COLORADO INFORMATION TECHNOLOGY EXECUTIVES NEED TO DEVELOP
GENERATION Y: A QUALITATIVE STUDY

A Dissertation Presented in Partial Fulfillment of the
Requirements for the Degree of
Doctor of Management

By

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Abstract

The problem to be addressed in the study is that the strategies executive leaders need to develop Generation Y leaders in Information Technology (IT) companies have not been established. This research is vital because most companies have a Generation Y population of greater than 50%. Generation Y will be filling leadership roles within the next decade. Therefore, the development of Generation Y for leadership positions is paramount. The purpose of this qualitative interpretative phenomenological study is to explore strategies that executives need to develop Generation Y leaders in Colorado IT companies. The study stands on three theoretical pillars, leader member exchange (LMX), social exchange theory (SET), and servant leadership. A purposive sample of 6 participants were interviewed. Triangulation and member checking were used to assure the reliability and validity of the data. The data were then analyzed to identify two predominant themes: executive leaders should invest in trust-based relationships with Millennials or Generation Y members and; executive leaders are encouraged to develop Millennials to allow them experiences to become servant leaders. The results of this research will support future academics and the high-tech industry, and development of Generation Y leadership.

Keywords: Generation Y, Millennials, Executive Leadership
Dedication

I dedicate this work first to the original Servant Leader, the King of Kings and Lord of Lords, Jesus Christ. His providence of time, finances, and skills made this possible. I would also like to thank my family and friends who endured, sacrificed, and encouraged me on this journey. Additionally, I appreciate Dr. Davies and my cohort at Colorado Technical University for keeping me moving forward to the finish line.
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I would like to acknowledge the scholars that have gone before me to provide a foundation where I could contribute to the body of knowledge. Specifically giving credit to Dr. Dirk Van Dierendonck who re-invigorated Servant Leadership as a leadership style. Furthermore, to recognize Dr. William Bartels and Dr. Katrina McNeil that continued academia research with a focus on Generation Y. "We stand on the shoulders of giants (Merton, 1965)."
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CHAPTER ONE

The idea of people involved with executive leadership, specifically, the characteristics of
the next generation, and styles of effective leadership holds the researcher’s greatest attention.
This chapter begins with a background of the problem, purpose, and research question. Then
there is an explanation of assumptions and the significance of the study. Next is a conceptual
framework followed by the scope of the research. Further, is detail on the research design.

Executive leadership refers to the highest influential positions of the organization that
author, guide, and influence culture and purpose (Bennett, Verwey, & van der Merwe, 2016;
LeCounte, Prieto, & Phipps, 2017). Executive leaders typically have some prior experience and
maturity (Bennett, et al., 2016; LeCounte, et al., 2017). Executive leadership not only lead their
organizations but also possess invaluable information for developing future leaders (LeCounte, et
al., 2017). The Millennials are growing into future leaders entering the high-tech industry and
will be the next generations of executive leaders (Einolf, 2016).

There are currently five generations in the workplace (Marvez, 2017). Baby boomers are
retiring and represent the largest generation of the century (Marvez, 2017). Five generations in
the workplace have been the topic of discussion and interest to transition leadership positions
from the previous generation to the next generation (Marvez, 2017).

The newest and largest generation in the workforce today are Millennials (Güleyüz-
Türkel, & Altınbaşak-Farina, 2017; Harris, 2015). Particular characteristics make up the
youngest generations from Generation X to Millennials (or Generation Y), and Generation Z (de
Rubio, & Kiser, 2015; Twenge, 2015). The desire is to observe how executive leaders interact
with Generation Y, see what ideas executive leaders have for developing Generation Y, and
determine if there are any patterns in leader experiences.
Some of the observations of executive leaders may point to leadership styles or characteristics of leadership that could be used by executive leaders (Sousa, & Van Dierendonck, 2017b). In turn, leadership characteristics could be used to produce positive outcomes for the future (Sousa, & Van Dierendonck, 2017b). Colorado high-tech companies today struggle with several personnel challenges, such as retaining skilled workers and effective leadership (Aran, 2018; Giannantonio, & Hurley-Hanson, 2016; Hamilton, 2017; Lee, 2018). The objective is to observe the leadership pitfalls and find the lessons learned.

