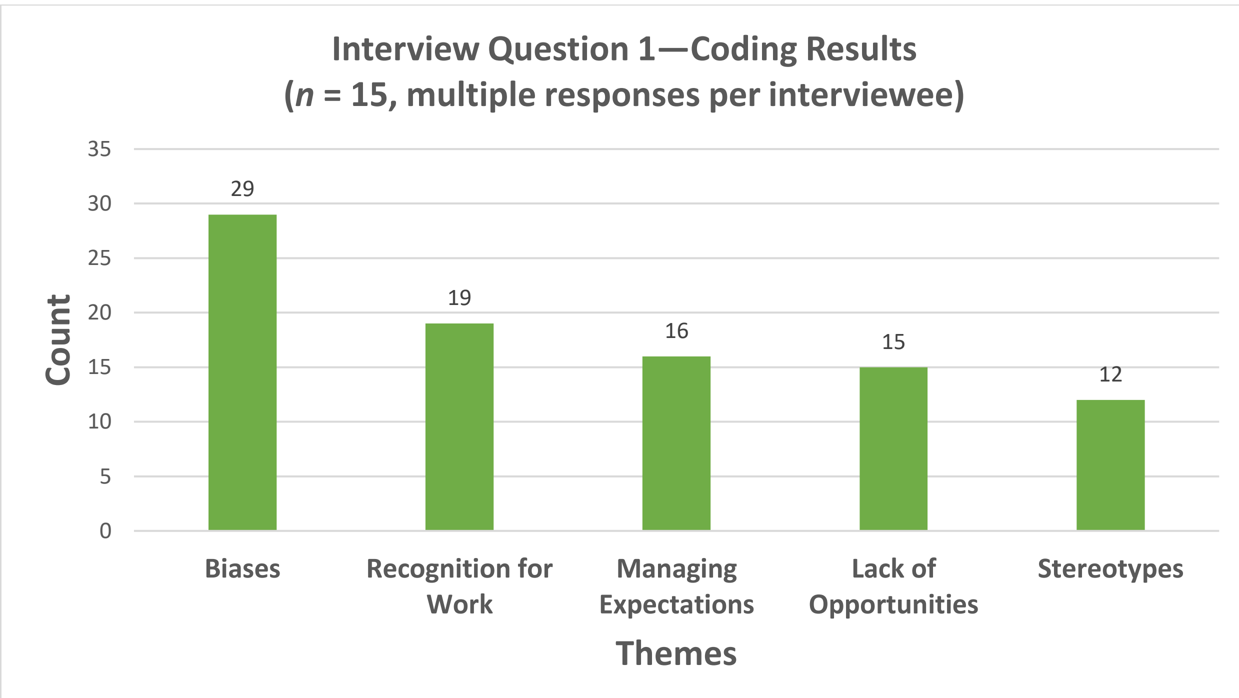

Figure 3. IQ 1: Challenges millennials face. Most difficult challenges faced by millennials in their professional life. This figure demonstrates five themes that have emerged from the discussion. The numbers above each bar represent the number of times a participant stated the theme discussed directly or indirectly in the discussion for this question. Themes are presented in descending order of occurrence.

Biases. This category dominated the all themes for IQ 1 with 29 instances (32%) of some type of bias being mentioned by the participants. The cultural biases experienced by the participants were challenges related to age, race, gender, and inter-generational. P11 summed up her challenges saying: “I'm already younger than everybody else, I'm a woman, a minority, and now a mom. It's that kind of sometimes stigma that goes along with, ‘Oh, she's got a young kid so she can't handle it’” (personal communication, March 7, 2017) and called a “triple whammy” (personal communication, March 7, 2017) —being a women, minority and millennial leader. P3, P4, P6, and P8 mentioned challenges with looking young and being taken seriously in their role. P8 explained:

> I look very young. Sometimes people don't take me seriously. There is nothing I can do to change that, so I just have my experience and my work prove what I'm capable of doing. I have to really depend on that in order for people to take me seriously. (personal communication, March 6, 2017)

Participants who supervised an older generation of staff also faced intergenerational challenges. P9 said, “[It] can be a bit difficult when you're trying to manage someone who's been in a specific role for 40 years and they're used to doing things their way” (personal communication, March 12, 2017). P12 only discussed one challenge of communication. This participant reported to an older generation of leaders and said that it is a “constant challenge relating to the older generation that is in management right now” (P 12, personal communication, March 9, 2017) and believed that Baby Boomer colleagues preferred not to use their phones, were not quick on texting communication devices, or don’t like using them at all. This delays the work being done, waiting on questions that could be answered instantly when a phone call is not an option.

Recognition for work. Recognition for work ranked as the second highest in category themes for IQ 1, being mentioned 19 times (21%) by participants. P10 said:

> From the perspective of being a millennial, often times you're very capable of maybe doing your manager's job. However, because they had more years in the job and they have maybe 15, 20 years of experience, you don't get always get the opportunity to take that on but not because of capability. Sometimes, you don't get credit for your work, and that is very painful because it's . . . I don't necessarily need public accolade, but if there's an opportunity to say, Oh, [P10] is working on this right now and part of my team." You're worried about what's the perception of you if they don't really get to see your work, so visibility is really important, and part of that is recognition. (personal communication, March 9, 2017)

P2 works remotely and described the challenge by saying, "It's harder to get that recognition of … and even be thought of in consideration for promotions" (personal communication, March 6, 2017) because of not physically being present. P11 works for a global organization and talked about the challenges of being recognized in an organization of over 250,000 people. Standing out, building a presence, and demonstrating value to be recognized by a supervisor and team in another time zone are the most difficult challenges for this participant (personal communication March 7, 2017).

Managing expectations. This category was the third highest in themes with 16 mentions (18%) for IQ 1. P1, P2, P5, P7, P11, and P13 experienced great difficulty in managing expectations of their job responsibilities. Challenges varied from workload, having work-life balance and being micromanaged. P1 described the dilemma by saying, "More times than not I will bring my work home with me, working on projects that extend deep into the night and often early into the morning. I tend to overwhelm myself with work overload" (personal communication, March 5, 2017).

P2 said, “I work from home, and I still can't keep my house clean. I can't because I'm constantly in my office working. When I do go to the kitchen to make breakfast or dinner, I'm just thinking about work” (personal communication, March 6, 2017). P5 discussed the most difficult challenge being a “shifting of expectations,” receiving “lofty goals,” (personal communication, March 8, 2017) and being expected to succeed. Millennial staff bear an uncertainty about their roles and responsibilities within the organization. P5 believed that senior leaders push millennials to do more in the organization (personal communication, March 8, 2017).

Lack of opportunities. This category was mentioned 11 times (12%) by interview participants. In particular, P7, P8, P9, P10, and P11 were challenged with having experience in negotiating, handling politics, building rapport, getting a supervisor to provide more training, feedback, and not being giving an opportunity to manage up and take on more responsibility. P9 said,

> I had outgrown that role and was ready for more or was actually already doing more and was afraid to ask for compensation because I felt that that would be perceived negatively in terms of why I was eligible for a promotion. (personal communication, March 12, 2017)

P8 attended a university that took part in a beta test launch for Facebook during the startup and became knowledgeable in social media usage to drive marketing and recruiting. P8 approached upper management for approval to create a social media site for the organization and was not given approval. “I've given a lot of great suggestions and the answer was no and even though I'm showing them how we can be innovative. It's like hitting a wall. I’ve been told that sometimes my ideas are not good ideas” (personal communication, March 6, 2017). The social media opportunity was later given to someone else in the organization. P8 also noted the biggest challenge to be having a voice and trusting innovation. “Being heard, giving suggestions, recommendations, and having leaders who trust the innovation and the ideas in an organization as large as this organization. There is the politics. They are very risk averse so millennials don't really try too much” (P8, personal communication, March 6, 2017).

Stereotypes. Stereotyping was mentioned 10 times (11%) and a common thread throughout the study. P4, P5, P6, P9, P11, and P15 mentioned the challenge of dealing with the perceptions of their ability to manage as a millennial. P4 said that stereotyping was the most difficult challenge, along with being a minority, “because there's been organizations where I'm the only Hispanic as a senior leader. Challenges like anything that you have to overcome, but I think the biggest one is stereotyping” (P4, personal communication, March 7, 2017). P6 is challenged by perceptions inside the organization and in dealing with customers. A frequent request from customers is to speak with a higher-level staff person for help. According to P6 said, “People have the perception of I don't really know anything, or I don't really have life experience, or I can't possibly be able to run this job. It does concern me when I am very well versed in leadership” (personal communication, March 8, 2017).

The participants clearly understood the challenges of stereotypes placed on them by society. The researcher recognized that the mindset of the millennial participants in the workforce was equally focused on fighting the perceptions and trying to personally separate themselves from being labeled with the negative stereotypes. Millennials expressed going over and beyond their job responsibilities, yet not being recognized appropriately for their work. P4 said that stereotypes were the most difficult challenge faced in the workplace and heard discussions at work on how millennials like to come in late, leave early, and are always on their phones. P9 had to constantly demonstrate that the perceptions of the cohort being "lazy and taking shortcuts" (personal conversation, March 12, 2017) were not a part of their personal character.

Participants discussed the concerns of becoming stagnant, outgrowing their positions, having a diminished voice, and being at a crossroad in resolving how to continue to climb the ladder and personally grow into leadership potential. P4 was passed over for promotions because of a lack of years in work experience, not capabilities. The position was given to an employee with more tenure but who lacked the capabilities. Receiving recognition for work was also prevalent in discussion with the participants. Managing up gives one access to the calendars of upper management and provides an opportunity to work on duties outside an individual's normal responsibilities. For example, during discussions with employers, P1 and P10 heard that they had the capabilities to perform at a higher-level job, but lacked time-related experience. Coincidently, P1 and P10 said that they cringe when they hear the discussion of capabilities versus time.

> I kind of cringe when I hear this type of discussion because the focus is on rewarding candidates for the time spent in the role versus the actual value that said an individual has brought to the role. Just explaining that, I often hear 'he or she needs more time to develop,' or 'they're just not experienced enough.' (P1, personal communication, March 5, 2017)

P4, P5, P8, and P9 all talked about taking on additional responsibilities for an opportunity to grow, prove themselves, and be considered for promotion. P5 summarized the challenge of demonstrating value and managing expectations. "It's underestimated in terms of complexity. There is always something else. I think that another challenge is trying to make yourself continue on when there is every reason to tell yourself, I am going to stop" (P5, personal communication, March 8, 2017).

Interview question 1 summary. IQ 1 asked participants to describe their most difficult challenges in their professional lives. Five themes emerged and 91 characteristics from the discussions. Biases dominated with 32% of the discussion. The fives themes were (a) biases, (b) recognition for work, (c) managing expectations, (d) lack of opportunities, and (e) stereotypes. Participants noted challenges with working remotely, work-life balance, building rapport, and the perceptions placed on their generations by society.

IQ 2: What barriers have you experienced in your climb to your leadership potential? An analysis of the data revealed 77 characteristics and the following four themes emerged: (a) biases, (b) lack of support, (c) competition, and (d) work-life balance. (see Figure 4).

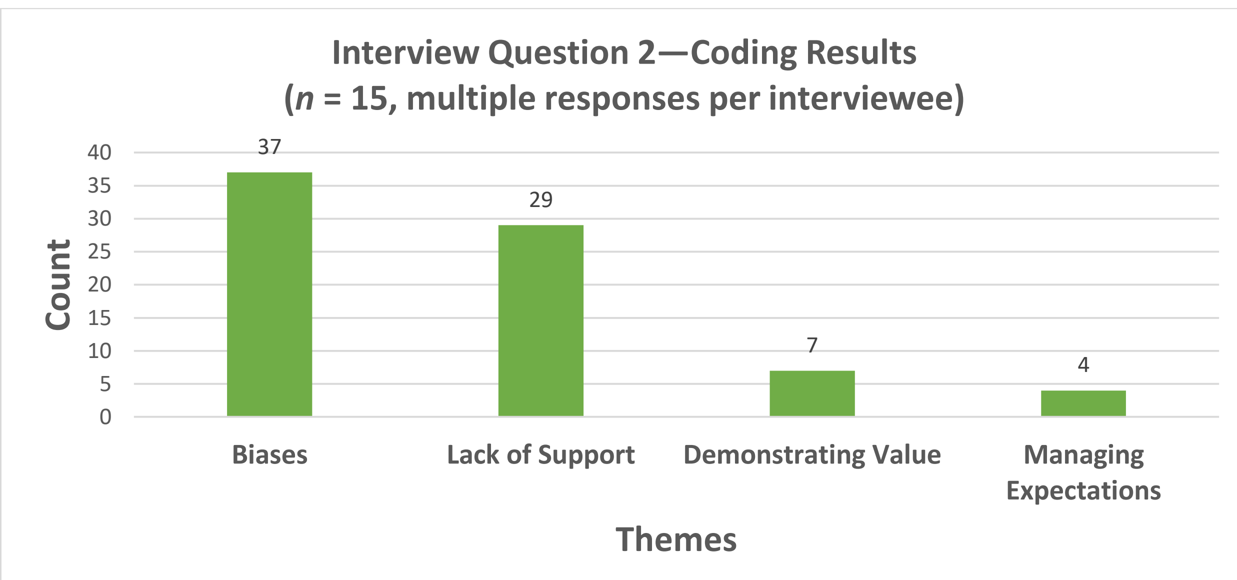

Figure 4. IQ 2: Barriers experienced by millennials. This figure demonstrates four themes that have emerged from the discussion. The numbers above each bar represent the number of times a participant stated the theme discussed directly or indirectly in the discussion for this question. Themes are presented in descending order of occurrence.

***Biases*.** As stated in IQ 1, biases became a common thread in discussion of this study. This category also ranked highest with 37 mentions (48%) for IQ 2. The biases emerged primarily around age, gender, and race. P1 believed that African American millennial men face different barriers than other millennials. P4 has been “passed on promotions” because of age. “They said, you need more experience, but sometimes you're more qualified than the candidate but the candidate has been there longer” (P4, personal communication, March 7, 2017). P9 experienced delayed promotions due to age. “I think the promotion may have been delayed seemingly just based on age. I worked very hard (at a hotel) while attending college full-time. The promotion came after my colleagues’, although the years of experience were the same” (personal communication, March 12, 2017). P15 discussed a previous employer being very much like a boys’ club.

> Sometimes I’m the only woman and it was hard to make strides in that because you knew that you aren’t ever going to be the number one person picked. When you’re young that works against you, and I think sometimes when you’re female it can work against you too. (personal communication, March 13, 2017)

P15 is happy with her career progress and didn’t believe that she experienced gender bias until reading Sheryl Sandberg’s book *Lean In*. “I just started reading the book and I was like, "Holy snap, some of this is happening to me, and I didn't even know" (P15, personal communication, March 13, 2017). P6 has been employed by a large Fortune 500 global organization for over a decade. “There are few women [who] are managers in this region, and no women VPs. I don’t see any manager between the ages of 18 and 35. It’s important to see that my company supports diversity” (P6, personal communication, May 8, 2017). None of the participants mentioned directly that they believed they were being discriminated against. The discussions around age were primarily tied to how the participants looked too young to be managers, or they talked about their time on the job and having the capabilities despite their age.

Lack of support. This category was mentioned 29 times (38%) for IQ 2. P4, P5, P6, P7, P8, P9, P10, P13, and P14 all directly experienced a lack of support as a barrier to leadership potential. Regarding receiving support for development, P5 said that it is “a generational issue where there are other generations that do not feel this same opportunity has been afforded to them and act as either detractors, naysayers, or actually blockers (who are) preventing forward progress” (personal communication, March 8, 2017). P7 said, “If you are working at a job that is not very supportive, it makes you not want to go to them when you have questions or need clarification” (personal communication, March 10, 2017). P10 believed that the barrier has been about time on the job and has experienced being told that she has the capability to do the job but not the time that is normally expected. According to P10, “I’ve seen someone feels like they’re tenured and they could just sit there, do little, and not get fired. You don’t know if you can really be pushed and leveraged in the right way” (personal communication, March 9, 2017).

P1 believes “that experience is an extremely valuable part of development” (personal communication, March 5, 2017) but hopes that as the older generation retires, millennials are supported as more management opportunities become available.

P6, P8, and P9 discussed how barriers existed in their climb because of a weak infrastructure. According to P6, the path is not clear on how to climb the ladder within the organization. “I want to be able to advance and so trying to find out exactly where I want to go, or what path, or how I should go about climbing the ladder is not provided within the company necessarily” (personal communication, March 8, 2017). P8 said that the workforce development is new within their large organization and “it started from the top and now it's slowly going down so many of our frontline employees like me" are not supported. "There's not a lot of exposure unless you're the person that is self-driven to figure out how to navigate the climb to leadership in the organization" (personal communication, March 6, 2017). P9 also discussed the weak infrastructure within the organization. "I think without official development plans, it's often difficult to move vertically or even laterally throughout the company" (personal communication, March 12, 2017).

Participants also spoke about the difficulty of finding support within the organization because of a weak infrastructure. Respondents were perplexed with no guidance on how to navigate the ladder to leadership potential within their organizations. A lack of retention plans, business resource groups, or mentorship programs available to support P2, P6, P8, P9, and P11 were mentioned.

> You have to find a mentor or someone who has been through the process, to be able to help you. There were people above me that I reached out to and asked a lot of questions. But as far as my company, there is no guide on how to climb the corporate ladder or anything like that. (P6, personal communication, March 8, 2017)

Demonstrating value. This category was mentioned seven times (9%) for IQ 2. Primarily, three of the participants discussed this barrier experienced in proving their creditability as leaders. P2 believed that working remotely gives her a disadvantage for being promoted due to not having face time at their corporate office. "Making an impression and standing out is difficult because there are so many people competing for the same jobs and leadership positions" (P2, personal communication, March 6, 2017). P3 graduated college and could not find work after working two nonpaid internships for a year. P8 has been with an employer for 12 years and was hired right out of high school. One year, P8 applied for over 150 jobs within the organization, landed only three interviews, and did not receive a job offer.

***Managing expectations*.** Managing expectations is the final category theme for IQ 2 with four impressions (5%) by four participants. P15 discussed not having time for a relationship or starting a family because "I don't really want to sacrifice the growth that I have in my career, and it's hard to find that balance" (personal communication, March 13, 2017). P11 was told that the only way to be promoted was to move to the company prime location in another state. However, "a lot of people I know who did that are still in the same [lateral] position and didn't receive the opportunity for promotion" (personal communication, March 7, 2017).

Summary of Research Question 1

Research question one asked: What challenges do millennials face to promote into executive leadership roles? The following two interview questions were asked to answer research question one.

- IQ 1. Describe your most difficult challenges you face in your professional life.
- IQ 2. What barriers have you experienced in your climb to your leadership potential?

A total of 168 characteristics and nine themes emerged in discussions of these two interview questions associated with RQ 1. Examples of the themes are biases, managing expectations, stereotypes, lack of support, and competition. The researcher found it challenging to separate the phenomena for stereotypes and biases into their proper buckets. In an effort to categorically identify themes, a decision was made (with the help of two inter-rater reviewers) to separate these two themes with distinction. Stereotypes (perceptions of being lazy, for example) were bucketed separately against biases (race, gender, age, for example) discussed during the interviews.

Overall, 39% of participants responded that they were challenged and have experienced barriers of biases in the workplace. Responses to biases involved, race, gender, and age or marital status. Of these, six mentioned race; six mentioned gender; six mentioned race and gender; two mentioned race, gender, and parental status; and eight mentioned age. P4, P5, P8, P9, and P10 are all minorities in some nature (race or gender), and some expressed being overlooked for job promotions within their organizations.

According to P5, perceptions are entirely shifting how millennials look at roles and responsibilities at work, in addition to how they should behave (personal communication, March 8, 2017). Participants experienced the lack of support and respect and not receiving the recognition for the work performed. P6 is regularly confronted about "looking like a child" (personal communication, March 8, 2017) by clients and staff. Customers regularly requested that P6 "go get someone else because you couldn't quite know" (personal communication, March 8, 2017). P8 brought innovative ideas to upper management and was neither allowed to participate in the project launch nor recognized for bringing the idea to the organization.

Research Question Two

RQ 2 asked: What strategies and practices or are used by millennials to promote into executive leadership roles? The following four interview questions were asked to answer RQ 2.

- IQ 3. How did you overcome these challenges and barriers? Follow-up: Whose advice did you seek?
- IQ 4. What are some of your strongest personal characteristics that have led to your career success?
- IQ 5. What structured training and educational experiences have been instrumental to your success?

- IQ 6. What unstructured training and educational experiences have been instrumental to your success? Follow-up: Mentoring

IQ 3: How did you overcome these challenges and barriers? Follow-up: Whose advice did you seek? An analysis of the data revealed 77 characteristics, and the following four themes emerged: (a) cognitive strategy, (b) communication, (c) ethical leadership practices, and (d) fearlessness (see Figure 5).