Another generation of executive leaders is Millennials, also known as Generation Y, Nexsters, Echo Boomers, and Generation Me (Bucuta, 2015; Jabłońska, 2017; Zimmerer, 2013). Millennials are represented by those born from 1981 to 1996 (Dimock, 2019). Millennials have a common life experience (Campbell, & Twenge, 2019). They grew up during conflicts in the middle east, the 9/11terrorist attack, and entered the workplace at the peak of a recession (Dimock, 2019). There is convincing evidence that Millennials have several negative attributes they acknowledge (Grubbs, Exline, McCain, Campbell, & Twenge, 2019).

Moreover, the concept of modern leadership is continually evolving (Bennett, et al., 2016). The background of the trends and patterns have been increasing each generation (de Rubio, & Kiser, 2015; Twenge, 2015). Today leadership methods are being questioned after a plethora of organizational failures have turned up in headlines (Erkutlu, & Chafra, 2017; Joosten, van Dijke, Van Hiel, & De Cremer, 2014). The problem lies in the perception of executive leaders and what they understand about Millennials (Anderson, 2015). If the literature characterizes Millennials with negative attributes, then it would seem that developing them into future leaders would be unproductive (de Rubio, & Kiser, 2015). The opportunity lies in the positive aspects of Millennials (McNeil, 2018). Millennials want to make a difference, are passionate, and
purposeful (Bartels, 2017; McNeil, 2018). Millennials both have an aptitude and excel in high-tech (Weiler, Martin, Canosa, & Cutter-Mackenzie, 2018). There is a great opportunity to leverage the passion of the Millennials as future executive leaders.

**Topic Overview/Background**

Future leaders will be made up of the next generation, specifically, Millennials (Bucuta, 2015; Jabłońska, 2017). Executive leaders today will be either moved to different roles or retiring (Anderson, 2015). Organizations face two challenges. First, there is a distinct difference in the executive leaders in the present from those that will be in the future (Anderson, 2015). Second, there are not many development plans to bridge the gap of the executive leaders in the present to those in the future (Anderson, 2015).

Fortunately, many scholars have already seen a need to investigate the idea of Millennials transitioning into executive leadership roles (Bartels, 2017; McNeil, 2018; Shrivastava, Ikonen, & Savolainen, 2017). Some of the foundational articles have studied the topic through the eyes of the Millennials (Bartels, 2017; McNeil, 2018). The literature also had concentrations in industries such as finance (Bartels, 2017). All the articles were regionalized in several areas of the United States or outside of the United States (Bartels, 2017; Shrivastava, et al., 2017).

What makes this research so important is that there is so much to learn about Millennials in the workplace. In particular, the focus is concerning Millennials taking on an executive leadership roles (Medyanik, 2016). Executive leadership in high-tech is exceedingly demanding, which does not allow much time for being proactive in developing Generation Y as leaders (Delmont, 2016). Therefore, the goal of this study is to observe the perceptions and experience of executive leaders in high-tech companies to discover what outcomes may be gleaned from the sampled population.
Problem Statement

The problem to be addressed in the proposed study is that the strategies executive leaders need to develop Generation Y leaders in Colorado Information Technology (IT) companies have not been established (Bartels, 2017; McNeil, 2018). Millennials represent 80% of the workforce, they will also be the primary leaders in years to come (Güleyüz-Türkel, & Altınbaşak-Farina, 2017; Harris, 2015). The strategies executive leaders use can shape and develop leadership for the future (Bartels, 2017).

Purpose Statement

The purpose of the proposed interpretative phenomenological analysis (IPA) study is to explore the strategies executive leaders need to develop Generation Y leaders in Colorado IT companies (Medyanik, 2016; Tyre, 2016). The proposed case study intends to provide strategic guidelines that can be applied to developing future leaders for Colorado IT businesses. The experiences of executive leaders about their role in developing Millennials, born between 1981 and 1996, is vital. Ten executive leaders via purposeful sampling were interviewed from prominent high-tech organizations in Colorado (Suri, 2011).

Research Question

What strategies do executives need to develop Generation Y leaders in Colorado IT companies?

Propositions

Propositions are the point at which the researcher synthesizes an adequate amount of information to be able to develop an opinion of a possible result of a study (Roulston, 2018). A
proposition is used to narrow the focus of the research (Creswell, 2014). The proposition also provides the capability to accomplish the study through a scope that can foundationally develop the conceptual framework (Creswell, 2014). In this IPA study, the proposition is that if executive leaders develop Millennials, they would be more effective in becoming future executive leaders.

**Conceptual Framework**

A conceptual framework acts as an outline of the thoughts that are organized in the case of this dissertation into three categories (Gornik-Tomaszewski, & Choi, 2018). The first category is formed by the contextual literature that relates to the research question. Second is the literature based on theories that relate to the topic. Third, is by the contrasting problem and opportunity. This section provides a narrative of the framework to be followed. The people of interest are executive leaders and their development of Millennials as future leaders in high-tech companies in Colorado. Three critical articles aid in forming the groundswell of the topic of interest and provide very complementary qualitative studies. McNeil’s research observed that Millennials are drawn to and prefer Servant Leadership (McNeil, 2018). The study highlights the perspective of the employee rather than the executive leader (McNeil, 2018). Subjects did not include all Millennials, were across 15 states, and were not industry-specific (McNeil, 2018). The second reference looks at a gap in motivation for Millennials to become future leaders in the financial sector with no particular geographic focus (Bartels, 2017). The third, the third journal article in this concentration is a journal article researching leadership styles across three generations in India and Finland (Shrivastava, et al., 2017).

There are also theoretical topics covered in the narrative. The theory of the leadership-member exchange describes the trust-based relationship of servant leaders with their organizations. Also, there is a social exchange theory (SET). SET is the concept where people
are compelled to care about and respect their fellow humans (Van Dierendonck, 2011). Servant Leadership has empirical evidence from researchers of many benefits both the organization and the individual (Van Dierendonck, 2011). Some of the byproducts of Servant Leadership include performance results, personal and team development, a progression of community, innovation, and proliferation of altruism. Social learning theory shows when people have attractive behavior, they will emulate that behavior (Lapointe, & Vandenberghe, 2018). The last portion of applicable leadership theory is a Psychological Contract (PC) where the expectations of a working relationship are set between the manager and the employee (Panaccio, Henderson, Liden, Wayne, & Cao, 2015).

**Assumptions/Biases**

In research, there is a genuine challenge of having a bias (Ram, 2018). Biases are the hindrance for trying to identify what is true (Ram, 2018). The research problems contain certain potential assumptions that must be considered. The first assumption is that there is enough interest in Millennials desiring to be an executive leadership position (McNeil, 2018). The next assumption lies in the present regime of executive leadership. Executive leadership today is motivated to develop the next generation of leaders (Anderson, 2015). An assumption is also made that executive leaders in high-tech companies will desire to develop future leaders (Chen, Yang, Dou, & Wang, 2018).

Assumptions sway the potential outcome of studies (Ram, 2018). Assumptions are the default mode by which the world is seen is based on one’s “lens” or perspective (Degen, 2017). Personal biases of the researcher in this study are (a) thirty years of prior high-tech experience can cause personal perspectives to trump collected data; (b) feelings for Millennials can cloud the outcome of the coding during the analysis phase; and (c) preferences to apply a IPA research
potentially can overlook a more precise method or mixed-method to validate results, even if a mixed-method would take additional time.

**Significance of the Study**

The stakeholders that would benefit from this study are threefold. The organization overall would benefit from an effective development plan for future leaders (Hodoh, 2016). Executive leadership would benefit from mentoring the next generation (Caplin, Dean, Glimcher, & Rutledge, 2010). The Millennials would benefit from receiving the lessons learned from the experienced executive leadership (Bartels, 2017).

The results of the study itself will provide the high-tech industry as well as the academic community with valuable information. Since the research itself will only encompass some of the population, there are more that could learn from the study. The high-tech would have the hope and lessons learned to be able to provide their leaders throughout the organization (Bartels, 2017). In the academic fields, there would be one additional gap in the body of knowledge satisfied that could be leveraged for additional studies (McNeil, 2018).

**Delimitations**

Delimitation refers to the scope of what is not included in the research (Kendall, 2019). The scope of this study is within the high-tech industries in Colorado. Other geographies and industries have been excluded from this study. Cultural differences can occur both regionally and within an industry (André, 2017).

To avoid regional and industry specific differences, it is important to maintain the preciseness of the population for this specific research. The significance of the geography is solely based on the accessibility to the population to interview within the high-tech sector. The individuals were chosen based on having been (a) in an executive role for more than five years
so that they had experience and opinions of the team and leadership where they worked; (b) the executive leader who worked with Millennials; and (c) a diverse sample, meaning they were from varied ethnic background and gender to ensure there was no bias based on demographics. The researcher interviewed 10 individuals and collected valuable data. A video chat application, Skype, was used for the interview. This allows recording the sessions for review and converting the audio to the text as well as for this group of people; it was the most comfortable medium to enable the subject to feel at ease (Kuik, 2016). Confidentiality was maintained by assigning the subject group generic identifiers such as S1 to S3. One key shall be kept and backed up for the research but only available.