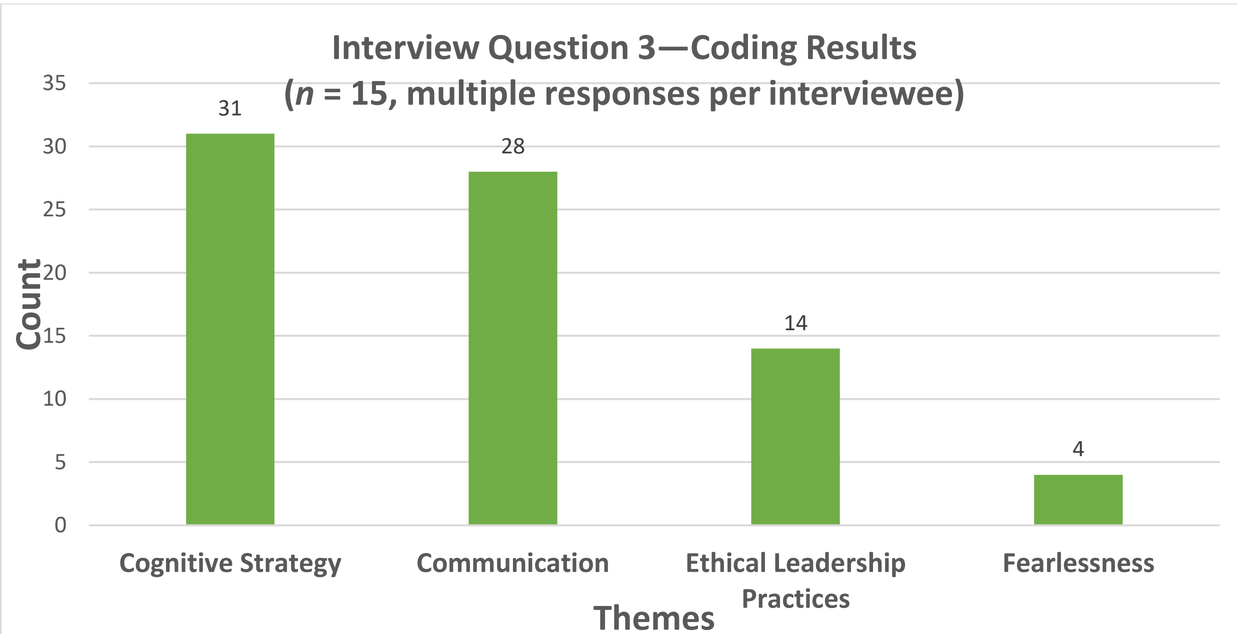

Figure 5. IQ 3: How Millenials overcome challenges. This figure demonstrates four themes that have emerged from the discussion. The numbers above each bar represent the number of times a participant stated the theme discussed directly or indirectly in the discussion for this question. Themes are presented in descending order of occurrence.

Cognitive strategy. This theme was mentioned in the discussion with participants 31 times (40%) for IQ 3. Participants strategically tried to outperform other colleagues to be noticed, and others continuously tried to bring new ideas to the organization. For example, P4 said that he sets “high expectations for myself, to prove others wrong and will take it upon myself to outperform. If someone stays eight hours, I'll stay 10” (personal communication, March 8, 2017). P6 strategically relocated to California for a management opportunity. P8 said, “I spend my lunches meeting new people or keeping in touch with people that I've had previous relationships with” (personal communication, March 8, 2017). However, while P8 regularly sent handwritten thank you notes as a way to communicate, P11 sent them as a strategy to leave a different impression instead of e-mail and texting. “I’m really just working on those types of other things to supplement the fact that I’m not sitting next to them at headquarters, and that I still bring value” (personal communication, March 10, 2017).

Communication. This theme emerged 28 times (36%) for IQ 3. Participants used a variety of options to communicate and overcome challenges and barriers. P5 believed that the way to get through challenges is to constantly engage in discussion at all levels “to narrow down those perspectives and break that gap so be able to really have meaningful and sustainable impact” (personal communication, March 8, 2017). P7 asks a lot of questions, “because if you ask, you will get your answer and that will help you with growth and understanding” (personal communication, March 10, 2017). P9 takes advantage of the opportunity to collaborate with the older generations to “listen and learn from them as experts in the field” (personal communication, March 12, 2017). P12 is constantly challenged in communicating to the Baby Boomer generation and “really just practicing patience, being more mindful” (personal communication, March 9, 2017) and recognizing that it is a learning opportunity. P1, P8, P10, P11, and P15 used networking as a communication tool to overcome challenges and barriers.

Ethical leadership practices. Participants mentioned ethical characteristic practices 14 times (18%) for IQ 3. Ethical leaders are “engaged in more organizational citizenship behaviors and . . . are more willing to bring problems to leaders’ attention” (Robbins & Judge, 2015, p. 383). P4 believes that a leader must work harder for staff and “be a support to them and lead by example” (personal communication, March 7, 2017). P11 was content with the choice to not relocate for probable advance with the organization and said, “Knowing what’s important to me, having my set of values and holding on to that, and learning to be okay” (personal communication, March 7, 2017). In trying to resolve barriers and challenges in leadership, P3 said, “I think I’m fair. I try to look at both sides and not jump to any conclusions” (personal communication, March 7, 2017).

Fearlessness. Fearlessness emerged four times (5%) during discussions for IQ 3 and a common thread throughout the data collection. Participants often encouraged themselves and other millennials colleagues to be courageous in their personal and professional lives. When overcoming challenges in the workplace, P1 said, “I’m not afraid to reach out to my coworkers, my peers, past, or present, my boss, or even my boss’s boss. I’m not looking to step on anybody’s toes, but I’m looking to maintain healthy relationships” (personal communication, March 5, 2017). P3 said, “You can’t lead by fear, and need to work with everyone. This includes not being afraid to work from the bottom” (personal communication, March 7, 2017).

Follow up to interview question 3: Whose advice did you seek? An analysis of the data revealed 38 characteristics, and the following five themes emerged: (a) family, (b) trusted advisor, (c) mentor, (d) colleague, and (e) supervisor (see Figure 6).

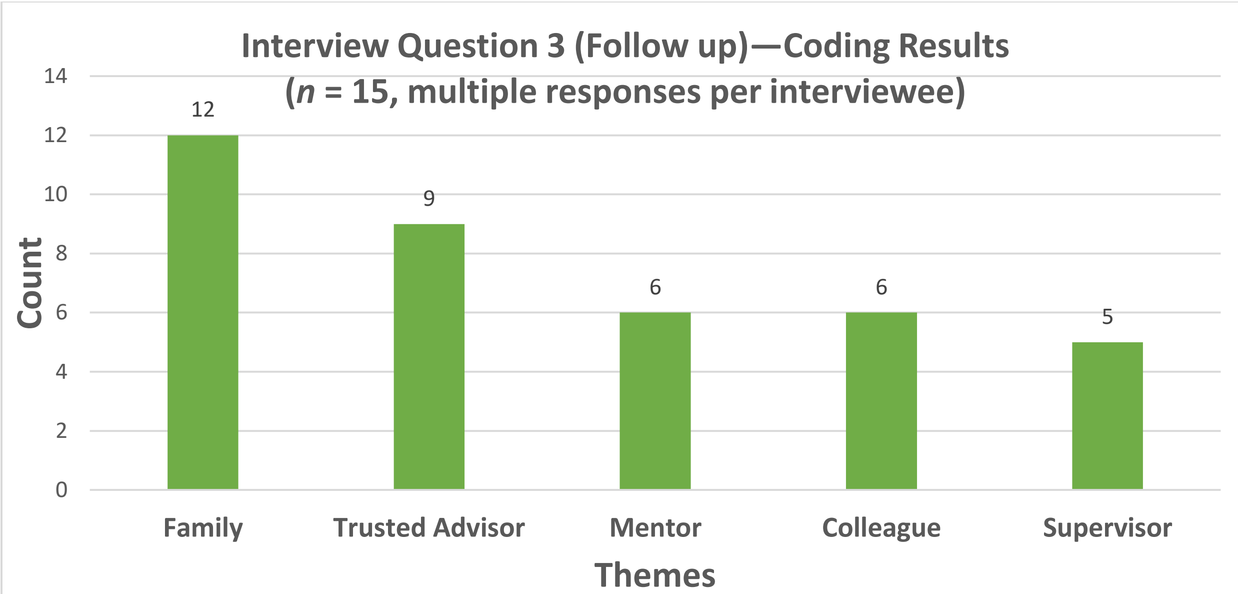

Figure 6. IQ 3. Follow-up question: Whose advice do you seek? This figure demonstrates five themes that have emerged from the discussion. The numbers above each bar represent the number of times a participant stated the theme discussed directly or indirectly in the discussion for this question. Themes are presented in descending order of occurrence.

Family. This theme emerged 12 times during the discussion of the follow-up question for IQ 3. Participants relied on parents, spouses, cousins, brothers, and uncles to give advice on overcoming challenges and barriers. P11 said, “I am fortunate that my dad is not only a great dad but also a very successful business person who worked in corporate America. I know that I can trust he can provide me with unemotional, sound advice” (personal communication, March 7, 2017). P12 also reaches out to his father for advice (personal communication, March 9, 2017). P10 has a “pseudo father” (personal communication, March 9, 2017) who gives advice to overcoming challenges.

***Trusted advisor*.** Trusted advisors emerged nine times during the discussion of the follow-up question for IQ 3. Participants noted professors, former supervisors, consultants, and peers as their trusted advisors when their level of experience is challenged in their careers.

According to P15, “you need to strategically find cheerleaders who want to be your champions and build relationships with them” (personal communication, March 13, 2017).

Mentor. This theme emerged six times during discussions regarding the follow-up question for IQ 3. P1 is “a part of 12 gazillion mentorship programs unofficially” (personal communication, March 5, 2017). P13 credits a mentor who “has challenged me to understand myself, my personality, and how I work, how I work best, and how others may see me” (personal communication, March 11, 2017).

Colleague. Participants discussed reliance on advice from colleagues six times during discussion for the follow-up question of IQ 3. P14 works for a large oil company and has sought out other women managers from around the country in the organization. These women told P14 about their experiences and encouraged her through it. “They fight for me, and told me to keep fighting” (personal communication, March 11, 2017).

Supervisor. This theme emerged five times during discussion on the follow-up question for IQ 3. P7 said, “I definitely rely on my direct supervisor. They are very helpful” (personal communication, March 10, 2017). P1 suggested not to “limit yourself to a narrow group of people” (personal communication, March 5, 2017) when seeking advice in breaking down barriers.

Interview question 3 summary. IQ 3 as participants how did they overcome the challenges and barriers in their professional lives. A follow-up question to IQ 3 asked the participants who did they seek for advice? There were four themes and 77 characters that emerged for IQ3. Participants used (a) cognitive strategy (40%), (b) communication (36%), (c) ethical leadership practices (18%), and (d) fearlessness (5%) to overcome challenges and barriers. Participants discussed strategies for bringing new ideas to the table and outperforming others.

For the follow-up question to IQ 3, five themes and 38 characteristics emerged during the discussion. Participants mainly looked to their family for advice at 32% of the characteristics. Participants also solicited advice from trusted advisors, mentors, colleagues, and supervisors. Trusted advisors were noted professors, former supervisors, and peers.

Interview question 4: What are some of your strongest personal characteristics that have led to your career success? An analysis of the data revealed 102 characteristics, and the following five themes emerged: (a) resilient, (b) team player, (c) efficient, (d) authentic, and (e) humble (see Figure 7).

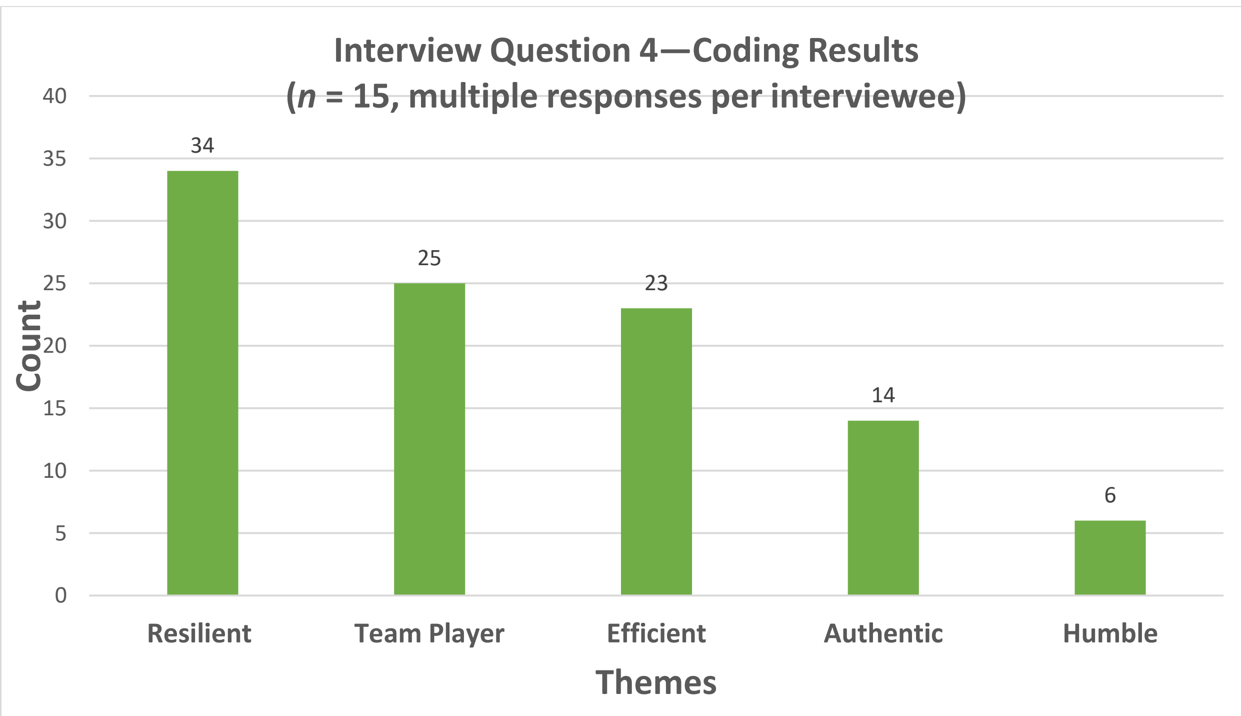

Figure 7. IQ 4: Strongest personal characteristics. This figure demonstrates five themes that have emerged from the discussion. The numbers above each bar represent the number of times a participant stated the theme discussed directly or indirectly in the discussion for this question. Themes are presented in descending order of occurrence.

Resilient. Participants mentioned resiliency 34 times (33%) for IQ 4. Discussions on resiliency emerged when participants talked about their determination, drive, discipline, self-sufficiency, and persistence. P4, P5, P6, P9, P10, P11, P12, P13, P14, and P15 all described character traits of being resilient when asked IQ 4. P10 is not afraid of change and can be put in any environment. “It does not stress me out” (personal communication, March 9, 2017). P9 credited the ability to be resilient when receiving constructive criticism and said that it is important to “accept that feedback and look at it positively,” (personal communication, March 7, 2017) making a viable effort to correct an area for improvement (personal communication, March 12, 2017). P11 simply stated that “failure is not an option”, while P12 said that resiliency will “not back down mentally” (personal communication, March 9, 2017).

Team player. This category emerged 25 times (25%) and ranked as the second highest theme for IQ 4. P1, P3, P4, P8, P9, Pl0, P11, P12, P13, and P15 highlighted the importance of being a team player as a strong personal characteristic. P1 talked about being an empathetic team player when leading a team.

> In daily life, you always want somebody that can understand you. The same goes to an individual that's working on your team. The more that you can relate to an individual, the more that you can understand what the professional barriers are as well as their personal. I think that allows individuals to grow and develop together while creating synergies. (personal communication, March 5, 2017)

P8 believed organizations that “work in silos” waste resources because people don’t communicate with one another. “So, I have been really good about connecting those different pieces so that people are not repeating, and people [are] working together and sharing best practices” (personal communication, March 6, 2017). P10 stated, “I truly believe to get work done, you have to do it as a team. It’s very interconnected. I try not to operate in silos, although I know I can get the work done at home” (personal communication, May 9, 2017). P12 enjoys working on “any kind of group work” and says that “helps gain a broader perspective on everything” (personal communication, May 9, 2017).

Efficient. Efficiency as a strong personal characteristic appeared 23 times (23%) as a theme for IQ 4. P2, P6, P7, P8, P10, P11, P12, and P14 discussed how they are efficient in their roles at work. For example, P2 finds “out-of-the-box solutions for creating process improvements and efficiency comes from me being very organized and finding shortcuts and ways to do something better and faster” (P2, personal communication, March 6, 2017). P6 likes to stay “10 steps ahead” and when upper management needs someone to “fix or clean up problem” situations, she is sent to different locations to bring efficiency back to the organization (personal communication, March 8, 2017). According to P6, being efficient “has been something that has helped me advance with my company and in life” (personal communication, March 8, 2017). P14 doesn’t like to see inefficiency in the department that she manages. “I know the potential of what my office can be, and if I don't see certain folks aspiring to be better, then I just don't feel like they're worth holding on to” (personal communication, March 11, 2017). P14 increased sales by a half million dollars in one year by creating an efficient process within the department.

Authentic. Participants mentioned characteristics of authenticity 14 times (14%) for IQ 4. According to Robins and Judge (2015), “authentic leaders know who they are, know what they believe in and value and act on those values and beliefs openly and candidly” (p. 381). Characteristics of authentic leadership are demonstrated by establishing meaningful relationships with others (George, 2015). P9 makes a point of being very authentic with her clients and staff.

“I just think that my very clear transparency with people really has led to many career successes” (personal communication, March 12, 2017). When talking about the building meaningful relationships, P9 stated:

> I genuinely want to know about your family and how your sister is doing. I remember those things, and I think it makes people feel really good. When I'm passing a line level staff member in a department that I don't necessarily work with but I see every day, and I rely on them to get my job done, I always stop. I always greet them by name. I ask them how they're doing today, and if we had a recent conversation I always relate back to that and I let them see that I genuinely care about them and the relationship that I have with them. (personal communication, March 12, 2017)

P10 noted knowing the benefits of having meaningful relationships at work. “I know them inside and outside of work. I know what makes them tick. I know their favorite foods. I know when their birthdays are. We go out. I can have a real conversation with them” (personal conversation, March 9, 2017).

Humble. Humility emerged as a strong characteristic six times (5%) for IQ 4. P1 believed that humility is the most important personal characteristic that a leader should have because it gives the “sense and ability to be able to follow and allows the individual to be a coachable leader, one that grows with the team. I really couldn’t place more emphasis on that” (personal communication, March 5, 2017). P3 tried to “be myself and stay humble” (personal communication, March 7, 2017). An individual who is “humble and fair” (personal communication, March 5, 2017) can work with anybody, according to P3. P5 cautioned not to be egotistical, and to “ignore the celebration and accolade” (personal communication, March 8, 2017).

Interview question 4 summary. IQ 4 asked participants to state the strongest personality traits that have led to career success. Five themes and 102 characteristics emerged from the discussions for this interview question. Resilience was the most dominate theme with 34 characteristics. Participants discussed not being stressed by change or fearing failure. Team player emerged second at 25% with 25 characteristics. Efficiency, authentic leadership, and humility were the remainder themes for this interview question.

Interview question 5: what structured training and educational experiences have been instrumental to your success? An analysis of the data revealed 45 characteristics, and the following four themes emerged: (a) college education, (b) professional development, (c) upbringing, and (d) business resource groups (see Figure 8).

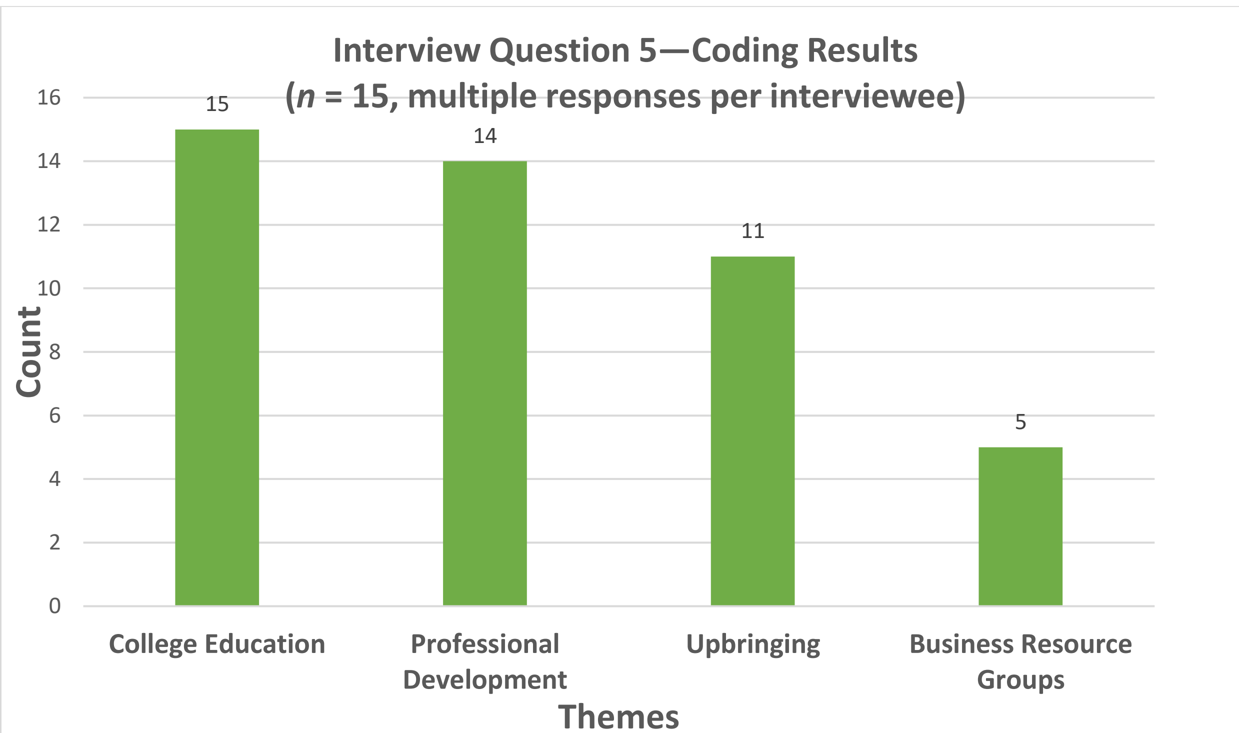

Figure 8. IQ 5: Structured training and education experiences of millennial leaders. This figure demonstrates four themes that have emerged from the discussion. The numbers above each bar represent the number of times a participant stated the theme discussed directly or indirectly in the discussion for this question. Themes are presented in descending order of occurrence.