**Limitations**

Limitation pertains to constraints that are beyond the control of the researcher (Kendall, 2019). The research design has limitations for several reasons. First, there is the possibility of 10 participants that some facet or detail may be missed (Marshall, Cardon, Poddar, & Fontenot, 2013). There may be a better way to ask a question or an additional question that may yield better results (Marshall, et al., 2013). Second, there is a chance of not having better validation that could be achieved through a mixed-methods approach (McCabe, Tanner, Martin, Long, & Heiman, 2013).

The limitation in the data gathering is due to using video conferencing to conduct the interviews. Face-to-face interviews are the most effective technique to gather information (Brod, Tesler, & Christensen, 2009). The limitation, however, is also the advantage. The subjects prefer the medium (Kuik, 2016). Using video teleconferencing also makes it convenient to analyze the collected data.
Definition of Terms

*Executive leadership:* is a senior role of leadership that guides a business in strategy and culture (Emiliani, 2008).

*High-tech:* the industry in which technology is developed for user or organizational benefit (Gambale, 2000)

*Leader-member exchange (LMX):* LMX is the exchange of proposals offered by the leader of an organization and the acceptance from the member (Muthia, & Krishnan, 2015).

*Organizational commitment (OC):* is the binding the objectives of an organization to the emotional attachment to the organization (Linuesa-Langreo, Ruiz-Palomino, & Elche-Hortelano, 2018).

*Organizational Citizen Behavior (OCB):* OCB is what makes collaboration and trust in relationships (Lapointe, & Vandenberghe, 2018).

*Psychological contract (PC):* PC is the expectations set between the manager and the employee (Panaccio, et al., 2015).

*Social capital (SC):* SC is the collaboration of a community that creates organizational effectiveness (Lapointe, & Vandenberghe, 2018).

*Social Exchange Theory (SET):* SET in a relationship is the lowest cost for the most significant benefit in an organizational relationship (Panaccio, et al., 2015).

*Social learning theory (SLT):* SLT forecasts that when people have attractive behavior, they will emulate that behavior (Lapointe, & Vandenberghe, 2018).

*Vertical acquisition:* A business strategy in which an organization buys another company for control of supply chain, customer, base, intellectual property, or human capital (Herger, & Mccorriston, 2016)
General Overview of the Research Design

In research, Edmondson and McManus (2007) implemented an idea of the scientific continuum to group the overall maturity of a study topic. The range of a topic goes from being nascent to mature (Edmondson, & McManus, 2007). In considering the topic of executive leadership combined with understanding millennials, it is evident of the archetype categories as defined by Edmondson and McManus, this research topic of choice is deemed to be intermediate (Edmondson, & McManus, 2007). The scientific continuum, therefore, would categorize it neither mature nor nascent.

The qualitative research methodology was used. Since leadership is far from a nascent topic, there is plentiful information from which to choose. Conversely, there have been so many changes in both theory and culture that the proposition should not be based on irrelevant theory. Tyre (2016) points out that interpretative phenomenological analysis (IPA) is about capturing the experiences of the individual.

The research is intended to be repeatable in a very structured set of directions. The rigor allows the reader to understand as well as replicate the study. Data was collected through a sample population through semi-structured interviews (Turner, 2010). The interviews were recorded and transcribed. The transcriptions were analyzed and coded for trends using coding software (Creswell & Poth, 2017).

Summary of Chapter One

The purpose of this chapter was to build a foundation for the reader to understand the general topics to be covered throughout this paper. There is a problem opportunity statement, purpose statement of the subject matter discussed, followed by the research questions, and the conceptual framework. Additional sections include assumptions; the significance of the study,
delimitations, limitations, and definition of terms was presented afterward. Chapter One comprised a general overview of the methodology used, a summary of the chapter, and the dissertation organization itself. In the literature review, the researcher reveals the significance of the study and takes the reader to Chapter Two.

**Organization of the Dissertation**

Chapter One provides a focus on the topic of interest by introducing broad topics and narrowing them down. Chapter Two shows a deep understanding of the recent scholarly information available on the area of interest. Chapter Three concentrates on the methodology of the research methodology. Chapter Four takes the reader through the collection of data and analysis. Chapter Five offers conclusions from the study and additional future research recommendations.
CHAPTER TWO

The purpose of this chapter is to take a meaningful examination of the recent scholarly artifacts for three primary themes. One topic is focused on the current challenges in the high-tech industry. Then executive leadership is considered using leadership styles. Next, the generational component of the study is discussed. The searches for the literature review were within the business databases from EBSCO and ProQuest. The keyword strategy for the industry was to use either Information Technology, IT, and High-Tech. The keyword strategy for the leadership styles reviewed was specific such as Transformational Leadership, Servant Leadership, Situational Leadership. For the generational research, terms used included Generation Y, Nexsters, Echo Boomers, and Generation Me.

Challenges in High-Tech

In this section, there are two primary areas for opportunity in the high-tech industry. The first element discussed is the sustainment of the people and their talent in high tech companies (Aran, 2018). The second element is the overall struggle for effective and ethical leadership in high-tech (Giannantonio, & Hurley-Hanson, 2016). These type of inhibitors reduce the value of an already competitive landscape (Emiliani, 2008).

Retention Challenges in High-Tech

One of the challenges with the high-tech industry is being able to incent and retain suitable talent (Aran, 2018; Lee, 2018). The challenges allude that high-tech industries have exceeded their prime (Aran, 2018). In spite of the days of dot com when high-tech was the majority of the growth, many companies continued to maintain and grow in the high-tech industry (Aran, 2018). Finding ways to stay competitive and profitable require more creativity today. One of the methods to stay competitive and profitable is through vertical acquisition (Lee, 2018). The key asset of vertical acquisition is to gain a talented workforce (Aran, 2018;
Lee, 2018). The underlying dilemma is high-tech companies are struggling to retain their workforce (Aran, 2018; Lee, 2018). Researchers maintain the workforce is composed of 80% Generation Y (Güelryüz-Türkel, & Altınbaşak-Farina, 2017; Harris, 2015). In high-tech areas specifically, there has been a huge decline in job stability forcing US companies to look for human capital from other countries (2 the future, 2019).

**Leadership Challenges in High-Tech**

High-tech industries, additionally, have had setbacks in executive leadership (Giannantonio, & Hurley-Hanson, 2016; Hamilton, 2017). Executive leadership is the key to the strategy and the culture of an organization (Emiliani, 2008). The leadership challenges section covers some of the potential causes as well as examples of leadership failure in the high-tech industry.

Research indicates over 50% of leaders sampled were driven by the overcompensation of unhealthy family structure (Giannantonio, & Hurley-Hanson, 2016). Many high-tech leaders began their careers in high-tech (Giannantonio, & Hurley-Hanson, 2016). Even the leaders perceived as successful had at least one or more failures in leading a company inclusive to well-known names such as Steve Jobs, Elon Musk, and Bill Gates (Giannantonio, & Hurley-Hanson, 2016). In these notable examples these leaders failed, but later went through a personal transformation that changed not only how they led, but also how they looked outside themselves to give back to their community, they prioritized altruism (Giannantonio, & Hurley-Hanson, 2016). It is interesting to note that their successes as leaders coincided with their transformation (Giannantonio, & Hurley-Hanson, 2016). It is perceived by the high-tech industry that there is an incompatibility between effectiveness and having good ethics (Hamilton, 2017).

Additionally, hypocrisy is often justified if it is in support of the company’s success. Bill Gates was an advocate of entrepreneurial innovation but fought the Department of Justice against
dividing his company due to Microsoft monopolizing operating system products (Hamilton, 2017). Larry Ellison, the CEO of Oracle, criticized Hewlett Packard of patent infringement and then hired Hewlett Packard’s CEO to leverage trade secrets (Hamilton, 2017). Larry Ellison, furthermore, was known for unethical business practices for hostile take-overs of companies and unscrupulous financial fillings (Hamilton, 2017). The CEO of Zynga, Mark Pincus, was known for threatening his workforce and setting unachievable goals for them (Hamilton, 2017).

**Leadership Styles in High-Tech**

Management and leadership are not identical (Solomon, Costea, & Nita, 2016). Although this is not a nascent concept, management compared to leadership has been argued back and forth over the last century (Solomon, et al., 2016). The challenges are in ensuring the audience understands the reason they are separated to support the observations (Solomon, et al., 2016). The field includes both management and leadership concepts (Solomon, et al., 2016).

Management is a process of effectively utilizing human and non-human resources to accomplish a particular goal (Toor, & Ofori, 2008). Management is organizing and scheduling to complete a milestone (Solomon, et al., 2016). The success of a manager is in how effectively they can execute a task with those available resources (Merriman, 2015; Solomon, et al., 2016). A manager measures results (Zimmerman, 2001).