***College education*.** This category was discussed 15 times (33%) during IQ 5. Participant 10 said (about going to UC Berkeley), "Everyone is ridiculously smart! It was humbling and it was there that I learned how to write" (personal communication, March 9, 2017). P10 credited her MBA experience with teaching her the importance of leveraging strengths among teams, while P2 credited her MPA with helping her to "focus in on the area of expertise and [it] allowed me to think differently rather than from a business objective as an end result" (P2, personal communication, March 5, 2017). P1graduated from Howard University's School of Business 21st-century Advantage Program and said, "It allowed me to make big gains in my career development" (personal communication, March 5, 2017). Howard University has a retention program that matches students to liaisons inside Fortune 500 companies. "Having the opportunity to interact with someone already in a full-time position as well as a director or vice president level on a day-to-day basis—I think that gives you great, great experience and educational opportunities" (P1, personal communication, March 5, 2017). P4 has an MBA and credited it for helping on the finance side, and is currently working on a second Master's degree in Health Administration. P11 has a Master in Communication Management, in addition to an MBA, which helped this person to understand the financial side of business.

Professional development. Professional development also came up 14 times (31%) for interview question 5. P4 and P14 each have Six Sigma Green Belt certifications. This certification allows one to lead improvement projects in organizations. "It helps me really understand the operations and efficiencies" at work (P4, personal communication, March 4, 2017). P1 has taken a number of courses through Dale Carnegie Training, which is a global company that offers training for self-improvement to increase performance. P2 has a Project Management Professional (PMP) certification from UCLA Extension. P15 works for a Fortune

100 tech company and says that it “is like boot camp. It’s constant. They never let you stop learning” (personal communication, March 13, 2017).

***Upbringing*.** This category emerged 11 times (24%) during conversations for IQ 5. P5 learned structured training in TaeKwonDo and was taught discipline. “There was a lot about forms . . . How you should stand? How you should move? What is the timing, the rhythm, right? Those sort of fundamental, live feedback-in-learning lessons was really kind of, I think, pretty important” (personal communication, March 8, 2017).

P14 gave all credit for structured training to her mother.

> To be quite honest, it had nothing to do with school. My mom raised four children by herself, went back to college, got her B.A. and then her Master’s. We went from a two-bedroom apartment to a two-story house. She did it all by herself. Watching her dedication to education and be successful is the training and experiences that I use to succeed. (personal communication, March 11, 2017)

P6 talked about how her upbringing has been most instrumental to her success. “I learned constantly at home by reading books and attending summer school. When I got older, I had to volunteer by tutoring or going to work with my parents” (P6, personal communication, March 8, 2017).

***Business resource groups*.** This category emerged five times (11%) in the discussion for IQ 5. P1 is active in a Toastmasters club, “going, speaking, being around individuals [who] are trying to grow themselves and [it’s] a great opportunity to break out of your shell” (personal communication, March 5, 2017). P8 has led a business resource group of 500 active members within the organization to help support and employees for professional development. The group offered different programs that help guide front-line staff. P9 pledged the first and largest business fraternity during college and became a member of the executive committee.

> I learned her leadership style and how it affects others. It helped me realize the changes I needed to make in order to be able to successfully work with my peers. It was my safe place to fail around people who cared about me and I had a chance to grow before I was in the hot seat (personal communication, March 12, 2017).

Interview question 5 summary. Structured training and educational experiences were discussed for IQ 5. Four themes and 45 characteristics emerged for this interview question. Themes discussed were college education (33%), professional development (31%), upbringing (24%), and business resources groups (5%).

Interview question 6: what unstructured training and educational experiences have been instrumental to your success? Follow-up: Mentoring. An analysis of the data revealed 37 characteristics, and the following five themes emerged: (a) life experience, (b) networking, (c) mentorships, (d) on-the-job training, and (e) hobbies (see Figure 9).

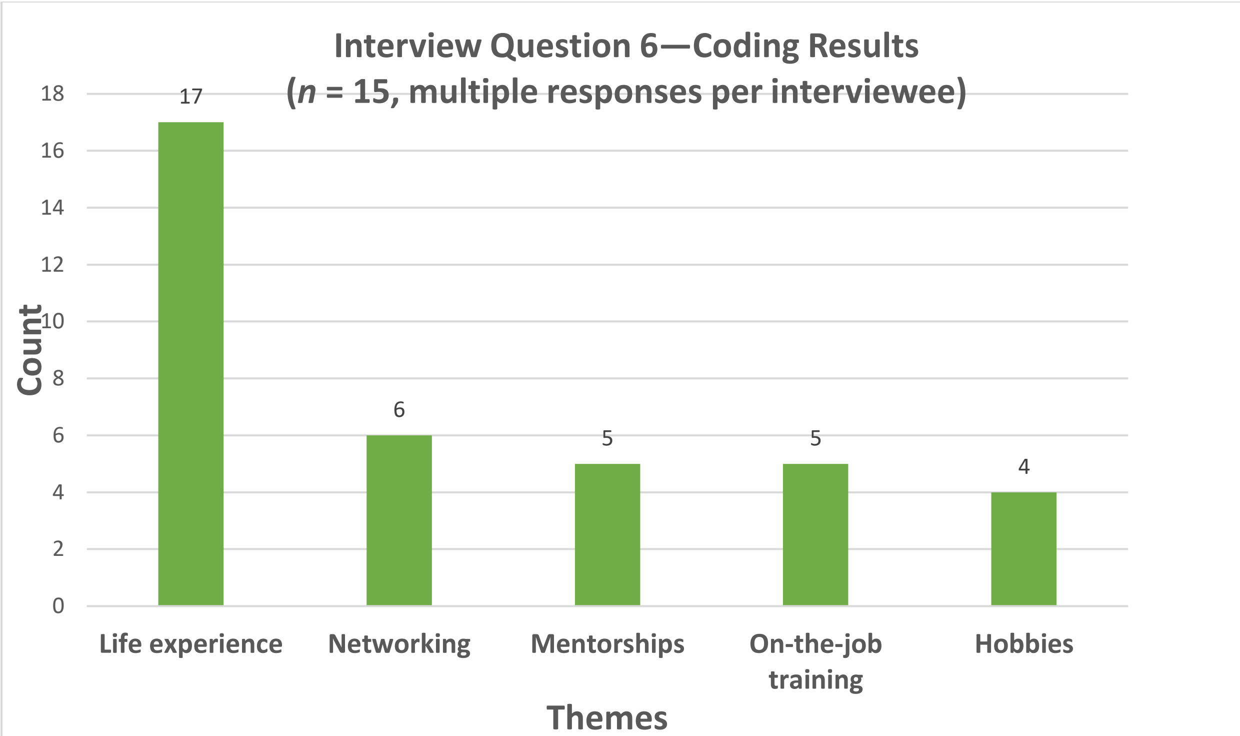

Figure 9. IQ 6: Unstructured training and education experiences of millennial leaders. This figure demonstrates five themes that have emerged from the discussion. The numbers above each bar represent the number of times a participant stated the theme discussed directly or indirectly in the discussion for this question. Themes are presented in descending order of occurrence.

Life experience. This category dominated the discussion for IQ 6 with 17 mentions (46%). Participants spoke candidly on their life experiences and learning about values, moral behavior, faith, true self-discovery, taking risks, and being okay with failing. P10 said, "I'm not afraid to fail because if I fail, I'll learn from it" (personal communication, March 9, 2017). P5 learned about ethics at home. "My family has a real history when it comes to informally teaching about philosophies, and I had a training process that wasn't about knowledge acquisition but about behavioral competencies" (personal communication, March 8, 2017). P6 credited faith and said,

> My religion has definitely been something that has helped me . . . when it comes to the structure in my life, or when it comes to advancing. . . . I keep God first and I have my

full faith and trust in him and believe I can do anything. (personal communication, March 8, 2017)

P11's mother was an elementary school teacher and talked about how there was a lesson to learned about everything while growing up by providing the necessary emotional support without "sugarcoating things" (P11, personal communication, March 7, 2017).

Networking. Networking emerged six times (16%) during discussions for IQ 6. P1 scheduled calendar time to build relationships and stay connected. "Building those relationships will turn [into] potential mentors, coaches, or cheerleaders [who] will help get you to that next level in the future" (personal communication, March 5, 2017). P12 was a part of an employer-assigned mentorship program but preferred to seek his own mentors. "The assigned mentors are okay, but most of the time those don't last very long because there is not a common bond or strong connection. The connections are the ones you seek out" (personal communication, March 9, 2017). P2 found and connected to people who were five to ten years ahead of her in their careers. Through networking, P2 received advice on how to navigate the climb of leadership.

Mentorships. Discussions on mentoring emerged five times (14%) for IQ 6. P4 is a part of a formal mentorship through work in which an outside independent consultant was hired by the employer to assign mentorship and professional development to staff. Employees are asked to give feedback that helps in the retention of millennial staff. A mentor is assigned for the first year and employees meet with the consultant every six months.

On-the-job training. This theme was also mentioned five times (14%) for IQ 6. P3 relied on job shadowing to learn the detailed aspects of her position. "I think that really helped me a lot because, without that, I wouldn't have any idea as to what the managers and staff do on a day-to-day basis" (personal communication, March 7, 2017). P7 believed that life experience and working directly with clients are the best-unstructured learning opportunities, such as “when I meet with the client on a day-to-day basis and we just have those real, raw conversations” (personal communication, March 10, 2017).

Hobbies. Participants discussed hobbies on four occasions (11%) for IQ 6. Sports, cooking, reading, and dancing were all instrumental experiences for success. P4 had a two-hour daily commute and used the time on the road to listen to audible books on leadership. P5 loved to cook and used the hobby to rethink the day.

> The process of thinking about all of the ingredients that need to be done, chopped up, put together, cooked at a certain rate, time to get a certain outcome—that’s how I judge my mentality or my mind space and connect to what I’m doing. (personal communication, March 8, 2017)

P10 loved to go salsa dancing, allowing competition and creativity to flow. “I can take advantage of transferable skills that are beneficial on the job. By dancing, I’m taking care of myself in a way that helps me perform on the job. I’m happier because it lightens my mood” (personal communication, March 9, 2017).

Interview question 6 summary. Unstructured training and educational experiences were discussed in reference to IQ 6. Five themes and 37 characteristics emerged during the discussion. Participants talked about themes of (a) life experience (46%), (b) networking (16%), (c) mentorships (14%), (d) on-the-job training (14%), and (e) hobbies (11%). Participants’ life experiences involved learning about values, moral behavior, faith, and self-discovery.

Summary of Research Question 2

Research question 2 asked: What strategies and practices or are used by millennials to promote into executive leadership roles? The following four interview questions were asked to answer RQ 2.

- IQ 3. How did you overcome these challenges and barriers? Follow-up: Whose advice did you seek?
- IQ 4. What are some of your strongest personal characteristics that have led to your career success?
- IQ 5. What structured training and educational experiences have been instrumental to your success?
- IQ 6. What unstructured training and educational experiences have been instrumental to your success? Follow-up: Mentoring

A total of 299 characteristics and 23 themes emerged in discussions for these four interview questions associated with RQ 2. Examples of the themes are communication, resilience, authenticity, professional development, and mentorships.

Through the discussion for RQ 2, networking and mentoring were interpreted as overarching strategies that millennials used to overcome obstacles and barriers in their professional careers. Millennials use networking to build relationships with people who can help them understand the demands of life. Additionally, millennials strategically sought people who can be readily available and supportive to answer questions and give advice. During discussion for IQ 4, P5, P8, P10, and P13 noted examples of being a communicator, people person, networker, team builder, and relationship builder. Participants shared how they could pick up the phone at any moment and call a trusted advisor to discuss challenges or get advice.

By percentage, the participants relied more on life experience (unstructured training, 46%), that any other theme for RQ 2. Families and upbringing played a major role in how the participants looked at work. The participants connected their life experiences and upbringing with cognitive strategies to overcome challenges at work. Overall, the percentages for structured training in IQ 5 (college education, 33%) tied for third place with resiliency (33%) as the strongest personality traits. The findings suggest that millennial leaders relied more on their life experiences and upbringing than their college education to overcome challenges at work.

Research Question 3

RQ 3 asked: How do millennials measure success in executive leadership roles? The following three interview questions were asked to answer RQ 3.

- IQ 7. What does success mean to you?
- IQ 8. Describe your future professional goals.
- IQ 9. How do you measure your career milestones?

Interview Question 7: What does success mean to you? An analysis of the data revealed 75 characteristics, and the following five themes emerged: (a) intrinsic reward, (b) personal values, (c) improvement, (d) extrinsic reward, and (e) work-life balance (see Figure 10).

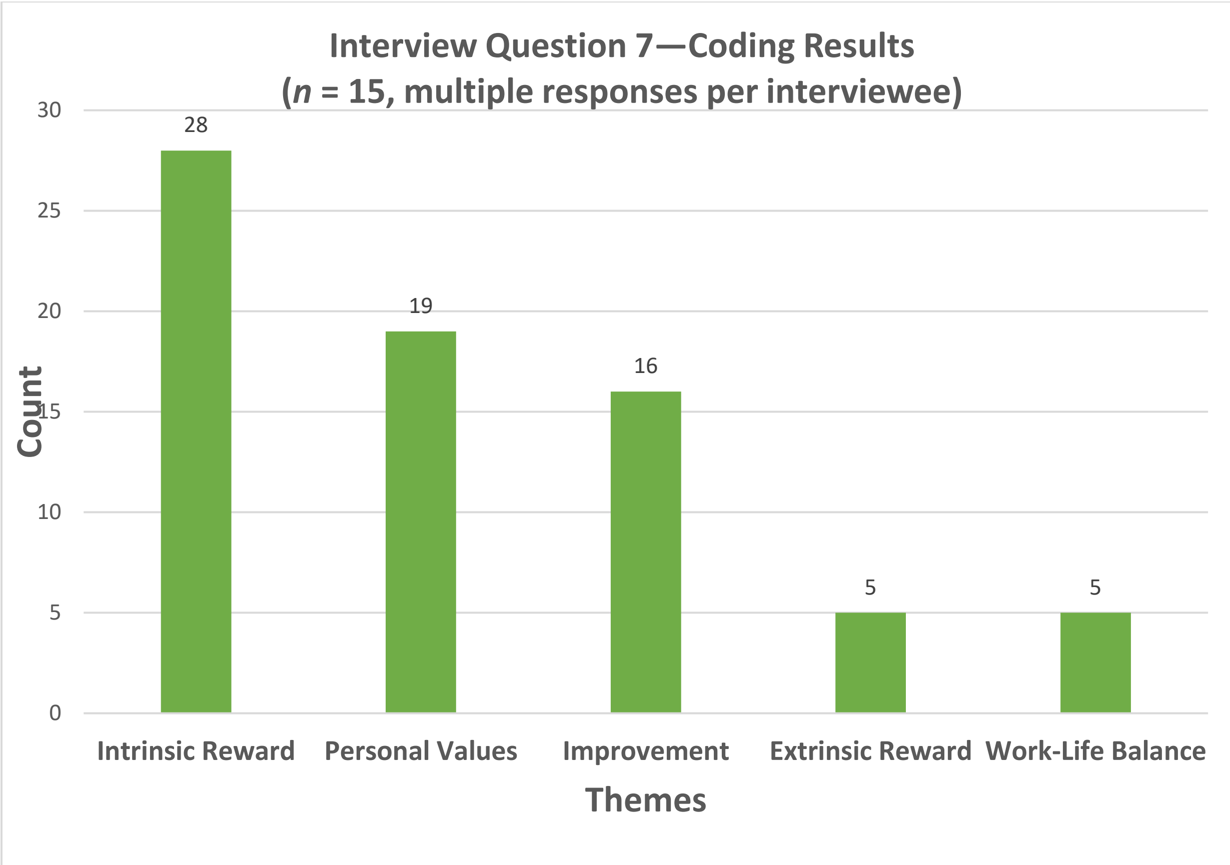

Figure 10. IQ 7: Meaning of success to millennial leaders. This figure demonstrates five themes that have emerged from the discussion. The numbers above each bar represent the number of times a participant stated the theme discussed directly or indirectly in the discussion for this question. Themes are presented in descending order of occurrence.

Intrinsic reward. Intrinsic reward dominated the discussion for IQ 7 with 29 impressions (39%). Topics included being able to give back, paying forward, helping less fortunate people, recognizing others, and making a meaningful impact. Having a positive effect on the local community is important for P2's work. P5 explained, "It's not my title. It's not my roles and responsibilities. It's a feeling of accomplishment that is not tied to extrinsic value" (personal communication, March 8, 2017). P10 said, "I feel truly successful if I said something that changed someone's life" (personal communication, March 9, 2017). The meaning of success is having an opportunity to give back for P6. “It’s not really materialistic” (personal communication, March 8, 2017).

Personal values. This category emerged 20 times (27%) during the discussion for IQ 7. P3 said, “Having it all” is the meaning of success (personal communication, March 7, 2017). For P11, success meant establishing a legacy; being thought of by peers as a hard worker, fair and compassionate, is the foundation of success. “Just being fine with where I am and maintaining my values along the way, not sacrificing other people or relationship to get to a position” (personal communication, March 7, 2017) is the meaning of success. Success is having mental and physical health, not being in fear of life, and waking up and falling asleep with joy for P13. “I would probably put the monetary aspect at the bottom” (personal communication, March 11, 2017).

Improvement. Improvement was mentioned 16 times (21%) for IQ 7. For P1, success is not about looking at numbers for improvement. “Making a situation better, its not about looking at numbers. Looking at the whole situation is truly how I measure success and this is not contrasted with failure. Instead, [I look] at failure as reaching or stepping towards success” (personal communication, March 5, 2017). “Achieving a fixed measurable goal” was the meaning of success for P9. “Having a plan, planning or having a goal, then planning the steps to achieve that goal, following through with those steps, and then achieving the goal” (personal communication, March 12, 2017). Achieving goals was also one of the ways that P12 looked at success.

Extrinsic reward. This category was mentioned five times (7%) during discussions for IQ 7. P3 and P4 mentioned extrinsic reward as a partial meaning of success. P3 noted a “high position” and “making money” as a partial meaning of success, while P4 noted various roles as a senior leader, vice president, or CEO as a partial meaning of success. "Money drives me to a certain extent, but happiness drives me more" (personal communication, March 7, 2017). P3 noted a person's well-being as being the most important meaning to success (personal communication, March 7, 2017).

Work-life balance. Work-life balance was also mentioned five times (7%) during discussions for IQ 7. P4 noted a correlation with famous senior leaders while studying history and said that these leaders didn't have family-work balance. "For me, my wife and kids [is the] value I want to have as I grow. I have to keep reminding myself to keep that value" (personal communication, March 7, 2017). P3 said that "success is a lot of things"—where "everything is balanced" with relationships, friends, family, work, and school (personal communication, March 7, 2017).

Interview question 7 summary. This question asked participants to define the meaning of success. Five themes and 75 characteristics emerged from the discussions. Intrinsic reward dominated this question at 39% and 20 characteristics. Other themes were personal values (27%), improvement (21%), extrinsic reward (7%), and work-life balance (7%). During discussions, participants described intrinsic reward as opportunities to give back, help the less fortunate, and recognize others.

Interview question 8: describe your future professional goals. An analysis of the data revealed 52 characteristics, and the following four themes emerged: (a) professional growth, (b) uncertain, (c) purposeful work, and (d) explore opportunities (see Figure 11).