Leadership is about the relationship with people (Merriman, 2015; Toor, & Ofori, 2008). It is a person who can actively influence others toward a unified vision (Solomon, et al., 2016). The leader is often the initiator of strategy (Solomon, et al., 2016). A leader in monitoring the accomplishing of a vision (Zimmerman, 2001).

Leadership has a subcategory called value-based leadership (Nahavandi, 2012; Nygaard, Biong, Silkoset, & Kidwell, 2017). Three styles make up this subcategory, Authentic, Positive, and Servant Leadership styles (Copeland, 2014; Nahavandi, 2012). The commonality of these
styles is ethical, and the trust between the leader and the team (Nahavandi, 2012). There will be a brief definition and explain the effectiveness of each style.

**Situational leadership.**

Leadership is conditional to a circumstance of the phase of the members of the organization. Meaning that a leadership style is not a one size fits all (Wright, 2017). Situational leadership is the idea of matching a style with what the member is willing or able to do (Perna, 2016; Wright, 2017). It is independent of the age or generation of the people that compose the organization (Wright, 2017). The leader may need to vary how they lead to match a specific level of willingness or ability and as the individual matures in either characteristic the method of leadership will evolve to the end goal of empowering the member that is highly capable as well as motivated (Perna, 2016; Wright, 2017). In this work, the idea of Servant Leadership overlays well with situational leadership because the servant leader desires to understand the skill and willingness of the member (Perna, 2016; Wright, 2017). The leader, in turn, adapt the relationship to encourage higher willingness and proficient skillset (Northouse, 2018). The result is an individual that can be trusted and empowered in their role (Perna, 2016). Understanding modifying the style to match the individual allows then to discuss a leadership style that will be the focus of this dissertation. An article points out how Situational Leadership can drive effective results (Cote, 2017). When a leader adapts to consider the level of skill and commitment to their team, they are also able to identify what will motivate that specific team’s combination (Cote, 2017). Situational leadership is liken to finding the right tool for doing the right job. If a team has high skills and low commitment, if the manager trades the regiment of the task of offering flexibility, they may find that the team is motivated to perform (Cote, 2017).
**Authentic leadership.**

As the name would suggest, Authentic Leadership is a leader that is true to themselves (Lyubovnikova, Legood, Turner, & Mamakouka, 2017). They also have a keen self-awareness and exhibit self-control ethically (Lyubovnikova, et al., 2017). They lead their organizations to have high values and are in opposition to any unethical behavior form their team (Lyubovnikova, et al., 2017). Trust is the basis for authentic leadership and their followers (Nahavandi, 2012). The authentic leader gains this trust by being vulnerable and transparent with those in their organization (Nahavandi, 2012). Authentic leadership’s key attribute is to maintain the leader being genuine in who they are. They do not modify themselves based on a new style or requirement (Rodriguez, & Brown, 2016). Rather, they change what they may do, but not who they are. The benefit of this style of leadership is that it is sustainable and natural to the individual.

**Transformational leadership.**

Transformational leadership is one of the most popular modern leadership styles that focusses on the importance of results (Raj, & Srivastava, 2017). They lead by motivating their follows to challenge themselves to envision the future rather than maintaining the present (Raj, & Srivastava, 2017). Their primary asset with those that follow them is a strong relationship that fosters trust (Raj, & Srivastava, 2017).

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Transformational Leadership has several empirical studies that have been conducted, giving it a high validity in scholarly circles (Washington, 2015). Transformational Leadership is considered the most studied style for leadership (Washington, 2015). A Transformational Leader sets a strategy and empowers the organization to accomplish the mission (Washington, 2015). When the trust relationship is established between the leader and the member, the leader challenges the member toward growth and achievement (Washington, 2015). The other attributes of Transformational Leadership are trust, respect of the followers, integrity, loyalty, and valuing the employee (Washington, 2015). Leaders that lead in using integrity, loyalty, and valuing the employee, seek to not only make decisions based on proper ethics that help humanity, they also strategize for the outcome to add sustainability to humankind (Alok, 2017).

**Servant leadership.**

Servant leadership has some or all of the components of the previous styles of leadership. Being a superset of Transformational Leadership, this style will provide additional depth of the benefits of the characteristics of servant leadership. The single thing that makes Servant Leadership stand out from the rest of the leadership styles is the lack of emphasis on the leader in exchange for the focus to be on those that make up the team (Nahavandi, 2012; Van Dierendonck, 2011). In spite of this de-emphasis on the leader, the organization produces exemplary results (Muscat, & Whitty, 2009; Van Dierendonck, 2011). The essential by-product of Servant Leadership is not only the selflessness of the leader, but the propagation of that altruism throughout the organization (Van Dierendonck, & Patterson, 2015). Although all organizations need to understand the dynamics of Millennials and their preferred style of leadership, the purpose of this dissertation will focus on the high-tech companies in Colorado.

Management and leadership have multiple facets (Ahmad Maez Al Zuned, 2017). Management lacks the inspiration for the vision necessary to support a successful organization.
The point of management, that is results-driven, often appears to be at the sacrifice of the people (Lewis, 2000). The opportunity of leadership is not just influence but to make a change in an organization (Ahmad Maez Al Zuned, 2017).

There has been a new interest in the effectiveness of leaders based on their emotional and social intelligence (Bawany, 2017; Lu, Zhang, & Jia, 2018). Leaders need to be able to understand and support the mission and the vision of the organization; they must also make the vision their own (Bawany, 2017). The challenge is in influencing and making the followers passionate about the mission and vision of the organization (Bawany, 2017; Lu, et al., 2018). The largest deficiency for most leaders lacks in empathy for members of their organization (Bawany, 2017; Lu, et al., 2018). Putting the needs and desires of the employees as a priority has yielded positive results in overall production and customer satisfaction levels (Bawany, 2017). Servant Leadership is one of those styles of leadership that fosters high amounts of emotional and social intelligence toward the followers (Bawany, 2017; Lu, et al., 2018).

The Purpose in Leadership Inventory (PLI) is an instrument that shows evidence of effectiveness for the servant leader. The elements tested in the study include follower job satisfaction, follower organizational commitment, follower person-organization fit, and follower perception of leadership effectiveness (Irving, & Berndt, 2017; Nash, 2016).

The idea of Servant Leadership, as an organizational leadership style, dates back to 1970 (Kiechel, 1992; Lloyd, 1996). Some of the literature reviewed consequently was from that period to the present day. Robert Greenleaf began to talk about Servant Leadership when he worked for AT&T (Kiechel, 1992; Lloyd, 1996). Dittmar, for instance, had a chance to interview Larry Spear, a contemporary of Robert Greenleaf, to understand the journey that Greenleaf navigated to get to the idea of Servant Leadership (Dittmar, 2006). Larry Spears
continued Robert Greenleaf’s work by restating the most common elements Robert pointed toward was (a) trust, (b) results, (c) innovation, (d) retention of members of the organization, (e) growth of the members of the organization, (f) and giving back to the community (Dittmar, 2006; Jit, Sharma, & Kawatra, 2017; Mertel, & Brill, 2015; Spain, 2014). Many of these attributes will be gone into with additional detail.

There are examples of servant leaders that are world-renowned. They include Mahatma Gandhi, Mother Theresa, and Martin Luther King (Mahapatra, & Virani, 2017). Servant leadership is not exclusive to merely religious figures business leaders such as Bill Gates, Tata, and Herb Keller (Mahapatra, & Virani, 2017).

Servant leadership and the element of trust.

Most scholars agree an organization’s effectiveness is proportionate to trust in the leader-follower relationship (Mahapatra, & Virani, 2017; Shrivastava, et al., 2017; Washington, 2015). Trust is in leadership, one of the overall concepts that differ from current leadership trends. Servant Leadership, however, sacrifices personal power for the empowerment of the organization (Bedser, & Pearse, 2017; Dillman, 2004; Jaiswal, & Dhar, 2017). Experts see trust as an iterative process. The leader earns and maintains the confidence of their followers through consistency in action (Mahapatra, & Virani, 2017; Shrivastava, et al., 2017). The exchange of practicing acts of selflessness increases the relationship between leader and those that they lead (Dittmar, 2006; Shrivastava, et al., 2017).

The vulnerability extended to another person to consider their wellbeing is the definition of trust. Trust is an essential element in flourishing leadership (Hasel, & Grover, 2017; Mahapatra, & Virani, 2017; Zimmerer, 2013). Conversely, a lack of trust in leadership will hamper information exchange and influence on the organization. It is crucial, therefore, not only to obtain and maintain trust but also to understand that there are categories of trust. These three
categories are calculus-based trust, identification-based trust, and knowledge-based trust.

Calculus-based trust is when someone enters into a relationship and considers the cost and benefit calculation of trust for engagement. The predictability of the leader’s behaviors or patterns is knowledge-based trust. It is a measure of the leaders’ integrity. Identification-based trust is where both parties recognize and accept each other’s values and commit to upholding them.