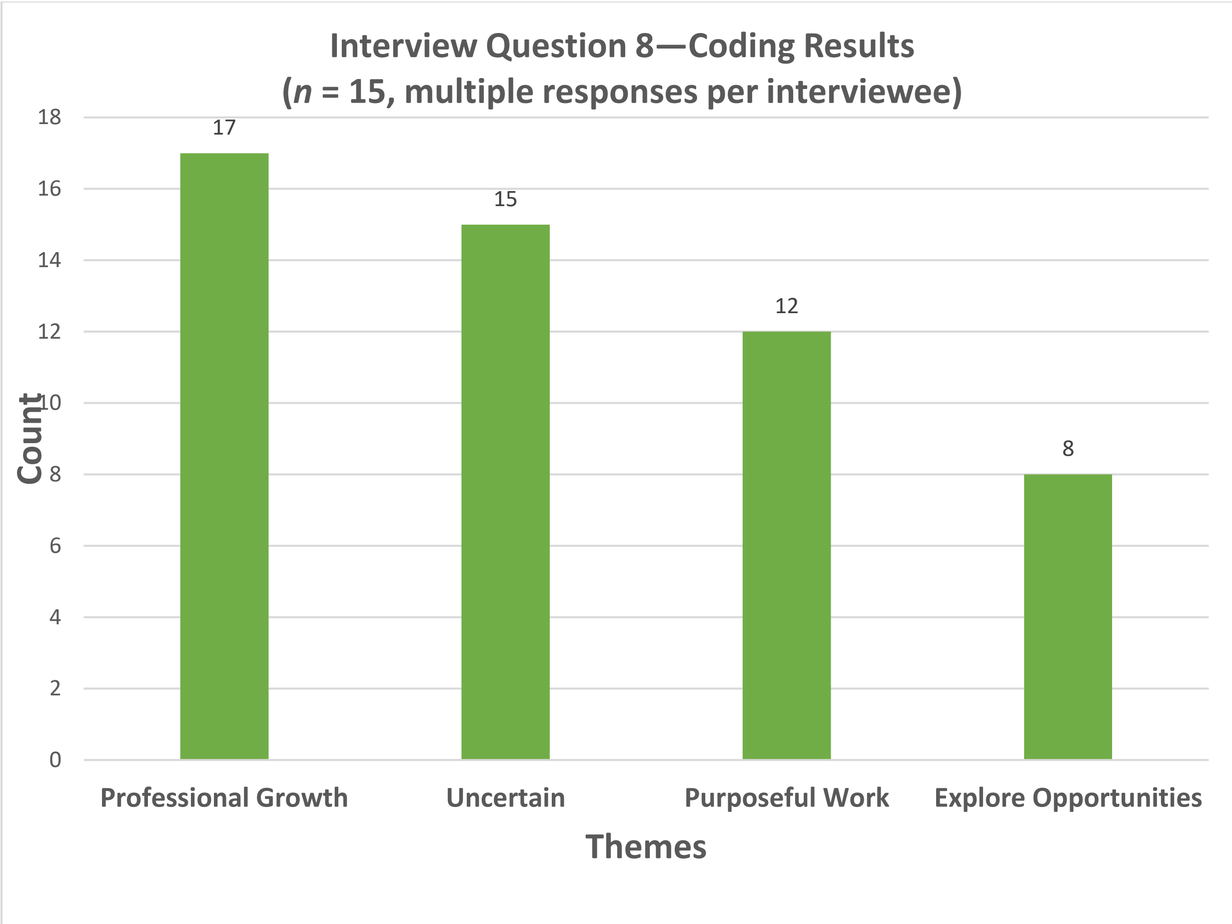

Figure 11. IQ 8: Millennials describe future goals. This figure demonstrates four themes that have emerged from the discussion. The numbers above each bar represent the number of times a participant stated the theme discussed directly or indirectly in the discussion for this question. Themes are presented in descending order of occurrence.

Professional growth. This category emerged 17 times (33%) during discussions for IQ 8. P1, P3, P4, P8, P10, P11, P12, and P14 all discussed a desire to grow professionally. P1 said that he is taking it "one day at a time" but "I always want to continue growing in career and developing" (personal communication, March 5, 2017). P3 hasn't given it much thought but would like to continue "climbing the ladder in leadership" (personal communication, March 7, 2017). P5 set a goal to be a vice president within five years and a senior vice president with 10 years "working in underserved communities" (personal communication, March 7, 2017). P8 hopes to be in a position "leading people and helping them get to where they need to be" but doesn’t know in what capacity (personal communication, March 6, 2017). P12 hopes to manage teams, while P14 is being groomed for a division manager role, and hopes to be the first female regional manager to run the U.S. west coast division.

Uncertain. Uncertainty emerged 15 times (29%) during discussions for IQ 8. P5 said, “I literally had that conversion this morning! I said, ‘I don’t know. I don’t know’ ”(personal communication, March 8, 2017). P7 is “actually trying to figure that out” (personal communication, March 10, 2017). “I want to do some type of therapy, but really am kind of enjoying the housing piece of it. I want to learn the LA county homeless information systems and understand what it means to be homeless” (P7, personal communication, March 10, 2017). P15 said,

> I have no idea. It’s so funny, people ask me this all the time and I never know what to say. I don’t know. I didn’t think I would be where I am today . . . I don’t know in 10 years where do I want to be. I don’t know. I have no idea what that looks like. Sometimes I think to climb higher in the organization; sometimes, I think about consulting. (personal communication, March 13, 2017)

Purposeful work. This topic emerged 12 times (23%) during discussions for IQ 8. P1, P2, P4, P6, P9, P11, P12, and P13 all desired to create an avenue in their lives for purposeful work. P2 hoped to optimize nonprofit organizations and create systemic change. P6 hoped to start a nonprofit to “provide services to at-risk youth, and give them guidance” (personal communication, March 8, 2017). P11 hoped to be an entrepreneur. P13 wants to be a best-selling author, a social entrepreneur, and owner of a university or educational learning environment. “I’m learning that these organic learning environments are a complete game-changer” (personal communication, March 11, 2017).

Explore opportunities. This category was mentioned eight times (15%) during discussions for IQ 8. P1 was "staying connected to options" (personal communication, March 5, 2017), while P6 was also exploring teaching in academia and writing educational books. P14 was interested in possibly being an oil trader. P11 has been with her employer for 10 years and was open to transitioning out and trying something new. "I think maybe taking that leap to try something new or even eventually venturing out on my own to do more of the communication things that I'm passionate about" (P11, personal communication, March 7, 2017).

Interview question 8 summary. Participants described their future goals for IQ 8. Four themes and 52 characteristics emerged during the discussion. Participants noted (a) professional growth (33%), (b) uncertainty (29%), (c) purposeful work (23%), and (d) exploring opportunities (15%) as themes to describe their future goals. Conversations expressed a desire to growth professionally and find purposeful work as a social entrepreneur or helping nonprofit organizations.

Interview question 9: How do you measure your career milestones? An analysis of the data revealed 71 characteristics, and the following four themes emerged: (a) reflection, (b) intrinsic growth, (c) monitor goals, and (d) extrinsic growth (see Figure 12).

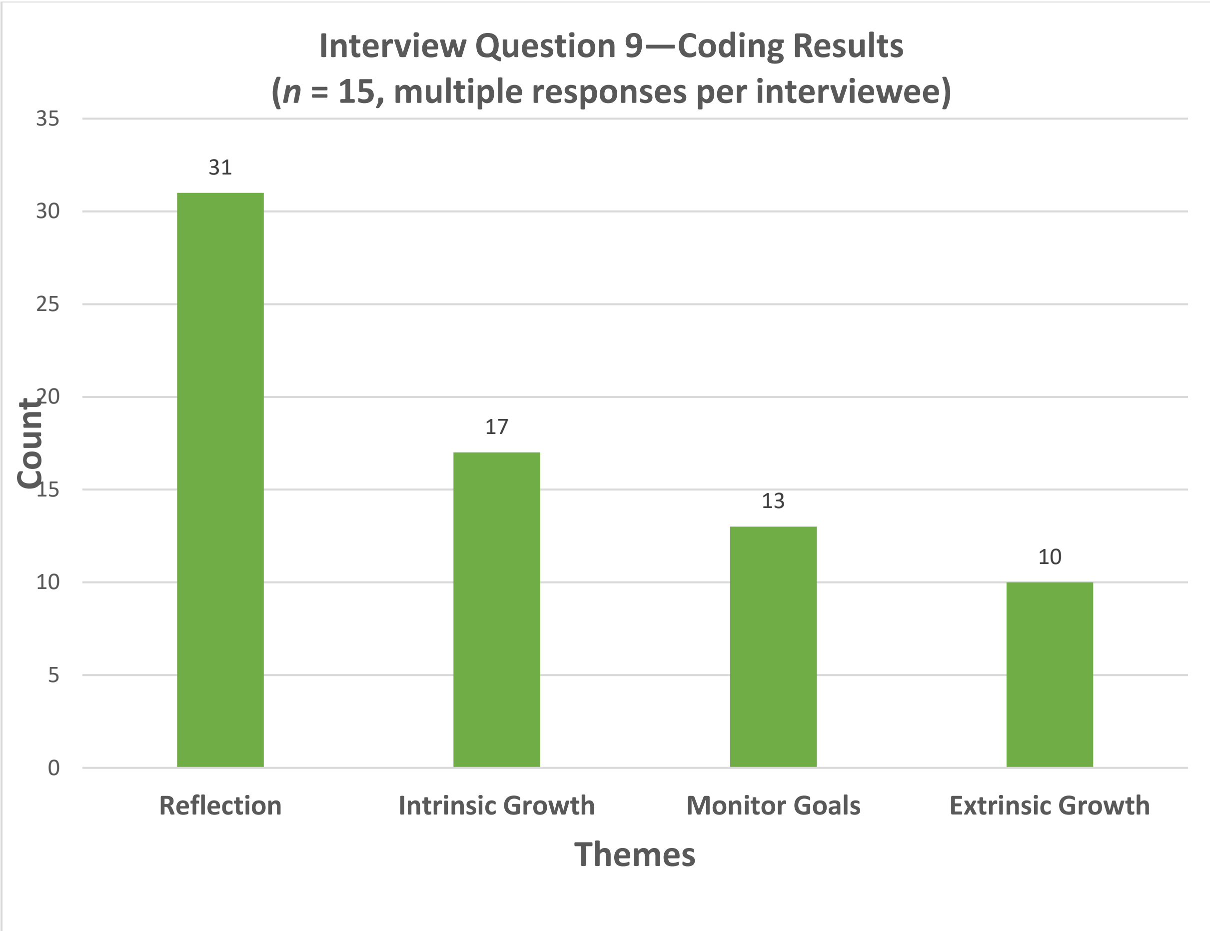

Figure 12. IQ 9: How millennials measure career milestones. This figure demonstrates four themes that have emerged from the discussion. The numbers above each bar represent the number of times a participant stated the theme discussed directly or indirectly in the discussion for this question. Themes are presented in descending order of occurrence.

Reflection. Reflection led category themes with 31 mentions (44%) for IQ 9. P3, P5, P7, P8, P9, P10, P11, P12, P13, and P14 mentioned ways that they reflect to measure career milestones. P3 and P5 formally set goals and monitored them but were also being reflective, using their experiences to determine their next moves. "Each milestone I've had has been obvious . . . graduate undergrad, graduate grad school, get hours toward internship, pass exam . . . okay, your life is now what? So now I feel like I'm becoming stagnant" (P7, personal communication, March 10, 2017). P10 asked herself, "What did I get done? What did I do that I'm proud of?" (personal communication, March 9, 2017). P11 also asked reflective questions.

“Am I still learning? Am I being challenged? Are these skills going to translate into the next thing that I want to do?” (personal communication, March 7, 2017). P13 said,

> I reflect, I journal, and then I use Excel spreadsheets to track my progress. I reflect by writing and journaling almost every single day, by meditating and visualizing myself and where I want to be every single day, and I measure my financial goals just by looking at my bank account. (personal communication, March 11, 2017)

Intrinsic growth. This category was mentioned 17 times (24%) in the discussion for IQ 9. P5, P10, P11, P12, P13 and P15 mentioned measuring intrinsic growth as a career milestone. P5 believed that while “higher progression” is a way to measure career milestones,

> it’s the journey in between that you can measure . . . It is also the feeling that I get by the responses and how I reflect on those experiences. The physiological feelings when you get goosebumps and teary-eyed. Those are good indicators (personal communication, March 8, 2017).

P12 used an internal scorecard to look for intrinsic growth in his career. “Does my work have meaning to me? Not just to me but to society? That is very important to me. These are the pillars that make life interesting and worthwhile” (personal communication, March 9, 2017). P13 internally gaged intrinsic growth on a daily basis. “I usually challenge myself to think about what my perfect day would be like. ‘Where will I go? What do I do? Who do I see? Who am I impacting?’ ” (personal communication, March 11, 2017).

***Monitor goals*.** This category was mentioned 13 times (18%) during the discussion for IQ 9. P1, P4, and P6 mentioned monitoring goals as a way to measure career milestones. P6 liked “to celebrate the small wins” by achieving short-term goals (personal communication, March 8, 2017). P1’s career goals are written annually and he aspires to achieve these goals in a calendar year. “If I’m not 100% successful, then I just roll that milestone to the next year’s goals. That’s what always keeps me striving for the next biggest, greatest, and latest challenge” (personal communication, March 5, 2017). P4 learned how to write goals as a young child.

> When I was eight years old, I wrote that I wanted to be a Division 1 soccer player and achieved that goal. At 15, I wrote a 10-year goal to buy a house and achieved that goal before I was 25. I realized that when I set those goals, I was able to reach them. That’s helped me. (personal communication, March 7, 2017)

Extrinsic growth. Extrinsic growth was mentioned 10 times (14%) during the discussion for IQ 9. P2, P8, P10, and P15 measured milestone with experiencing some type of extrinsic growth. P2 measured growth by job promotions and salary increases. “That makes me seem like a horrible person. But in reality, when I look back on my career, the major steps that I have made when I’ve been able to jump having all come with salary changes” (personal communication, March 6, 2017). P9 also measures growth financially. “I just looked at it recently because I did graduate from an expensive university and [am] now looking at the ROI [return on investment]” (personal communication, March 6, 2017). P10 measured growth by title and responsibility, while P15 said, “I measure them by my trajectory, like how quickly I’m moving up. With every position I’ve had throughout my career was a step up in responsibilities, in levels, and in the trust that the organization has in me” (personal communication, March 13, 2017).

Interview question 9 summary. Participants were asked how they measured career milestones during IQ 9. Four themes and 71 characteristics emerged during the discussion. Reflection (44%), intrinsic growth (24%), monitoring goals (18%), and extrinsic growth (14%) were the themes for this interview question. Participants formally set goals and monitored them by reflecting on their growth experience to determine the next move in their careers.

Summary of Research Question 3

RQ 3 asked: How do millennials measure success in executive leadership roles? The following three interview questions were asked to answer RQ 3.

- IQ 7. What does success mean to you?
- IQ 8. Describe your future professional goals.
- IQ 9. How do you measure your career milestones?

A total of 208 characteristics and 13 themes emerged in discussions for these three interview questions associated with RQ 3. Examples of the themes are an intrinsic reward, work-life balance, purposeful work, reflection, and intrinsic growth.

Participants were predominately introspective during discussions for RQ 3. As a result, reflection (44%) dominated IQ 9 and became the top percentage rank for this research question. Reflection on the meaning of success was followed by an intrinsic reward (39%) for IQ 7. In the discussion of IQ 7, some participants described intrinsic rewards by how they impact the local community (P2), when their values are shared (P4), when work has a purpose (P5), when they are able to give back (P6), and work having meaningful (P15). Professional growth (33%) and intrinsic growth (24%) were significant in discussions for RQ 3. The participants consistently looked inside to solve outside dilemmas. P12 said, “I internally connect” (personal communication, March 9, 2017). P8 introspectively asked, “Am I doing the right thing?” (personal communication, March 6, 2017). P13 meditated, P5 journaled, and P10, P11, P13, and P14 said that they reflect to measure career milestones. This research question allowed opportunities for the participants to naturally reflect on their values, desires for growth, and purposeful work. Purposeful work was a theme in IQ 8 at 23%.

Research Question 4

Research question four asked: What recommendations do millennial executives give to aspiring young leaders? The following three interview questions were asked to answer research question 4.

- IQ 10. Knowing what you know about a successful leader, what would you do differently in your career?
- IQ 11. What advice do you have for millennials as they aspire to executive leadership roles?
- IQ 12. Is there anything else you would like to add about the topics that we have discussed?

Interview question 10: Knowing what you know about a successful leader, what would you do differently in your career? An analysis of the data revealed 42 characteristics, and the following three themes emerged: (a) interpersonal growth, (b) educational growth, and (c) increase risks (see Figure 13).

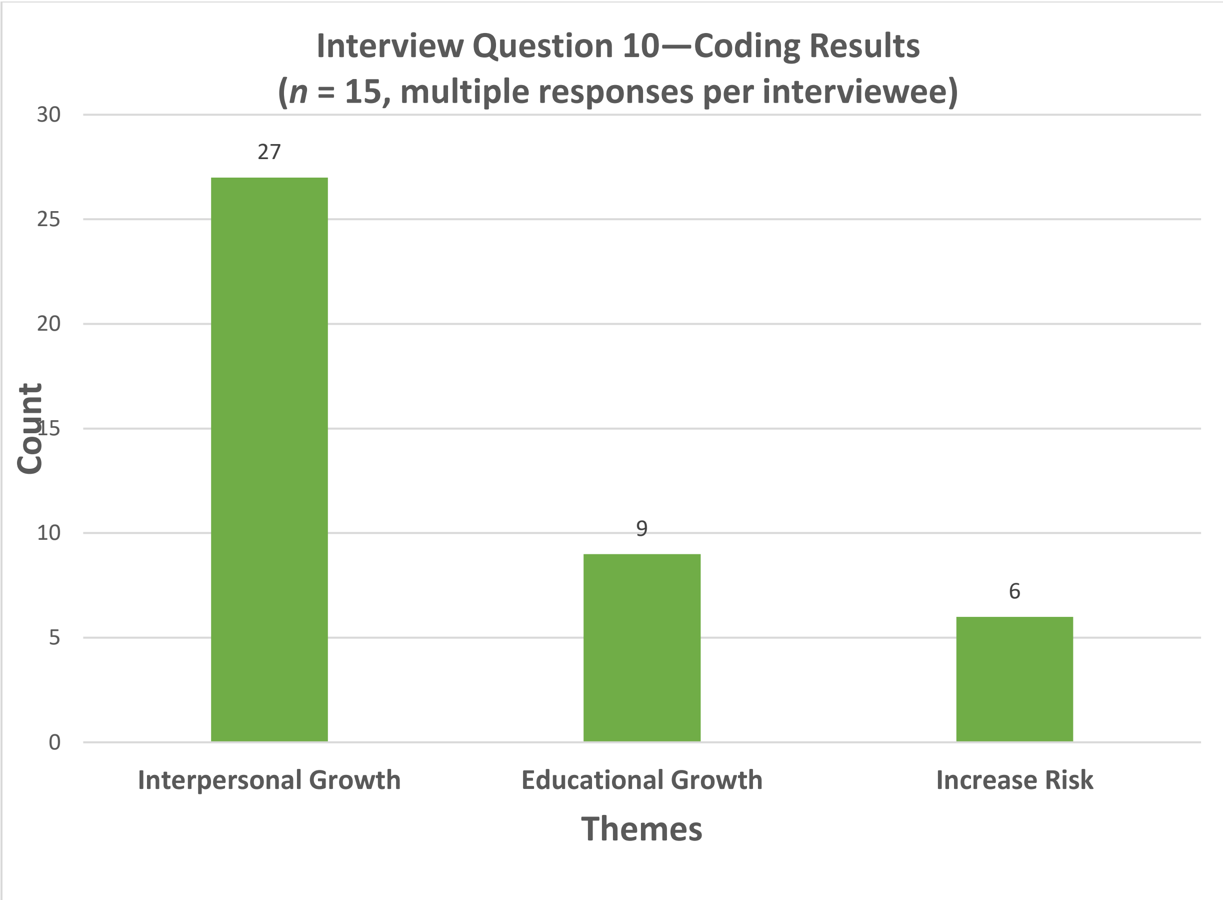

Figure 13. IQ 10: Millennials reflect on career. This figure demonstrates three themes that have emerged from the discussion. The numbers above each bar represent the number of times a participant stated the theme discussed directly or indirectly in the discussion for this question. Themes are presented in descending order of occurrence.

Interpersonal growth. Interpersonal growth dominated as a category theme with 27 mentions (64%) for IQ 10. P2, P4, P5, P6, P7, P8, P9, P10, P12, and P13 reflected on interpersonal growth actions that they would have done differently in their career. P4 would have been more patient. P5 would have been less aggressive, was doing too much too soon, and "had difficulty relating to different generations, ethnic groups, cultural nuances" (personal communication, March 8, 2017). P6 and P13 would have looked for mentors for guidance and advice. P7 would have like to been more assertive. "I had a hard time putting my foot down and giving directives and consequences" (personal communication, March 10, 2017). P9 felt that she was too trusting of others who didn't have her best interest at heart. "[One thing] I would definitely do differently in my career is just be more conscious that not everyone wants you to find success, not everyone has your best interest at heart, and some people may be a wolf in sheep's clothing" (personal communication, March 12, 2017). P10 took a couple of job offers without considering the culture. "Sometimes I got so excited about the role, that I didn't pay attention to the things that really matter" (personal communication, March 9, 2017). P12 would have put more emphasis on bonding with others. "If you're hyper-ambitious—too ambitious and its always about you—then it's ego" (personal communication, March 9, 2017).

Educational growth. Having the opportunity to gain more knowledge earlier in the career emerged nine times (21%) in the discussion for IQ 10. P1 wanted to read more. "I think that one of the best learning tools is taking advantage of someone else's mistakes. Often those can be found in books, whether that's autobiography or fiction" (P1, personal communication, March 5, 2017).

P2 would have learned foreign languages.

> Successful leaders are people that bring diverse groups together and overcome certain challenges. I think the higher we become in leadership roles, the more important it is to know another language. This will allow a leader to look at things through a totally different lens. (personal communication, March 6, 2017)

P3 simply would have paid more attention in class during college. P13 has a Master of Science in Education but would have also taken advantage of getting an MBA while employed at Drexel University.

Increase risk. This category emerged six times (14%) during the discussion for IQ 10. P8 and P11 reflected on taking advantage of opportunities to transition out, consider different career options, move to smaller organizations, or try entrepreneurship. P8 said, “I think it helps you build your leadership style and your confidence of engaging and adapting to new environments faster when you leave your job every like two years” (personal communication, March 6, 2017). P11 would have taken more risks. “I think when you're younger and fresh out of college it's easier to make those moves because you don't have family and children, so you can be a little bit more flexible in what you're doing” (personal communication, March 7, 2017).

Interview question 10 summary. Participants reflected on their careers and asked what they would do differently. Three themes and 42 characteristics emerged for IQ 10. Participants discussed a desire for interpersonal growth (64%), educational growth (21%), and an opportunity to increase risk (14%) by changing careers or starting a business.

Interview question 11: What advice do you have for millennials as they aspire to executive leadership roles? An analysis of the data revealed 100 characteristics, and the following seven themes emerged directly or indirectly: (a) keep growing, (b) never give up, (c) network, (d) be fearless, (e) do meaningful work, (f) be humble, and (g) be patient (See Figure 14).

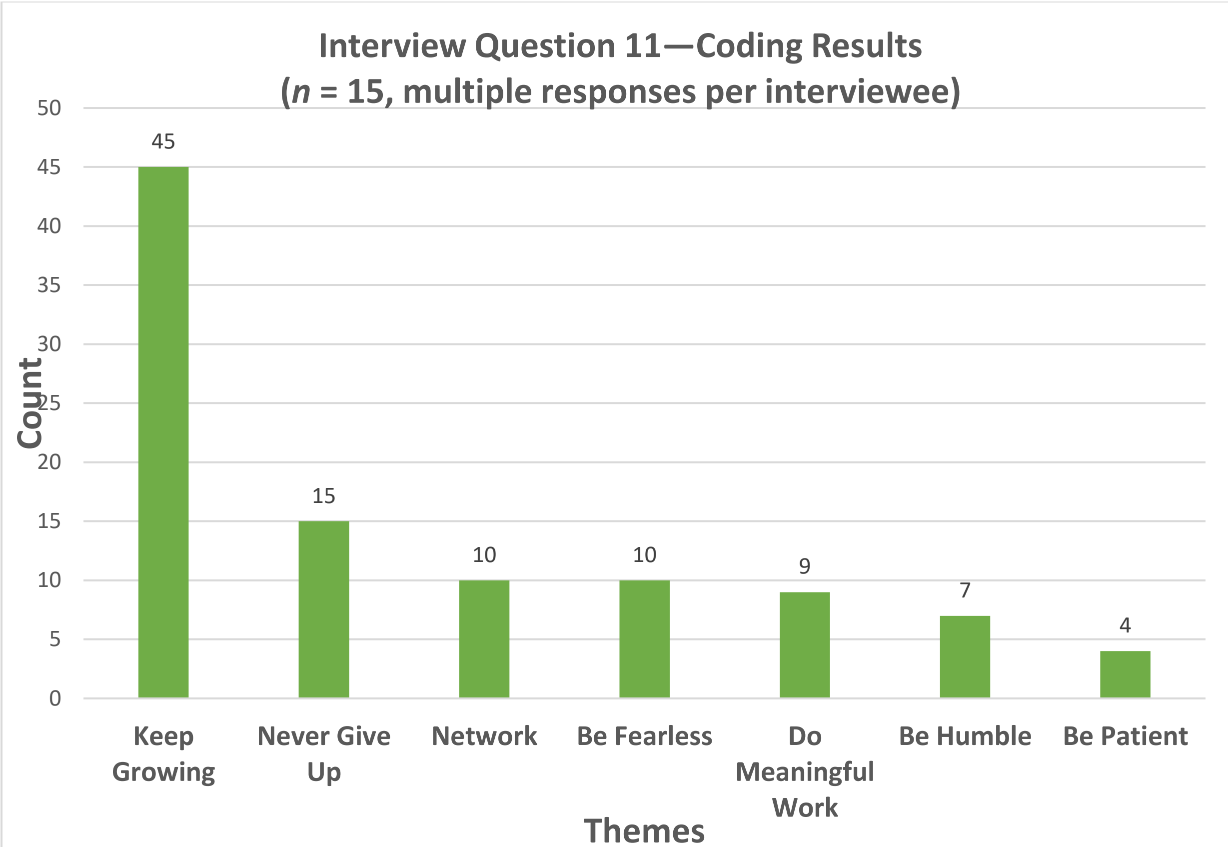

Figure 14. IQ 11: Advice from millennial leaders. This figure demonstrates seven themes that have emerged from the discussion. The numbers above each bar represent the number of times a participant stated the theme discussed directly or indirectly in the discussion for this question. Themes are presented in descending order of occurrence.

Keep growing. This category emerged four times (45%) in the discussion for IQ 11. Participants advised growing educationally and personally. For example, P2 would advise millennials to take training and never stop learning, while P13 advised acquiring new skills. P5 would advise millennials to figure out their foundations while P11 advised using critical thinking and problem-solving skills. P15 recommended that millennials get mental toughness, know themselves and build behavior competencies. P12 would advise millennials to "go where the growth is," and embrace life-long learning. P1, P7, P8, P9, and P15 encouraged self-improvement. For example, P9 said, "Opportunities may not be structured and readily available for you, but you should always seek self-improvement on your own” (personal communication, March 12, 2017). P7 would encourage millennials to “definitely ask lots of questions. Don’t be too hard on yourself. It’s really a good time to just hone in on those leadership skills and ask questions and really learn a lot about yourself and your style” (P7, personal communication, March 10, 2017).

Never give up. This theme emerged 15 times (15%) during the discussion for IQ 11. Participants would remind millennials of the tough road ahead and gave several words of encouragement. P5 said that life is “not about protection, it’s about survival” (personal communication, March 8, 2017). P14 said, “Stay determined” (personal communication, March 11, 2017). P10 said, “Don’t listen to the myths and continue to push for what you know is right” (personal communication, March 9, 2017). Finally, P6 would advise millennials push and fight adversity. “Whether it's gender or ethnicity, keep pushing. Don't let these things make you think that you're incapable . . . and fighting also yourself because sometimes, I battle with my own thoughts. It's going to get better!” (P6, personal communication, March 8, 2017).

Network. This category came up 10 times (10%) in the discussion for IQ 11. P1, P3, P8, P12, P13 and P15 would advise millennials to build up a network of people to surround them. P1 said, “Leverage relationships and foster them throughout your career” (personal communication, March 5, 2017). P3 said, “Knowing people [who] are within your organization [who] hold those positions is key. Making those relationships will help you out in the future” (personal communication, March 7, 2017). P8 would advise others to be the “king or queen of networking” (personal communication, March 6, 2017). P12 said, “You want to network and seek out mentors. You can’t get into a leadership position alone. There is no way” (personal communication, March 9, 2017).

Be fearless. This category also came up 10 times (10%) during the discussion for IQ 11. Participants would advise millennials not to fear switching positions, careers, fighting biases, speaking up, asking questions, or being judged. P3 said,

> Don't be scared to find something new, because you have your entire life to find something, not matter what age you are. I don't think you should see that it is a bad thing if you want to switch careers, positions, or anything like that. Just don't be afraid. (personal communication, March 7, 2017)

P4 advised, "Get experience in an organization and really find what you like to do. That's a story for everybody. It's hard to find what you like to do. Don't be scared. Try something out and go from there" (personal communication, March 7, 2017).

Do meaningful work. Participants advised finding meaningful work nine times (9%) during IQ 11. P1, P5, P8, and P13 recommended that millennials put meaning into what they do in life "influence and impact" (P1, personal communication, March 5, 2017). P8 and P10 would advise millennials to volunteer inside and outside of their organizations. "I volunteer a lot within our organization and outside our organization, which helps me meet people in other departments. Offer to get involved in your business resource groups or think about ways to start a business resource group" (P8, personal communication, March 6, 2017). P5 said, "Do something that world can be proud of. Do something that society will be proud of. Go after that kind of big goals, and advance society not just from a liberal arts side, but from a technical side" (personal communication, March 8, 2017).

Be humble. Humility emerged seven times (7%) during the discussion for IQ 11. P9, P13, P14 and P15 would instruct millennials to embrace the virtue of humility in life. P4 said, "Always be open to feedback. React positively to it. Even if you don't agree, remember perception is reality. You need to take that feedback and show that you're making changes to it and be positive" (personal communication, March 12, 2017). P13 said, "Be humble enough to listen to people and able to recognize someone else's strength" (personal communication, March 11, 2017). P14 said, "I think a lot of people forget to just be humble. Stay humble" (personal communication, March 11, 2017).

Be patient. This category was discussed four times (4%) during IQ 11. P1 said, "Don't be in a hurry to get to the end of the journey" (personal communication, March 5, 2017). P6 said that sometimes the job responsibilities and pay aren't the best but don't give up hope, "instead we need to find the good in it" (personal communication, March 8, 2017. "Find the silver lining and go after it. You never know what the end return is going to be. That is what happened to me" (P6, personal communication, March 8, 2017). P11 said, "It takes a lot of hard work and time. We lose a sense of this because people think everything is instant gratification. Everybody wants a seat at the table, but what have you done to earn it?" (personal communication, March 7, 2017).

Interview question 11 summary. IQ 11 asked participants to give advice for aspiring leaders. Seven themes and 100 characteristics emerged during the discussion. The top theme advised future leaders to keep growing personally and professionally by seeking new skills and using critical thinking and problem-solving skills. The remaining themes of advice were to never give up (15%), network (10%), be fearless (10%), do meaningful work (9%), be humble (7%), and be patient (4%).

Interview question 12: Is there anything else you would like to add about the topics that we have discussed? An analysis of the data revealed 32 characteristics, and the following three themes emerged: (a) be mindful, (b) be effective and efficient, and (c) fight biases (see Figure 15).

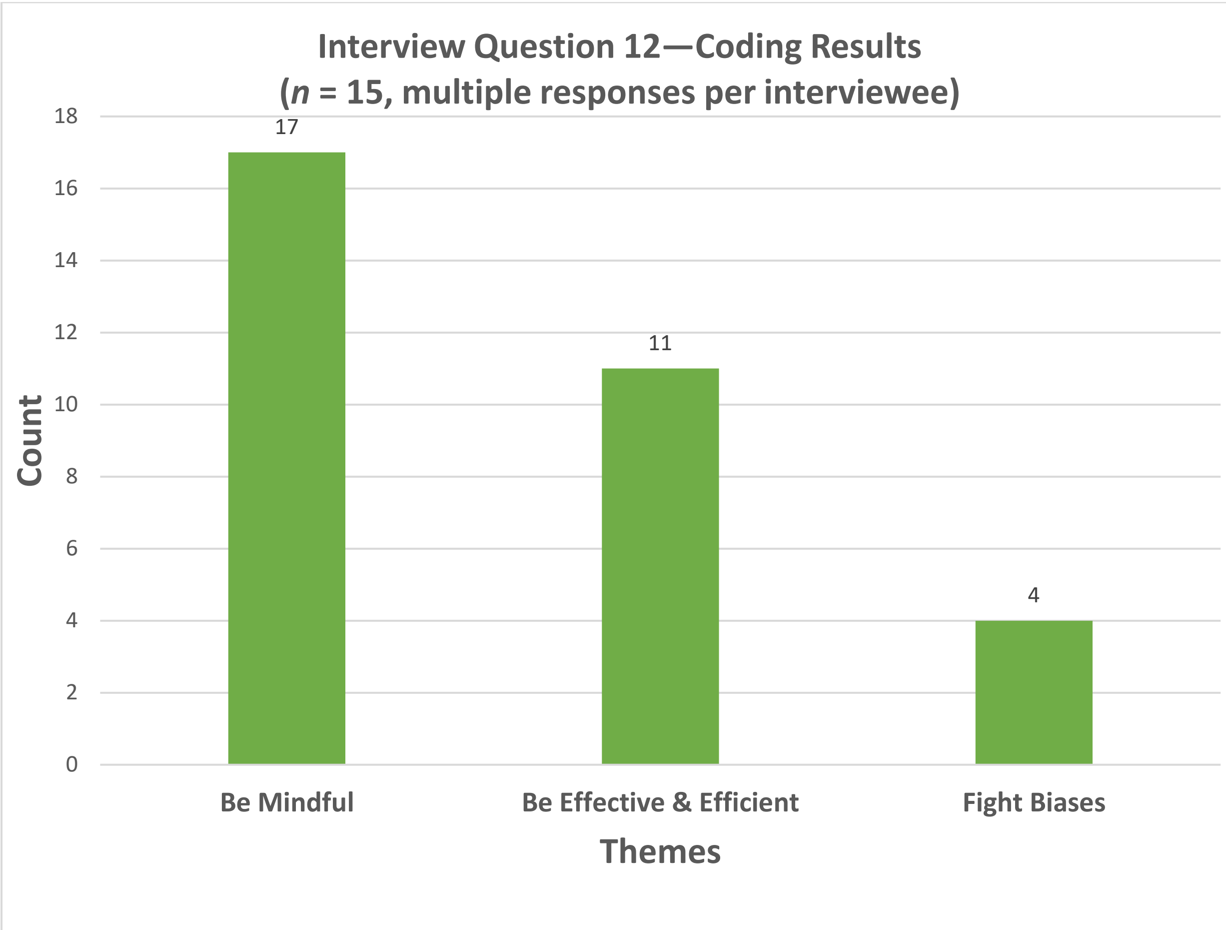

Figure 15. IQ 12: Millennial leaders' additional topics of discussion. This figure demonstrates three themes that have emerged from the discussion. The numbers above each bar represent the number of times a participant stated the theme discussed directly or indirectly in the discussion for this question. Themes are presented in descending order of occurrence.

Be mindful. This category emerged 17 times (53%) during the discussion for IQ 12. P2 shared, "We have feelings and we want to have them at work. In certain ways, I feel like I'm willing to work harder" because the organizations recognize this (personal communication, March 2, 2017). P5 and P10 talked about the importance of being mindful of the next generation that is entering the workforce. "I think when you have the new generation coming up there's a lot of unknown and I don't know if millennials are prepared or even can think about how to handle those folks—good, bad, or different" (P5, personal communication, March 8, 2017). P8 challenges organizations to be mindful of change.

> We are a generation who will inherit this country's financial crash. We are just trying to survive and trying to do well and doing our best. It can be frustrating when people are shutting you down and not giving you a chance to be a voice at the table. A lot of decisions that executives are making impact us and eventually, we are going to have to lead whatever programs are being developed. Executive need to have our perspective. (personal communication, March 6, 2017)

P8 would advise other millennials to be mindful of the law of attraction. "If they want to be good at doing something, volunteer to do it for someone else. If you want something, help someone else get it" (personal communication, March 11, 2017).

Be effective and efficient. The importance of being effective and efficient was discussed 11 times (34%) for IQ 12. P1 advised millennials to use their creativity effectively early in their career. "I think that as long as we foster that creativity throughout our life, we can make bigger strides earlier and better strides in our careers" (personal communication, March 5, 2017). P6 summed up the dichotomy of differences that come with the millennial generation. "Oh my gosh, it a lot being a millennial in this world!" (personal communication, March 8, 2017). P6 argued that all millennials are not lazy, and so many are effective and do great things. P12 discussed that actively seeking feedback was a critical ingredient to being effective at work. "We shouldn't wait for the annual performance review to get the feedback on what should have been discussed sooner" (personal communication, March 9, 2017). P8 reasoned that:

> Sometimes, people don't tell you everything about what's going on, so if you don't see the big picture of what we're doing or why we're doing it, and how it connects. Then we might come off as arrogant because we might feel frustrated, or not feel guided or directed. We want to work with you and bring our skillset. It's not like we're lazy. We just try to get eliminate waste and get to what we needed to get done faster, and we're more collaborative. (personal communication March 6, 2017)

Fight biases. This topic emerged four times (13%) during the discussion for IQ 12. P1 argued that leadership isn’t determined by age, race, or gender. “Executive leadership is not reserved for a 60-year-old White male [who] has been doing it for 20 years” (personal communication, March 5, 2017). P6 wanted to inspire millennials to keep pushing forward despite the “bad rap” (personal communication, March 8, 2017). “Sometimes you don’t hear about the great things we are doing” (personal communication, March 8, 2017). P8 encouraged a collaborative effort. “It doesn’t matter what your age is. We are collaborating, bringing innovative ideas together and should always be looking at ways to get better, improve, get to the next level, and apply this learning day-to-day” (P8, personal communication, March 6, 2017).

Interview question 12 summary. IQ 12 asked participants if they wanted to add anything to the topics discussed. Three themes and 32 characteristics emerged from the discussions. Participants conversed about being mindful (53%), being effective and efficient (34%), and fighting biases (13%) during this interview question.

Summary of Research Question 4

RQ 4 asked: What recommendations do millennial executives give to aspiring young leaders? The following three interview questions were asked to answer RQ 4.

- IQ 10. Knowing what you know about a successful leader, what would you do differently in your career?
- IQ 11. What advice do you have for millennials as they aspire to executive leadership roles?
- IQ 12. Is there anything else you would like to add about the topics that we have discussed?

A total of 174 characteristics and 13 themes emerged in discussions for these three interview questions associated with research question 4. Examples of the themes are educational growth, networking, humility, patience, and fight biases.

Chapter 4 Summary

The purpose of this study was to understand the challenges that millennials face in being promoted to executive leadership roles within their organizations. Fifteen millennial leaders from various organizations participated in the study to answer four research questions.

- RQ 1. What challenges do millennials face to promote into executive leadership roles?
- RQ 2. What strategies and practices are used by millennials to promote into executive leadership roles?
- RQ 3. How do millennials measure success in their executive leadership roles?
- RQ 4. What recommendations do millennial leaders offer to aspiring young leaders?

This study employed semi-structured interviews and a phenomenological approach to gathering the data. Two Pepperdine doctoral candidates assisted the researcher with coding the data. The data analysis was presented in Chapter 4. A total of 849 characteristics and 58 themes emerged from the 12 interview questions and are summarized in Table 8. Chapter 5 will further discuss the themes, give implications, recommendations, and conclusions of the study.

The top three themes that emerged included biases, keep growing, and resilience. Biases were the top theme that emerged for IQ 1 (45 characteristics), and IQ 2 (37 characteristics). Participants strongly advised aspiring leaders to keep growing during IQ 11; growth was mentioned 45 times during this interview question. Resilience was the third theme as a personal trait for IQ 4 and was mentioned 34 times during discussion for this interview question. The overall challenges for RQ 1 were biases, lack of support, and receiving recognition for work. Participants noted using resiliency, cognitive strategy, and communication as the top strategies and practices in RQ 2. Participants mainly measured success by reflection, intrinsic reward, and professional growth in RQ 3. The urgency and desire for growth were the overall themes for RQ 3 and RQ4.The three top themes that emerged for RQ 4 as recommendations to future leaders were keep growing (45), interpersonal growth (27), and be mindful (17). Growth in interpersonal and education totaled 85% for IQ 10. Participants reflected on wanting interpersonal growth in IQ 10 with a 64% response rate. Educational growth followed at 21% for IQ 10. The most responsive advice given to aspiring young leaders in IQ 11 was to keep growing, which accounted for 45% of the responses. Millennials leaders challenged aspiring young leaders to be mindful of their behaviors and to have hope. Discussion on being mindful became 53% of the discussion for IQ 12 and the second highest percentage overall for RQ 4. The growth buckets were surrounded by attributes that advised aspiring leaders to be fearless (10%), humble (4%), and patient (4%). Table 6 summarizes the 58 themes that emerged from the study and will be further discussed in Chapter 5.

Table 6

Summary of Themes for Research Questions

RQ1. Challenges/Barriers	RQ2. Strategies/Practices	RQ3. Measurements	RQ4. Recommendations
Bias (2)	Cognitive strategy	Intrinsic reward	Interpersonal growth
Recognition for work	Communication	Personal values	Educational growth
Managing expectations (2)	Ethical leadership practices	Improvement	Increase risk
Lack of opportunities	Fearlessness	Extrinsic reward	Keep growing
Stereotypes	Family	Work-life balance	Never give up
Lack of support	Trusted advisor	Professional growth	Networking
Demonstrating value	Mentors (2)	Uncertain	Be fearless
	Colleague	Purposeful work	Do meaningful work
	Supervisor	Explore opportunities	Be humble
	Resilience	Reflection	Be patient
	Team player	Intrinsic growth	Be mindful
	Efficient	Monitor goals	Be effective and efficient
	Authentic	Extrinsic growth	Fight biases
	Humble		
	College education		
	Professional development		
	Upbringing		
	Business resource group		
	Life experience		
	Networking		
	On-the-job training		
	Hobbies		

Note. The number in parenthesis indicates the number of times the theme emerged for each particular research question.

Chapter 5: Conclusions and Recommendations

A dichotomy within U.S. organizations needs attention. The Baby Boomer generation is leaving the workforce for retirement, and Generation X lacks sufficiency in numbers to fill the void. The millennial generation is sufficient in population to meet the demands to create a succession pipeline and is currently the largest generation in the U.S. workforce. However, society has labeled millennials as a narcissistic people who have entitlement issues and lack the competencies necessary for globalization. Millennials are employed in the workforce with this stigma and experience problems promoting into executive leadership roles.

According to Petrie (2014), the future will be challenged with keeping a pace of development, and leaders will need to embrace life-long learning. The world of globalization is simply growing too rapidly, and the requirements for leadership are comprehensive with immeasurable capabilities. Nevertheless, millennials are optimistic, well-educated, and ready for an opportunity to serve in executive leadership roles. Some exemplary millennials executives who serve as consummate models of leadership potential were highlighted in Chapter 2.

A diverse group of millennials contributed their lived experiences as leaders for this study. This sophisticated group of professionals is well-educated, well-versed, and passionate about leadership. This study was purposed to understand the challenges, barriers, and best practices of millennials leaders as they climb into executive leadership roles. Additionally, these millennial leaders provided recommendations to those who aspire to climb the ladder of leadership potential. The data revealed a series of personality traits and practices that coincide with the competency skills necessary and considered most important for success. This chapter will relate the data to the literature to better understand the challenges, practices, and recommendations of the participants.

Summary of the Study

Chapter 1 introduced the current landscape in the U.S. workforce and defined the central intent of the study. The problem statement was introduced, and research questions were created to help gain an understanding of the problem. The following research questions provided a groundwork for the study.

RQ 1: What challenges do millennials face to promote into executive leadership roles?

RQ 2: What strategies and practices are used by millennials to promote into executive leadership roles?

RQ 3: How do millennials measure success in executive leadership roles?

RQ 4: What recommendations do millennials leaders offer to aspiring young leaders?

A detailed conceptual literature review was written for Chapter 2. According to Salkind (2010), a conceptual literature review is structured around detailed findings or questions. The goal of Chapter 2 was to address the topic, purpose of the study, and identify key issues related to the topic. The review explored the top U.S. organizations to discover best practices, challenges, successes, and recommendations that exist within the structures. A comparative analysis of this exploration was conducted to delineate further commonalities and gaps that coincide with the practices, challenges, measurements, and recommendations as they relate to the research questions. Twelve open-ended interview questions were created from the literature review findings in Chapter 2.

Chapter 3 introduced the research design for the study. The research utilized a descriptive, qualitative methodology, and the approach was phenomenological. The semi-structured interview allowed the participants to share lived experiences and allowed the researcher to interpret the phenomena to advance understanding of the problem (Creswell, 2014).

A purposeful sampling strategy with maximum variation was utilized to secure 15 millennial leaders between the ages of 21 and 35, who had a minimum of a bachelor's degree education. All participants were U.S. citizens who lived and worked within a 400-mile radius of Los Angeles, California. Also, participants were currently working in management level positions within their organizations, and all agreed to an audio-recorded interview. The recordings were transcribed and coded using an unstructured coding process to interpret the data.

An analysis of the findings was presented in Chapter 4 where the researcher interpreted the data for meaning. Two Pepperdine University doctoral candidates served as inter-raters and reviewed the coding of several interviews. Feedback was provided on categorizing themes by the inter-raters. After a unanimous agreement of the coding process, the remainder of the interviews were completed and the findings detailed. Participant quotes were generously used to substantiate the findings and to give an actual, lived experienced voice to the topic that is missing in the literature. A total of 849 characteristics and 58 themes emerged thru the interview coding process.

Chapter 5 is the final chapter of the study. This chapter discusses the conclusions associated to the four research questions. A portion of this chapter will highlight key findings to include any phenomena identified but not discussed in Chapter 4. Chapter 5 will discuss significant issues discovered to help draw conclusions, key findings, or to support future research. Implications of the study will also be presented with significant tenets of discovery, current events, future research, or help drive change for the problem.

Discussion of the Findings

The study findings are intended specifically for anyone interested in the millennial generation and global leadership. Millennials who face stereotyped challenges in the workforce may benefit from the shared experiences on strategies for overcoming similar challenges. Also, individuals aspiring to climb the ladder to executive roles may also find the analysis useful. Finally, organizations with soon-to-retire Baby Boomer executive leaders may discover the findings useful for succession planning. Organizations looking to develop solutions, identify initiatives and priorities around leadership change will benefit from the study. This study will aid anyone seeking to gain an understanding of millennial leaders values, work ethic, and leadership practices. Diversity and inclusion practitioners will also find the study supportive. There is value in the study for educational institutions to develop learning objectives for curricula.

The results of the research questions are concluded in the following sections with additional analysis of themes that were prominent in the study. The analysis will also feature findings that mimic, substantiate, or refute the literature review for the four research questions. Recommendations for future research and final thoughts conclude Chapter 5 and the study.

RQ 1: Challenges and barriers faced by millennial leaders. RQ 1 asked participants to describe the most difficult challenges and barriers that they experienced in their career. A total of 168 characteristics and nine themes emerged from the discussions by asking participants two corresponding interview questions. The top themes that emerged for the two interview questions were biases, lack of support and recognition of work.

For IQ 1 and IQ 2, biases topped the themes with 66 mentions during discussions. Predominant in the dialogues regarding biases, participants faced challenges and presented experienced accounts of intergenerational conflict with older generations not respecting their position, age, or capabilities as leaders. Further discussions included challenges of biases practiced because of race and gender. Women leaders and other minorities were especially challenged with demonstrating value and proving their credibility to the older population.

Chapter 4 noted the difficulty of coding biases and stereotypes into buckets. In the end, it was decided (with the help of two inter-raters) to separate the themes as such. Stereotypes (perceptions of being lazy, for example) were bucketed separately against the biases (race, gender, age, for example) discussed during the interviews. Biases and stereotypes, however, go hand-in-hand with the lived experiences regarding challenges and barriers that the participants faced. Further, the perceptions and biases were the primary basis for why the remaining five themes (managing expectations, lack of support, lack of opportunities, competition, and work-life balance) manifested.

The consistency with the perceptions and stereotypes caused participants to be challenged in receiving recognition for work, not being supported, and having insufficient opportunities to prove their creditability as leaders. Participants found themselves working at home through the night with an inability to keep pace. These challenges and barriers influenced the theme of managing expectations that emerged in both of the interview questions for RQ 1. The literature review noted recognition, influence, and autonomy as variables to help staff experience purpose in their work ("Imperative," 2016).

The challenges that participants expressed are consistent with the literature on the intergenerational mix that causes conflict in the workplace. A study conducted by Collins, Hair, and Rocco (2009) showed that older generations' direct reports do not have high expectations of their younger staff, and rated the leadership behaviors accordingly. The negative perceptions grew larger as the gap in age difference grew larger. The findings of systematic literature review suggest that "there is a significant relationship between generational cohorts and conflict created by generational work-value differences" (Hillman, 2014, p. 240). Finally, the literature also supported that conflict rises between generations when employees experience a lack of recognition and lack of support (Haeger & Lingham. 2013).

Participants questioned biases during interviews because of the lack of diversity seen in senior-level roles. It is indicative of the literature regarding the challenges that women and other minorities face with breaking the glass ceiling because of biases, stereotypes, and a lack of diversity inclusion. The literature review revealed that diversity inclusion (D&I) is practiced in the top U.S. organizations. D&I training and development were also detailed in the literature. For example, over 30,000 employees at Google participated in an unconscious bias training that spoke to diversity, stereotypes, shifting cultures, and suggestions on fighting biases. Further, the studies presented in the literature showed that organizations that supported D&I consistently experienced positive outcomes (Mor Barak et al., 2016). Finally, the literature discussed the competitive advantages of having leaders who are culturally diverse. Intercultural groups who work together significantly outperform in comparison to like-kind groups.

In conclusion for RQ 1, the researcher interepreted three overarching challenges and barriers were interpreted for millennial leaders as follows:

- Millennials had to fight stereotypes and biases in the workplace, regardless of their capabilities.
- Millennials lacked the support in the workplace necessary to advance into executive roles.
- Millennials lacked the opportunities desired to prove their capabilities for leadership potential.

These challenges and barriers resulted in a lived experience of millennials in the workplace as:

- experiencing difficulty demonstrating value and receiving proper recognition,

- experienced difficulty managing expectations, and
- looked for meaning in their work.

The lived experience of challenges resulted in some participants looking for other opportunities while others tried to find meaning in their current roles. Participants offered no criticism during discussions for transitioning jobs. This complements the literature review findings that millennials are holding onto their core values and causing organizations to rethink ways to bridge the differences while retaining the cohort for future leadership potential (“Deloitte, 2016a, 2016b, 2017”; “Imperative,” 2016; Murray, 2011).

RQ 2: Strategies and practices used by Millennial for promotion. RQ 2 asked millennials to share their lived experiences for strategies and practices used in the career. A total of 299 characteristics and 18 themes were generated from the discussion by asking participants four corresponding interview questions. The three top themes that emerged from the four interview questions were resiliency, cognitive strategy, and communication.

Resiliency among millennials emerged as the top strategy and practice for RQ 2. During IQ 4, participants described their resilience by using several characteristics to overcome challenges and barriers. Examples such as (a) being driven, (b) being disciplined, (c) being determined, (d) being persistent, (e) setting high expectations, (f) outperforming, and (g) having a never-give-up attitude were some of the characteristics that were discussed during the interview. These personality characteristics and strategies that emerged from the discussions directly coincided with traits associated to one of the basic dimensions of The Big Five Personality Model and detailed in the literature review. This model uses five basic measurements (emotional stability, extroversion, openness, agreeableness and conscientiousness) to evaluate human personality. Additional traits of The Big Five that are related to conscientiousness manifested in discussions for RQ 2. They are attention to detail, efficiency, analytical, and setting high standards. According to Robbins and Judge (2015), conscientiousness defines a person as “responsible, organized, dependable, and persistent” (p. 157). Table 7 summarizes the strategies and personality characteristics that were used by the participants to overcome challenges and barriers and coincide with personality traits of conscientiousness in The Big Five Model. The personality character of conscientiousness was also used by the participants to strategize the overcoming of challenges and barriers. The theme was named *Cognitive Strategy* to highlight the different approaches that participants used to overcome their challenges and barriers. The participants in the study discussed being organized, which coincided with the theme of efficiency for IQ 4.

Table 7

RQ 2 Summary of Personality Characteristic Strategies Used by Participants

Analytical*	P8
Attention to detail*	P2, P6, P10
Dependable	P9
Determined **	P6, P11, P14
Disciplined **	P5
Efficient*	P2, P6
Organized	P2, P13
Outperform	P4
Persistent* **	P12, P15
Responsive	P12
Set High Standards*	P4

Note. Summary of strategies, personality characteristics used by participants for RQ 2 and associated with characteristics of The Big Five Model dimension for conscientiousness. Adapted from Robbins and Judge, 2015. *most important traits for Big Five Conscientiousness. **mentioned during the discussions of IQ 3 and IQ 4.

Communication was the third theme that dominated the discussions for RQ 2 and IQ 3. Within this bucket, participants conversed about using effective communication, collaboration, networking, being constantly engaged in discussion throughout the organizational structure, asking questions, and having mentors and trusted advisors available to speak with regularly. Networking is a communication skill that participants discussed during the interviews for RQ 2. This theme emerged and was bucketed under communication for IQ 3. The literature review substantiated these findings through a discussion of prominent leaders on 21st-century leadership. The participants concluded that leaders need have the following five competencies: (a) big thinker, (b) communicator and networker, (c) develops self and others, (d) globalist, and (e) listener.

A number of articles were cited in Chapter 2 regarding social networking for millennials. The literature detailed the lack of interpersonal communication skills for millennials as one of the problems that led to the purpose of the study (Hartman & McCambridge, 2011). Helicopter parents were noted contributors in the literature and blamed for sheltering the cohort from problem-solving and communication capabilities (Howe & Strauss, 2007). The literature also revealed the preference of millennials to use electric devices for communication in lieu of face-to-face conversations (Tracy et al., 2015).

The literature review lacked the component of how millennial leaders use social media networking as a strategy for overcoming challenges. Digging deeper, the researcher found a number of articles that specifically encouraged collaboration using social networking in business. Trees (2015) introduced the value of enterprise social networking and gamification, which are being used in organizations as tools to help millennials acclimate in new roles. The platforms are "making them feel like they are part of a meaningful community of colleagues" (Trees, 2015, p.118). The forum also encourages staff to post questions on a discussion board and get near-immediate feedback on suggestions from colleagues at all levels of the organization. The design allows collaboration, learning, and gives millennials an opportunity to build a reputation.

Ackerman (2015), a staff member of a CPA firm gave a millennial's view of networking, and how organizations can build strong, lifelong, beneficial relationships by joining membership networking groups. The CPA firm accompanied new hires to social events to start connecting with other people in the industry. The experience allowed millennial employees at the firm to engage face-to-face with other executives while building up social skills and networking opportunities. Krishen, Berezan, Agarwal, and Kachroo (2016) conducted a study on social media networking and self-determination theory (SDT) among Baby Boomers, Generation X, and millennials. SDT "states the satisfaction of core psychological needs shapes behavior, growth, and development" (Krishen et al., 2016, p. 5249). Three main categories comprise SDT: autonomy, relatedness, and competence. A theme of affinity emerged under relatedness for all three generations, which "is one of the most fundamental benefits of participating with other members" (Krishen et al., 2016, p. 5251). Baby Boomers experienced enjoyment and relevance of their identity on the platform. This suggested that the use of social media networks as an intergenerational communication tool is beneficial.

Millennial participants used holistic learning strategies to overcome challenges and barriers. Participants encouraged themselves to be fearless in overcoming the challenges and barriers. Ethical leadership practices emerged, while authentic leadership characteristics were discussed. For example, the bucket for ethical leadership in IQ 3 was filled with examples of being humble, fair, respectful, and showing vulnerability. According to Robbins and Judge (2015), ethical practices involve humility, fairness, and leading by example. Further, humility emerged as a bucket in IQ 4 as a strong personality characteristic. Authentic leadership became a dominant theme for IQ 4, and the bucket is filled discussions of empathy, fairness, having an internal perspective, self-awareness, exuding authenticity, personal values, having charisma, and inspiring others. The literature revealed the subject of authentic leadership in Chapter 2. Authentic leaders live with meaning, purpose, act on self-determination, and bring transparency to their personal values (Fusco, et al., 2015). An authentic leader has a passion for purpose, and the behavior is led by personal values. Self-discipline is also consistent in authentic leadership and leading with the heart (Northouse, 2013). This mimics the literature review that millennials lead with the heart and look for meaning and purpose in work (Millennial Study, 2016)

RQ 3: Measuring success. RQ 3 gauged the definition of success for millennial leaders. Participants were asked (a) the meaning of success, (b) to describe their future goals, and (c) how they measured career milestones. Two hundred eight characteristics and 13 themes emerged from the discussion of the three corresponding interview questions. The three prominent buckets for RQ 3 were reflection, intrinsic reward, and professional growth.

Reflection was the most prominent theme for RQ 3. This bucket emerged for IQ 9 on how the participants measure their career milestones. The responses reflected on finding meaning in work. The literature review is substantial and revealed a way to find meaning though mindful practice and meditation. Mindfulness is being practiced at some of the top U.S. global organizations and the most favored companies by millennials. The literature review also called attention to authentic leadership. George (2016) posited that authentic leaders use an internal compass to guide them toward a purpose. This coincides with the intrinsic reward and personal values buckets for IQ 7, the purposeful work bucket for IQ 8, and the reflective bucket for IQ 9. Authentic leadership begins with understanding yourself, which gives self-awareness that internally guides a person to purpose (George, 2015). The themes of intrinsic growth emerged in IQ 9 and professional growth for IQ 8. These two themes for growth complement the literature review on organizations developing strategies to embrace lifelong learning opportunities for staff. A survey report by Deloitte was discussed in the literature review. Seventy-seven hundred millennials participated in the survey, and only 24% considered themselves to have strong leadership traits (“Deloitte,” 2016a). Pew Research Center (2016) also conducted a study on young workers who believed that they lacked the education and professional development for promotion (“Pew Research Center” 2012). A report detailed in the literature review found that purposeful work and professional development are the two leading drivers that millennials look for in organizations (“Gallup,” 2016).

Discussion of IQ 1 revealed that one of the challenges participants experienced was a lack recognition for their work; this became a top theme for RQ 1. The literature review featured the characteristics of leadership as they moved from management practices of extrinsic rewards to leadership characteristics of intrinsic rewards to satisfy needs. Robbins and Judge (2015) considered recognition as “the most powerful motivator by employees” (p. 267). These examples substantiate the literature findings that millennials are looking for purposeful work. This also coincided with the participants’ goals and desire for future purposeful work that emerged as a theme for IQ 8. Ideas of the future discussed social entrepreneurship, becoming a mentor, driving systemic change, and starting nonprofit organizations. The literature review discussed a trend with millennials leaders driving change on a global scale through social entrepreneurship. The researcher determined the following three overarching desire themes for RQ 3 (a) desire for growth, (b) desire for meaning, and (c) desire for values. Table 8 summarizes the overarching themes and buckets associated to each for RQ 3.

Table 8

RQ 3 Summary of Overarching Desire Themes for Success

Desire for Growth	Desire for Meaning	Desire for Value
Intrinsic growth	Reflection	Personal values

Desire for Growth	Desire for Meaning	Desire for Value
Professional growth	Intrinsic reward	Monitor goals
Improving	Uncertainty	Extrinsic reward
	Purposeful work	Work-life
	Explore opportunities	

RQ 4: Recommendations. RQ 4 asked participants to offer advice for other young leaders who aspire to potential leadership. One hundred seventy-four characteristics and 13 themes emerged during the discussion and were guided by three interview questions. Participants answered questions on the following: (a) what they would do differently in their career, (b) what advice do they have for aspiring leaders, and (c) if there was any other additional commentary to add about the topics discussed. The top three themes that emerged from RQ 4 were keep growing, interpersonal growth, and be mindful.

The top themes that emerged for RQ 4 speak to the literature review regarding the challenges of growth and change in a global world. The expansion of globalization has caused leaders to have immeasurable competency skills. McCall and Hollenbeck’s (2002) study on developing global leaders argued that learning to work across cultures is an essential competency of a global executive. Organizations and educational institutions are challenged with keeping pace with the growth. Although millennial leaders are noted as the most educated generation in the workforce, the literature posited that they lacked the interpersonal skills to be executive leaders. The top U.S. global organizations are providing learning laboratories in the form of a Corporate University. Interpersonal skills of emotional literacy, mindfulness, meditation, and other skills that are not taught in most K–12 and college institutions are being developed in professional training program settings. Some participants used mentorship opportunities as a way to develop their interpersonal skills. Mentorship was a popular subject for the participants, although mentoring did not emerge in great detail in the literature review. Meister and Willyerd

(2010) gave three suggestions on mentoring millennials. In reverse mentoring, a senior leader is paired with a millennial to become more proficient in the technology side of business. The relationship in a reverse mentoring is usually reciprocated—it gives an opportunity to receive feedback and the learned insights of senior leadership. Group mentoring can be done on a technology platform, with options for video conferencing platforms. Anonymous mentoring uses psychological assessments to pair millennials with executives and coaches from around the world. All of the personal information about both mentor and mentee remain anonymous. This allows freedom to discuss the challenges and receive advice about work.

The growth in globalization and the gap in emotional literacy suggest that the desire and advice of the participants to keep growing demonstrates the need for these skills being developed in early education. The observation to do things differently, the advice given, and the additional topics were surrounded by themes of positive psychology. IQ 11 emerged as a bucket of advice to do meaningful work. Another bucket encouraged aspiring leaders not to be afraid of the future, while another advised patience and the bucket named *Be mindful* emerged as a bucket for IQ 12, which relates directly to the literature review on the benefits of mindfulness in leadership. Three overarching themes were also discovered for the three interview questions in RQ 4: (a) be authentic, (b) be purposeful, and (c) be virtuous (see Table 9).

Table 9

RQ 4. Summary of Emerging Leadership Themes for Aspiring Young Leaders

Be Authentic	Be Purposeful	Be Virtuous
Interpersonal growth	Keep growing	Be fearless
Educational growth	Never give up	Be humble
	Be effective/efficient	Be patient
	Network	Increase risk
	Do meaningful work	
	Fight biases	

Indeed, authentic, purposeful, and virtuous leadership styles are emerging in context for 21st-century leadership examples. Authentic leaders are true and embrace learning as a lifelong process (George, 2015). Purposeful leadership is innately embedded in a person looking for meaningful work (Chalofsky & Cavallaro, 2013). Virtuous leadership attributes were advised to aspiring young leaders by participants for RQ 4. According to Caldwell, Hasan, and Smith (2015), a behavior of a personal virtue of courage is demonstrated by a “willingness to challenge established paradigms, experiment and take calculated risks to achieve necessary innovations, and to recognize when changes are needed” (p. 1186). These attributes coincide with the literature review on the corporate values of the company Facebook being guided by five strong values: (a) be bold and take risk, (b) focus on impact by finding the biggest problems and solving them, (c) move fast, (d) be open, and (e) build social value (“Facebook,” 2017b). Further, (Kempster et al., 2011) posited in the literature review that the internal goods that are essential and drive employees are being virtuous, able to recognize others on purpose, and look to benefit society.

Key Findings

The literature review detailed that millennials lack the interpersonal communication skills necessary to advance in leadership potential. The preferred method of communication for millennials is electronic. Further, the literature showed the challenges that organizations faced in intergenerational conflict regarding communication. During the interviews, the researcher discovered a trend with millennials that is also faced by organizations lacking interpersonal development in the structure. High performing organizations have integrated electronic communication platforms to provide the instant feedback that millennials want and globalization mandates. Further, during reflection, the researcher noted the fluidity of globalization, along with the constant urgencies detailed in the literature regarding the challenge of keeping pace in a global society. The results consequently labeled the generation as needy or wanting instant gratification, when indeed, globalization demands it.

Feedback was uncovered during the analysis as one way to provide the support necessary to validate the participants' values and also recognize their performance. Millennials' desire to receive feedback was a topic of concern expressed throughout the data collection. A common thread of continuous discussion regarding feedback by at least one participant was identified throughout each interview question (see Table 10). The continuous lack of support through feedback resulted in millennials having difficulty managing the expectations of the organization.

Table 10

Key Findings on Feedback

IQ	Participant	Discussion
1	P10	Receiving feedback
2	P8	Receiving feedback
3	P2, P5, P6, P7, P8, P9	Ask lots of questions; embrace feedback
4	P7, P12	Be receptive to feedback
5	P5	TaeKwonDo course feedback
6	P8	Mentors & hobbies/Sports—learning to take criticism
7	N/A	N/A
8	P12	Mentor—provide feedback to team
9	P5, P8, P10, P11, P12, P13, P14	Reflecting on feedback
10	P8	Learn to give constructive feedback
11	P7,P9, P10, P12	Ask lots of questions; be open to feedback; get feedback
12	P12	Actively seek candid feedback

Note. Feedback summary of topic as a common thread throughout interview questions. N/A = Feedback did not emerge in discussion for IQ 7.

The literature review highlighted GE as the best of the best in leadership. GE recently changed the annual performance reviews to an employee app that provides real-time, continuous feedback for staff. P8 discussed a community of practice (CoP) app where employees can ask questions about work, and a number of people provide feedback on the site. The CoP has evolved to a national, intergenerational think tank, where employees from all ages in all departments come together and collaborate on innovative ideas, and receive real-time feedback. In a world of constant global change, leaders need to rely on feedback and collaborate more frequently. The literature review detailed Kotter's (2012) eight-stage change model and how it will affect millennials. Stage one places an urgency on conversations that need to be more candid with employees, especially regarding feedback. Kotter (2012) noted in stage six that morale and motivation rise with positive feedback. Senge (2014) posited that learning emphasizes ongoing testing and feedback to define and solve problems. These examples substantiate the need for continuous dialogue in the workforce.

Meister and Willyerd (2010) conducted a survey and asked 2,200 employees about work-related subjects. One question requested participants to rate managerial skill the in rank of importance. All generations consistently ranked feedback at the top of the list. In contrast, the same poll was given to 300 human resource executives, who consistently ranked feedback last. The gap shows the great work to resolve this dilemma and the necessity of feedback to support the global future in its rapid change.

Implications of the Study

The intent of this study was to understand the challenges that millennials faced while being promoted to executive leadership roles. Fifteen millennial leaders offered their voices to contribute to this research. The findings enriched the understanding of the phenomena being investigated and advocate the great work that is necessary to change perceptions in society. Advancing leadership potential is a part of the privilege of being a leader. The popular press and literature consistently degrade millennials with stereotypes that generalized them in society. The interviews uncovered a constant challenge to prove their credibility in the workforce. While the communication challenges affected intergenerational conflict, it seemed that the conflict was more on the choice of the method of communication. In essence, the methodology of the communication delivery was conflicted. Yet, organizations were not structured to accommodate the various differences in communications with platforms or training tools to enhance mutual understanding and the support that is needed between the generations. There is a great work to be done in changing structures, cultures and capabilities to benefit intergenerational teams within organizations. The following is a list of implications as a result of this study.

Implications in the methodology of phenomenology research. The researcher found that the interviews allowed for an open, descriptive discussion. Participants were candid and vulnerable in sharing details about their lived experiences. Future studies in phenomenological research with millennials is highly recommended. The researcher found the scholarly articles written in literature did not give the millennials a much needed voice. The millennials immediate responsiveness to the request for participation in this study were abundant. This suggests that the generation desires to give voice to their lived experiences. Most participants asked if they would be quoted directly. The phenomenological approach allowed the data to emerge authentically. Thus, a majority of the discussion presented in this study was quoted directly.

Implications for empathy. Angela Ahrendts, Senior VP at Apple was recently interviewed on her leadership style and noted that energy is birthed from empathy (CBS, 2017). The current landscape of U.S. world leaders in public and private organizational sectors who freely spew racist and stereotypical sentiments speaks to the empathy gap and implications for training. A common thread of empathy was highlighted throughout the literature review and the benefits in leaders honing empathy skills for organizational success. The literature spoke on employees who practice empathy and mindfulness at top U.S. global companies. Further, the literature reported studies on the effects of like-kind people muting the empathetic responses in certain situations that causes unresponsiveness to another's need. Gaps in empathy lessen opportunities for understanding, in addition to increasing biases and racism (Gutsell & Inzlicht, 2011). Emotional literacy curricula need addressing in the K-12 educational institutions, colleges, universities and professional development training facilities that teach effective practices of self-awareness, mindfulness, emotional intelligence, and empathy.

Implications for Gen Z. The Gen Z cohort is beginning to enter the U.S. workforce, and an estimated 30 million strong will be employed by 2019 (Tulgan, 2013). Gen Z's are entering the workforce with strong technological skills and can funnel through massive pieces of information quickly. According to Kvidahl (2015), Gen Z cohort can multitask across five screens in comparison to two screens for millennials. Gen Z and millennials share important common goals that will likely drive change in purposeful leadership. However, the findings from the literature below suggest a potential intergenerational conflict between Gen Z and millennials on their preferred method of communication styles.

The research on Gen Z is beginning to emerge in the literature. One study (Strauss, 2016) surveyed over 4,000 workers across ten global markets to discover differences between millennial and Gen Z workers. Findings of the survey determined that 84% of Gen Z respondents aspired to be leaders and "cited honesty, communication, approachability, confidence and the willingness to be supportive as the key traits of a good leader" (Strauss, 2016, p. 2). Other similar findings in this survey determined that the Gen Z cohort also desires to have mentors and coaches. Finally, like the millennials, Gen Z is looking for ongoing feedback and intrinsic reward in their professional lives (Bencsik, Horváth-Csikós, & Juhász, 2016; Strauss, 2016).

The literature review detailed the conflict in communications styles between the generations. During the study, participants noted in their experience that Baby Boomers preferred phone calls over emails, while Gen X prefer emails over phone calls. Millennials preferred emails and text messaging on mobile devices and believed that questions could be answered more quickly than phones or scheduling meeting. These intergenerational preferences are ongoing. As Gen Zers begin to enter the workforce, it is expected that their preferred method of communication will be electronic. However, according to the literature, Gen Zers preferred the face-to-face method of communication (Barnes & Noble, n.d.; Frenkel, 2017; Gayeski, 2015). This cohort is comfortable with personal connections because of the video conference technologies available on mobile devices. Hence, organizations are challenged to meet the demands of the various methods of communication that will satisfy the intergeneration workforce and globalization.

Gen Z is already lending their opinion and expertise to technology. Barnes & Noble College conducted a study on Gen Z and determined that the cohort is particular about their learning choices, have strong views and expectations for educators to consider. The findings show that Gen Z want to be engaged in challenging interactive learning experiences. Finally, like millennials, the study reported that Gen Z is "searching for authentic and meaningful experiences" ("Barnes and Noble," n.d., p. 2). "Part of the problem with the current learning and development approach is that learning designs don't reflect what's known about how we learn" (Fister, 2015, p. 48). Adkins-Barlow (2017) suggest a implementation with implications on heutagogical practices that are designed to "develop students' life-long learning using instructional practices that are academically challenging and engagingly relevant to students' lives" (personal communication, April 25, 2017).

Foothill College is Silicon Valley collaborated with Gen Z students to redesign the online registration process to meet the demands of the students. Foothill sought the student's vision for the online content and changed every module of the platform to fit Gen Zers preferences. The results increased the usage rates and satisfaction scores averaged 98%. Foothill advised other educational institutions to "include students in all facets of development and implementation" (p. 33) for these necessary technological changes (Swett, 2016).

Indeed, the effects that Gen Z will bring to the U.S. workforce will be great. The ideas and values presented here regarding Gen Z indicate their influence to change systems to accommodate their preferences and knowledge about technology. Implications for organizations and educational institutions to develop structures of Gen Z inclusiveness surrounding technological implementation change will be significant.

Implications for change. The literature review complemented the rapid pace of change in processes, behaviors, and globalization. Prewitt (2010) suggested a theory on integral leadership that is manifesting quickly in organizational structures and practiced in the top U.S. global organizations. Integral leadership uses collaboration, constant dialogue, and holistic operations and considers the mind, body, and soul in professional development. These were all strategies that the participants discussed to overcome challenges in their professional lives. The necessary change for organizations is the component of fulfilling the need for purposeful work. Thus, millennials leadership practices will move this theory from integral leadership to value-based leadership, where finding meaning, purpose, and impact on processes will be the focus to drive change.

Implications for team effectiveness. Reliance on teams to keep pace with globalization is critical for effectiveness (Hoque & Baer, 2014). The literature highlighted the importance of teams in organizations. Walmart is the largest revenue organization in the world and supports their staff by offering professional development courses that focus on team building and understanding the key elements of a team. The Facebook company was also highlighted in Chapter 2. Facebook values working in teams and is one the most admired companies by millennials.

Salas, Schuffler, Thayer, Bedwell, and Lazzara., (2014) define a team as "a distinguishable set of two or more people who interact, dynamically, interdependently, and adaptively toward a common and valued goal, objective and mission" (p. 4). The conflict in communication interactions challenge team effectiveness, and the complexities with the preferred methods of communication manifested in the participant discussions in Chapter 4. The challenges resulted in the lack of support and opportunities for millennials. Further, leadership behaviors affect work culture, and performance outcomes (Robbins & Judge, 2015). Burke, Stagl, Klein, Goodwin, Salas, and Halpin (2006) conducted a meta-analysis on teams. The study found that "tests of heterogeneity were significant for the relationship between person-focused leadership behaviors and perceptions of team effectiveness" (p. 298). Hence, having diverse, people focused teams will lead to greater performance outcomes.

McKenzie (2017) postulated a T.E.A.M. framework that uses the "U" and "I" in TEAM to facilitate purpose through positive psychology (see Figure 16). The leadership model is guided by *Teaching Empathy And Mindfulness* with the utilization of best practices, strategies, and measurements of success highlighted in the study. In essence, these tenets become fluid through systems. "U" and "I" are the instruments of the flow, and facilitate behaviors of positive psychology that lead to effectiveness. The "U" in team focuses on gaining understanding that promotes unity. The “I” in team focus on interests that promote self-care and self-discipline while suspending self-absorbed tendencies.

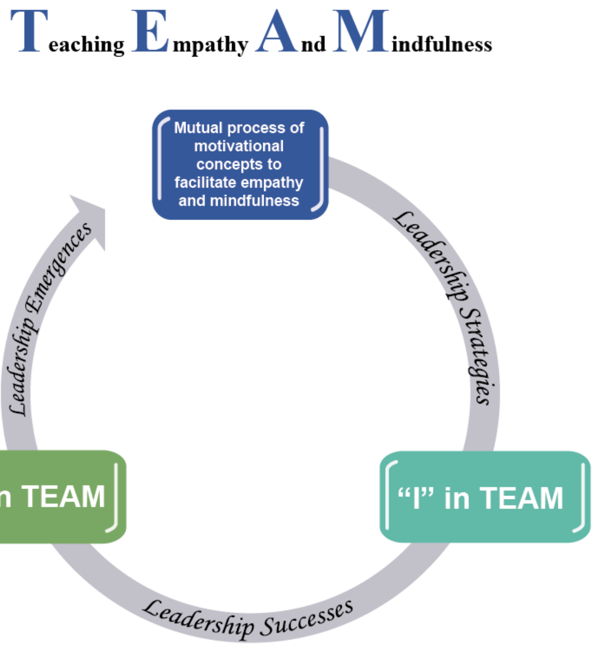

Figure 16. The "U" and "I" in T.E.A.M. Framework. McKenzie, 2017.

Leadership strategies. Strategies employed concentrate in best leadership practices discussed and utilized in the study. These practices include making ethical choices, finding mentors, trusted advisors, and networking to leverage relationships for career advancement. Development in communication that promotes collaboration, listening techniques, and self-awareness to encourage a climate of recognition, support and opportunities should also be addressed.

Leadership emergences. Competency skills that promote authentic, purposeful and virtuous leadership are emerging recommendations to leadership practices. Developing interpersonal growth, and finding meaning in processes should lead this module. These training will advance virtuous leaders who are effective, resilient, humble, patient and courageous.

Leadership successes. Measurements of success in change will focus on driving three desires of millennial leaders, in addition to the demand by globalization. These three desires of growth, meaning, and value will lead this module. Practices of reflection to improve processes, and explore opportunities that will increase intrinsic growth, reward, and help drive change.

Recommendations for Future Research

The original purpose of this study was to discover the challenges and practices used by millennials to advance into leadership potential. The study utilized a qualitative methodology and interviewed 15 millennial leaders. These participants offered detailed experiences with their challenges, practices, measurements, and recommendations. The scope and criteria had limitations; therefore, many opportunities for future research exist.

- Conduct a similar study using millennials leaders who work in the top U.S. global organizations. Using the best practices of millennials will give benchmarks to employees who work for the top organizations in leadership (Drucker, 2001). Saad (2016), a Fortune 500 executive, wrote an article to millennials advising them on what they need to know about success, listing humility, adaptability, and patience as key drivers to developing a personal brand.
- Conduct a similar study using the top U.S. organizations' talent & development leaders to find best practices and strategies to recruit, train, and develop millennial leaders (Drucker, 2001).
- Conduct a quantitative study to explore what differences, if any, exist before and after mindfulness practice for millennial leaders. One study (Layer, 2013) found that millennials were able to mitigate their addiction to electronics and become

attentive through meditation. The study suggested that millennials may be able to develop face-to-face social skills by practicing mindfulness.

- Conduct a study of empathy practice in leadership. The literature is scant on the results of empathy practice in leadership. However, a healthy supply of articles in the popular media gives praise to a leader who is empathic. Forbes Magazine declared that "empathy is the force that moves business forward" (Boyers, 2013, para. 1).
- Conduct a study to identify what differences, if any, exist between unconscious bias (pre-test) and after (post-test) an empathy training program. The nature of the study can be a comparative design. Quantitative methods can be utilized to test participants' unconscious bias before and after empathy training. Incidents of racial profiling, police brutality, and teachers' sexual assaults on students are not uncommon in the news. Unconscious bias training would benefit organizations as a part of the testing within these professions. The Huffington Post has written a number of articles on how current events are connected to unconscious biases ("Huffpost," 2017).
- Conduct a quantitative study on preferred leadership practices of millennials leaders. The findings of this study suggested that millennials are moving away from the traditional leadership styles and embracing authentic, ethical, and virtuous leadership approaches. A future study may benefit the next generation of leaders who will occupy U.S. organizations. A number of articles have note the vast differences between the millennials and GenZ generations, which suggests

some added conflict will rise in the workplace(Abramovich, 2015; Fister, 2015; Frenkel, 2017; Tulgan, 2013).

- Conduct a study on networking for professional development to find best practices and strategies for leaders looking to find trusted advisors, job opportunities, or build a network of people with common interest. LinkedIn is reported to have 87 million millennials using their network, and has had 16 million searches for the word *millennial* (Ord, 2016).
- A global study was conducted on approximately 50,000 businesses in 45 countries with 1.2 million employees ("Gallup," 2016). The finding showed that organizations that focused on developing the strengths of employees significantly benefited in increased profits, employee engagement, retention, and lowered accidents (Rigoni & Asplund, 2016). Conduct a quantitative study to explore the top themes of talent for millennial leaders using the Strengthfinders assessment.
- Conduct a study on best practices and strategies that the top U.S. organizations use to provide ongoing feedback to staff.
- Conduct a study on best practices and strategies for mentorship programs as a part of professional development.
- Conduct a study to find the definition of meaningful and purposeful work from millennials. P15 summed up this topic by saying, "I don't want to just work inside corporate America to be successful. I want to be able to tie that into something bigger than myself, impact the community in some way, or provide education where there isn't any" (P15, personal communication, March 13, 2017). The popular media has been trying to answer this question for over a decade. HBR

noted that the subject on millennials is a $150 billion consulting market (Pfau, 2016).

- Conduct a qualitative study with organizations to discover best practices and strategies of succession planning used to develop millennials into executive leadership roles. Gallup released a series on the effects of Baby Boomers leaving the workforce. The results will affect organizations. The article details strategies to help transition talent (Rigoni & Adkins, 2015).
- Conduct a study on millennial leaders' lived experiences in the workforce who are married with children to hear best practices and strategies for work-life balance. The participants in this study who were married expressed the hardship of feeling like another generation, within a generation of millennial colleagues. An article revealed that 1 million millennials are becoming parents each year (Livingston, 2017). One study revealed that millennials experience a change in behavior and purchasing habits once they become parents (Fromm & Garton, 2013).

Researcher's Observations

The researcher believes that stereotyping has turned into a sensation in the U.S. workplace and especially against the millennial generation. Meanwhile, millennials are questioning the values that are established within organizations and executive leadership, while internally gauging how to drive change. When asked about future goals, a vast number of participants responded: "I don't know." Each respondent seemed comfortable not knowing, however, wondering about what is next. During reflection, the researcher interpreted this uncertainty as a sign that this optimistic cohort is simply open to possibilities. The sky is truly the limit, and the cohort seems fearless with optimism in stepping into endless possibilities.

While the generation is in a metamorphosis stage, it is the hope of the researcher that organizations, executive leaders, and society embrace the strengths of our future leaders, including Gen Z. Perception is a reality, and the reality is that millennials will indeed run this country in the near future. If you have wisdom, hope, patience, and especially an opportunity, then walk, talk, impart, and learn about this incredible species. Indeed, the millennials will birth virtuous leadership practices in U.S. organizations (McKenzie, 2017).

Final Thoughts

This project has changed the thoughts, perceptions, attitudes, and purpose of the researcher about leadership. The original intent was to immerse into the study and focus on the purpose statement—to understand the challenges that millennials face in being promoted to executive leadership roles. Throughout the data collection process of interviewing, listening, clarifying, analyzing, coding, recoding, reading, rereading, highlighting, reflecting, writing, and rewriting, the study concluded that fighting biases and stereotypes were the most difficult challenges for millennials. Participants understood the challenges they faced. The discussions were clear. The bigger question to the next purpose study for research is to understand why. Why stereotypes? Why biases? Then the next purpose should ask, "How?" How can society eradicate stereotypes and biases in the workplace? Future contributions of the researcher will be concentrated in these areas, to be a champion for leadership potential, using empathy in training structures.

No one will ever have all of the answers. It is the hope of the researcher that this study gives a millennial perspective and voice to the literature. Every participant served the research with patience and responded timely with the request for clarification. With great appreciation for the opportunity to hear your experience and I would like to thank each of you for your trust. May your voice drive change in society and may society crave change to eradicate stereotypes against an individual or group.

Researcher's notes. There were many opportunities to quote the participants throughout this research. Several quotations not found in other sections of this paper are highlighted below because they need to be heard.

- "I truly want to understand why. Like, educate me" (P15, personal communication, March 13, 2017).
- "You just don't know what you don't know" (P15, personal communication, March 13, 2017).
- "Work to create an environment of psychological safety . . . so you are not afraid to ask a stupid question. It's okay" (P15, personal communication, March 13, 2017).
- "Really invest in yourself. Invest in understanding your emotions and thought processes" (P15, personal communication, March 13, 2017).
- Performance is evaluated in two ways. Technical performance is your ability to do the job. What you are hired for. The other evaluation is on attitude and behavior performance" (P15, personal communication, March 13, 2017).
- "The world is at your disposal" (P14, personal communication, March 11, 2017).
- "Sit down and just listen" (P13, personal communication, March 11, 2017).
- "There are really no rules to learning. People are going to teach you on what they know, because they don't know what they don't know, that they don't know" (P13, personal communication, March 11, 2017).
- "Recognize your assets" (P13, personal communication, March 11, 2017).

- “Do more. Dream bigger. Look to help and add value on a consistent basis” (P13, personal communication, March 11, 2017).
- “Be able to continue to inspire someone else’s strengths, continue to inspire and support people who have dreams. Doing stuff for free. Just put yourself out there” (P13, personal communication, March 11, 2017).
- “Millennials are a generation that know a lot about a lot. We actually understand very little” (P12, personal communication, March 9, 2017).
- “Be bold. Actively participate. Ask questions. Show good energy” (P12, personal communication, March 9, 2017).
- “Wake up early every day” (P12, personal communication, March 9, 2017).
- “I feel very fortunate” (P11, personal communication, March 7, 2017).
- “How can I be a great leader? I’m constantly thinking about that” (P10, personal communication, March 9, 2017).
- “I am not afraid of change” (P10, personal communication, March 9, 2017).
- “Value learning an education as a gift as opposed to taking it for granted. Education in this country is not a right. It is a privilege” (P10, personal communication, March 9, 2017).
- “If you fail and fall flat on your face, we’ve got your back. You will be fine” (P10, March 9, 2017).
- “Manage up. Stand out. Work very hard” (P9, personal communication, March 12, 2017).
- “I genuinely care” (P9, personal communication, March 12, 2017).

- "Be yourself and not have walls around you" (P8, personal communication, March 6, 2017).
- "Sometimes you may not get feedback or get leadership development. Don't be afraid. Find mentors. Volunteer. Meet people." (P9, personal communication, March 12, 2017).
- "Help the culture for millennials. Collaborate with people and change the stereotypes" (P9, personal communication, March 12, 2017).
- "We are trying to learn from you" (P9, personal communication, March 12, 2017).
- "Don't be too hard on yourself" (P7, personal communication, March 10, 2017).
- "Take the initiative to research it" (P6, personal communication, March 8, 2017).
- "Keep pushing. Keep pushing. You have to keep pushing" (P6, personal communication, March 8, 2017).
- "Oh my gosh, it's a lot being a millennial in this world" (P6, personal communication, March 8, 2017).
- "In the cold-hearted sense that I think people have forgotten what it is that they actually need to orient the organization" (P5, personal communication, March 8, 2017).
- "Fearlessness has a certain meaning, which is, it assumes that you have a choice of being there" (P5, personal communication, March 8, 2017).
- "I believe that I am my true self each and every day. I choose to reflect certain things to certain people. But who I am, what I do is the same every day" (P5, personal communication, March 8, 2017).

- “We don’t need membership. We need people to look up to. We need followership. We need to set the bar high because people will invariably get there themselves” (P5, personal communication, March 8, 2017).
- “Relating to different generations, ethnic groups, and cultural nuances—how can we do better?” (P5, personal communication, March 8, 2017).
- “Social media is Kool-Aid in a very concentrated form, and has a way of making us believe what we want to believe rather than seek out what the truth can be” (P5, personal communication, March 8, 2017).
- “There is a lot of hope, and motivation to do something next” (P5, personal communication, March 8, 2017).
- “You’ve got to get your foot in the door” (P4, personal communication, March 7, 2017).
- “Be persistent. Lead by example. Have good mentors and be open to candid feedback” (P4, personal communication, March 7, 2017).
- “Work underserved communities” (P4, personal communication, March 7, 2017).
- “Do internships while you are in college” (P3, personal communication, March 7, 2017).
- “Stay humble. Be fair and try to help anybody you can” (P3, personal communication, March 7, 2017).
- “Impact your community” (P2, personal communication, March 6, 2017).
- “At some point, there is a crossroads that you have to choose” (P4, personal communication, March 6, 2017).

- “Optimize nonprofit services. Not by putting a Band-Aid on it so that you can boast about big numbers. Be about large change” (P2, personal communication, March 6, 2017).
- “Never stop learning. Always push yourself to do more than what is expected of you” (P2, personal communication, March 6, 2017).
- “Take a step back and realize the importance of work-life balance” (P1, personal communication, March 5, 2017).
- “Be able to follow. Be able to lead. Have humility” (P1, personal communication, March 5, 2017).
- “You always want to have someone that can understand you” (P1, personal communication, March 5, 2017).
- “Write down goals” (P1, personal communication, March 5, 2017).

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APPENDIX A

American Public University Course Offerings

APU Organizational Change Management

Course Description: This course will examine management techniques utilized when an organization decides it's time for a paradigm shift. Students will have the opportunity to explore principles and philosophies, which are a part of ushering in organizational change and transformation. Topics include downsizing, re-engineering, outsourcing, and open-book management.

Learning Objectives:

- Define the different theories of how individuals experience change (behavioral, cognitive, psychometric, and humanistic).
- Formulate strategies used to help individuals deal with change.
- Identify the key elements of different types of teams (project, work, matrix) to include advantages and disadvantages of each.
- Develop various methods for managing a team through the change of transformation.
- Illustrate the various models and approaches to organizational change.
- Appraise the various leadership skills required at different stages of organizational change.

Note: Course offered by American Public University to Walmart staff for professional development. Adapted from "Management Professional Development," n.d.

APU Global and Competitive Strategy Business

Course Description: This course is concerned with the formulation and analysis of business strategy. Business strategy is the set of objectives and policies that collectively determine how a business is positioned in order to increase returns and create economic value for its owners and stakeholders. Students will be introduced to analytical techniques for diagnosing the competitive position of a business, evaluating business strategies, and identifying and analyzing specific business options.
Learning Objectives:

- To accurately describe and illustrate a company that represents transformational change and theory.
- Interpret an understanding of the transformation from the traditional business to an e-business through scenarios.
- Interpret an understanding of an i-business and analyze it by comparing it to the e-business through scenarios.
- Suggest treatment, reaction, or solution by critiquing a problem and applying a solution with theory.
- Successfully identify by applying frameworks to scenarios.
- Identify how to maximize opportunities by using strategy.
- Identify its organizational hurdles to overcome and analyze how to start executing strategy.
- Integrate ideas and new approaches by analyzing opportunities and performing a detailed analysis with recommendations and justifications for sustainability.

Note: Course offered by American Public University to Walmart staff for Professional Development. Adapted from "Management Professional Development," n.d.

APPENDIX B

Narcissistic Personality Disorder

Narcissistic Personality Disorder DSM-IV Criteria DSM 5 Criteria

The essential features of a personality disorder are impairments in personality (self and interpersonal) functioning and the presence of pathological personality traits. To diagnose narcissistic personality disorder, the following criteria must be met:

A. Significant impairments in personality functioning manifested by:
   1. Impairments of self-functioning (a or b):
      a. Identity: Excessive reference to others for self-definition and self-esteem regulation; exaggerated self-appraisal may be inflated or deflated, or vacillate between extremes; emotional regulation mirrors fluctuations in self-esteem.
      b. Self-direction: Goal-setting is based on gaining approval from others; personal standards are unreasonably high in order to see oneself as exceptional, or too low based on a sense of entitlement; often unaware of own motivations.

AND

   2. Impairments in interpersonal functioning (a or b):
      a. Empathy: Impaired ability to recognize or identify with the feelings and needs of others; excessively attuned to reactions of others, but only if perceived as relevant to self; over- or underestimate of own effect on others.
      b. Intimacy: Relationships largely superficial and exist to serve self-esteem regulation; mutuality constrained by little genuine interest in others" experiences and predominance of a need for personal gain.

B. Pathological personality traits in the following domain:
   1. Antagonism, characterized by:
      a. Grandiosity: Feelings of entitlement, either overt or covert; self-centeredness; firmly holding to the belief that one is better than others; condescending toward others.
      b. Attention seeking: Excessive attempts to attract and be the focus of the attention of others; admiration seeking.

C. The impairments in personality functioning and the individual's personality trait expression are relatively stable across time and consistent across situations.

D. The impairments in personality functioning and the individual's personality trait expression are not better understood as normative for the individual's developmental stage or socio-cultural environment.

E. The impairments in personality functioning and the individual's personality trait expression are not solely due to the direct physiological effects of a substance (e.g., a drug of abuse, medication) or a general medical condition (e.g., severe head trauma).

Adapted from *"Philosophy at NYU – Courses"* (n.d).

APPENDIX C

IRB Approval Letter

PEPPERDINE

Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263
TEL: 310-506-4000

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: March 03, 2017

Protocol Investigator Name: Linda McKenzie

Protocol #: 16-09-382

Project Title: Millennial Leadership

School: Graduate School of Education and Psychology

Dear Linda McKenzie:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

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

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chair

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APPENDIX D

Informed Consent Form

PEPPERDINE UNIVERSITY

(Graduate School of Education and Psychology)

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

MILLENNIAL LEADERSHIP: BEST PRACTICES AND STRATEGIES FOR ASPIRING YOUNG LEADERS

You are invited to participate in a research study conducted by Linda McKenzie, MPA and Farzin Madjidi, Ed.D., at Pepperdine University, because you, a) have been in a senior level leadership role for at least two years, b) have a Bachelor's degree, c) between the ages of 21 and 35 years old, and d) a U.S. citizen. Your participation is voluntary. You should read the information below, and ask questions about anything that you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends. If you decide to participate, you will be asked to sign this form. You will also be given a copy of this form for your records.

PURPOSE OF THE STUDY

The purpose of this study is to understand the challenges that millennials face in being promoted to executive leadership roles within the organization. The study aims to discover the self-expressive experience of millennials, and understand best strategies used to advancing on the corporate ladder. The outcome of this study is to lend a millennial voice to their values, in addition to adding to future research. The research will give a meaningful reflection of the millennial perspective, and examine opportunity for strategy and change with organizations.

STUDY PROCEDURES

If you volunteer to participate in this study, you will be asked to answer 15 questions in a semi-structured interview (open-ended questions) that will take approximately one hour to complete. Other procedures include:

1) Review the informed consent, research questions and interview questions,
2) Meet with researcher for a face-to-face interview
3) Verify the accuracy and approve transcription of yours answers to the interview questions.

POTENTIAL RISKS AND DISCOMFORTS

The potential and foreseeable risks associated with participation in this study include any normal risks or concerns that come with an interview, such as restlessness, emotional regulation or questioning self-worth, and dedication of time.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

While there are no direct benefits to the study participants. However, there are several anticipated benefits to society. In particular, the findings of this study will provide organizations with a quintessential lens into the lived experience of millennials as they. The findings of this study may identify some professional development initiatives that are mutually beneficial for millennials and organizations. Additionally, the findings may identify best practices for organizations in recruiting and retaining the millennial generation in the workforce. The findings of this study aim to prepare organizations in ways to further develop leadership and gain understanding between generations, values, work ethic, and leadership practices. Additionally, the findings can be used to develop organizational policies, career coaching, in addition to content for training and development. Results of this study will assist educational institutions to build learning objectives into curriculum around these topics.

PAYMENT/COMPENSATION FOR PARTICIPATION

The final 15 selected Participants will receive $15 gift card for their time at the conclusion of the face-to-face interview. In addition, all of the final participants will be entered into a drawing for hardcover book called “Emotional Intelligence 2.0.” The book includes access to the enhanced online edition of the world′s most popular EQ test—the Emotional Intelligence Appraisal—that pinpoints the strategies that will increase your emotional intelligence the most and tests your EQ a second time to measure your progress.The drawing will be held at the end of the study and the winner notified via email.

CONFIDENTIALITY

The records collected for this study will be confidential as far as permitted by law. However, if required to do so by law, it may be necessary to disclose information collected about you. Examples of the types of issues that would require me to break confidentiality are if disclosed any instances of child abuse and elder abuse. Pepperdine’s University’s Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

Any identifiable information obtained in connection with this study will remain confidential. The data collected will be coded and transcribed by the investigator. Pseudonyms will be assigned to participants to protect confidentiality. Participant’s employer organizations will also be given a generic name. Any data collected will not be released to any third party. The data will be stored on a password protected USB drive in a locked safe at the principal investigator’s place of residence. The data will be stored for a minimum of three years.The audio recorded data used during the interview will be erased and destroyed after transcription and analysis is completed. Participants will receive an email notification when these records are destroyed.

SUSPECTED NEGLECT OR ABUSE OF CHILDREN

Under California law, the researcher(s) who may also be a mandated reporter will not maintain as confidential, information about known or reasonably suspected incidents of abuse or neglect of a child, dependent adult or elder, including, but not limited to, physical, sexual, emotional, and financial abuse or neglect. If any researcher has or is given such information, he or she is required to report this abuse to the proper authorities.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

ALTERNATIVES TO FULL PARTICIPATION

The alternative to participation in the study is not participating or only completing the items for which you feel comfortable.

EMERGENCY CARE AND COMPENSATION FOR INJURY

If you are injured as a direct result of research procedures you will receive medical treatment; however, you or your insurance will be responsible for the cost. Pepperdine University does not provide any monetary compensation for injury

INVESTIGATOR'S CONTACT INFORMATION

You understand that the investigator is willing to answer any inquiries you may have concerning the research herein described. You understand that you may contact Linda McKenzie at linda.mckenzie@pepperdine.edu and Dr. Farzin Madjidi at farzin.madjidi@pepperdine.edu if you have any other questions or concerns about this research.

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500 Los Angeles, CA 90045, 310-568-5753 or gpsirb@pepperdine.edu.

APPENDIX E

Interview Recruitment Email Script

Dear Potential Interview Participant:

I am a doctoral candidate currently working on my dissertation where my topic is "Millennial Leadership: Best Practices and Strategies for Aspiring Young Leaders" and seeking participants for my research. My major is Organizational Leadership at Pepperdine University, located in Malibu, California.

The purpose of my study is to understand the challenges that millennials face being promoted to executive leadership roles within organizations. The study is guided by four research questions, and 15 interview questions. A list of the research questions along with the corresponding interview questions will be provided prior to the interview or upon your request.

The participants will need to meet the following criteria:

- Be a citizen of the US. and between the ages of 21-35 years of age;
- Work and reside in Southern California;
- Possess a Bachelor's degree at minimum;
- Have at minimum a Senior Management level in position;
- Must agree to an audio-recorded interview.

As a researcher, I must carefully follow the guidelines to protect the rights of the human subjects through Institutional Review Board (IRB) protocol at Pepperdine University. Your anonymity and confidentiality are of highest regard. The interview will take approximately one hour and will be conducted at a mutually agreed upon location. If you would like to participate in this study, please reply to me directly at linda.mckenzie@pepperdine.edu. I will follow-up promptly will more detail.

Also, feel free to forward this email to anyone who you believe is interested in participating and also fit the criteria. I look forward to hearing from you and please do not hesitate to reach out with any questions or concern.

Best regards,

Linda McKenzie, Doctoral Candidate

APPENDIX F

Interview Questions

Dear Potential Interview Participant:

Thank you for agreeing to participate in my research study. Below, please find a list of the questions that will be asked during the interview. I look forward to receiving a PDF signed copy of the Informed Consent Form that is also attached to the email. I also am looking forward to meeting you. Thank you again for your participation.

Research Questions	Corresponding Interview Questions
RQ 1: What challenges do millennials face to promote into executive leadership roles?	IQ 1: What was your first full-time job after college graduation? IQ 2: Describe your most difficult challenge that you face in your current role? (Verbal or Nonverbal) IQ 3: What barriers do you see affecting your ability to advance in your current job?
RQ 2: What strategies and practices are used by millennials to promote into executive leadership roles?	IQ 4: How would you define your leadership style? IQ 5: What is your strongest leadership trait? IQ 6: Can you share your opinion on mentoring programs?

	IQ 7: What development opportunities do you find are necessary for your growth? IQ 8: In what ways has your education influenced your career?
RQ 3: How do millennials measure success in executive leadership roles?	IQ 9: What does success mean to you? IQ 10: What are your core values? IQ 11: Describe your future professional goals? IQ 12: How do you measure your career milestones?
RQ 4: What recommendations do millennial executives offer to aspire young leaders?	IQ13: If you could start over, what would you do differently? IQ14: What advice do you have for M as they aspire to executive leadership roles? IQ15: Is there anything else that you would like to add?

Linda McKenzie, Doctoral Candidate
Pepperdine University

APPENDIX G

Peer Reviewer Revision Form

Dear Reviewer:

Thank you for agreeing to participate in my research study. The table below is designed to ensure that may research questions for the study are properly addressed with corresponding interview questions.

In the table below, please review each research question and the corresponding interview questions. For each interview question, consider how well the interview question addresses the research question. If the interview question is directly relevant to the research question, please mark "Keep as stated." If the interview question is irrelevant to the research question, please mark "Delete it." Finally, if the interview question can be modified to best fit with the research question, please suggest your modifications in the space provided. You may also recommend additional interview questions you deem necessary.

Once you have completed your analysis, please return the completed form to me via email to linda.mckenzie@pepperdine.edu. Thank you again for your participation.

Research Question	Corresponding Interview Question
RQ1: What challenges do millennials face to promote into executive leadership roles?	1. **What was your first full time job after college graduation?** a. The question is directly relevant to Research question - *Keep as stated* b. The question is irrelevant to research question – *Delete it* c. The question should be *modified as suggested*: ____ ____ I recommend adding the following interview questions: ____ ____

	____ **2. How did you prepare for job interviews when seeking your first job out of college?** a. The question is directly relevant to Research question - *Keep as stated* b. The question is irrelevant to research question *Delete it* c. The question should be *modified as suggested*: ____ ____ I recommend adding the following interview questions: ____ ____ ____ **3. How were you promoted to your current position?** a. The question is directly relevant to Research question - *Keep as stated* b. The question is irrelevant to research question – *Delete it* c. The question should be *modified as suggested*: ____ ____ I recommend adding the following interview questions: ____ ____

	____
RQ2: What strategies and practices are used by millennials to promote into executive leadership roles?	**4. What is the most difficult challenge (verbal or nonverbal) you face as a millennial in your executive position?** a. The question is directly relevant to Research question - *Keep as stated* b. The question is irrelevant to research question – *Delete it* c. The question should be *modified as suggested*: ____ ____ I recommend adding the following interview questions: ____ ____ ____ **5. How do you describe your leadership style?** a. The question is directly relevant to Research question - *Keep as stated* b. The question is irrelevant to research question – *Delete it* c. The question should be *modified as suggested*: ____ ____

	I recommend adding the following interview questions: ____ ____ ____
RQ3: How do millennials measure success in their executive leadership roles?	**6. What is your strongest personality trait as a leader?** a. The question is directly relevant to Research question - *Keep as stated* b. The question is irrelevant to research question – *Delete it* c. The question should be *modified as suggested*: ____ ____ I recommend adding the following interview questions: ____ ____ ____ **7. Do you have a mentor within the organization?** a. The question is directly relevant to Research question - *Keep as stated*

	b. The question is irrelevant to research question – *Delete it* c. The question should be *modified as suggested*: ____ ____ I recommend adding the following interview questions: ____ ____ **8: What development opportunities do you find are necessary for your growth?** a. The question is directly relevant to Research question - *Keep as stated* b. The question is irrelevant to research question – *Delete it* c. The question should be *modified as suggested*: ____ ____ I recommend adding the following interview questions: ____ ____

	9: How did your education prepare you for executive leadership? a. The question is directly relevant to Research question - *Keep as stated* b. The question is irrelevant to research question – *Delete it* c. The question should be *modified as suggested*: ____ ____ I recommend adding the following interview questions: ____ ____ **10. Does your organization offer development opportunities to build competencies for career growth?** a. The question is directly relevant to Research question - *Keep as stated* b. The question is irrelevant to research question – *Delete it* c. The question should be *modified as suggested*: ____ ____ I recommend adding the following interview

	questions: ____ ____ **11. Do you have a personal plan for your professional career? If so, are you on target for advancement? If not, how do you plan to advance your career path?** a. The question is directly relevant to Research question - *Keep as stated* b. The question is irrelevant to research question – *Delete it* c. The question should be *modified as suggested*: ____ ____ I recommend adding the following interview questions: ____ ____ **12. How do you define purposive or meaningful work?** a. The question is directly relevant to Research question - *Keep as stated* b. The question is irrelevant to research question – *Delete it* c. The question should be *modified as suggested*: ____

	____ I recommend adding the following interview questions: ____ ____
RQ4: What recommendations do millennial executives offer to aspiring young leaders?	**13. If you could start over what would you do differently?** a. The question is directly relevant to Research question - *Keep as stated* b. The question is irrelevant to research question – *Delete it* c. The question should be *modified as suggested*: ____ ____ I recommend adding the following interview questions: ____ ____ ____ **14. What advice do you have for millennials as they aspire to executive leadership roles?**

	a. The question is directly relevant to Research question - *Keep as stated* b. The question is irrelevant to research question – *Delete it* c. The question should be *modified as suggested*: ____ ____ I recommend adding the following interview questions: ____ ____ **15. Is there anything else you would like to add?** a. The question is directly relevant to Research question - *Keep as stated* b. The question is irrelevant to research question – *Delete it* c. The question should be *modified as suggested*: I recommend adding the following interview questions: ____ ____