**Results from utilizing servant leadership.**

The focus of Servant Leadership on being ethical or selflessness seems to oppose being result-driven, but the opposite is true; one drives the other (Coetzer, Bussin, & Geldenhuys, 2017; Irving, & Berndt, 2017; Sousa, & Van Dierendonck, 2017b). A study was conducted by Sousa and Van Dierendonck to validate the complementary nature of how humility can inspire organizational performance (Rego, Cunha, & Ace, 2018; Sousa, & Van Dierendonck, 2017b). The concept of being a servant implies humility that, to most, seems counterintuitive to the attributes of an effective leader (Liborius, 2017; Rego, et al., 2018; Sousa, & Van Dierendonck, 2017b). Most perceive leaders to obtain an increase in power rather than share authority (Gandolfi, Stone, & Deno, 2017). When the Servant Leader exercises humility and empowers their followers, research shows results were increased rather than decreased (Coetzer et al., 2017; Jit, et al., 2017; Sousa, & Van Dierendonck, 2017b).

Social capital (SC) is the collaboration of a community that creates organizational effectiveness (Lapointe, & Vandenberghe, 2018). Lapointe and Vandenberghe studied the effect of Servant Leadership on social capital. They added to the theory of Servant Leadership and its association with social capital. Servant Leaders believe that it is their purpose and desire to serve others. Servant Leadership’s emphasis on putting the member’s needs before themselves becomes the primary contributor to social capital. Because of their altruism, they instill
selflessness also into their followers based on social learning theory (SLT). SLT forecasts that when people have attractive behavior, they will emulate that behavior (Lapointe, & Vandenberghe, 2018). Servant Leadership has many of the attributes that may be appealing to others, such as trust, empathy, and selflessness, and helping others. The Servant leader influences the organization by empowering their followers and unifying them toward an objective. Lapointe and Vandenberghe (2018), therefore, believe utilizing Servant Leadership is a differentiating strategy for increasing social capital. Organizational Citizen Behavior (OCB) is what makes collaboration and trust in relationships (Lapointe, & Vandenberghe, 2018). Social capital seems to correlate with OCB positively. Lapointe and Vandenberghe (2018) summarize these ideas by observing that the highest human capacity is to serve others with trust and integrity and their followers’ pattern themselves after the leader with the remainder of the community. Their two applications for the survey are that Servant Leadership is an active contributor to effective, results-driven, and sustainable organizations (Lapointe, & Vandenberghe, 2018). Also, without Servant Leadership, there must be some external source that will trigger loyalty, community, and trust in the leader-manager exchange (Lapointe, & Vandenberghe, 2018).

Servant Leadership has recently been identified as a leadership style that is known to produce results (Hodoh, 2016). Although earlier studies have been conducted indicating Servant Leadership propagates a culture of serving and altruism, Hodoh (2016) fills the gap in the body of knowledge by proving Servant Leadership is not only contagious, but it also contributes to high performing teams. In Hodoh’s (2016) paper, she provides the validity of results through a quantitative study that revealed there is a positive correlation between Servant Leadership and the rate of the results or productivity (Hodoh, 2016). Servant Leadership brings to the table not
only high results but also creates a supportive community for the members that make organizations sustainable with higher retention. Retention or loyalty to the organization occurs because of the empowering, care, development of the members. To maintain the knowledge and energy of their organization’s organizational health is needed for the retention of employees of supply chain leadership. The reason this study on retention is compelling is due to most organizations believe investing money and time to increase productivity produces results (Hodoh, 2016). Spending money and time fails to address the symptom (Hodoh, 2016). Servant Leadership creates organizations that are compelled to do an excellent job rather than being coerced into doing a good job by Autocratic Leadership (Hodoh, 2016). There had been similar studies concerning characteristics of Servant Leadership that were conducted prior that revealed the benefits of the leadership style. Hodoh’s (2016) research was able to refine her study to the relationship between Servant Leadership and productivity as key empirical evidence of the additional value of Servant Leadership (Hodoh, 2016).

**Creativity and innovation from utilizing servant leadership.**

Innovation is frequently used as a key differentiator and objective for organizations (Avdul, 2016). The McKinsey Company pointed out that companies surveyed said that innovation was in the top three priorities for their business (Avdul, 2016). Recently scholars have observed a correlation between servant leadership and innovation (Avdul, 2016; Coetzer, et al., 2017; Jaiswal, & Dhar, 2017). It is the element of trust that releases creativity in the follower (Jaiswal, & Dhar, 2017; Williams, Brandon, Hayek, Haden, & Atinc, 2017). The followers are assured that the servant leader will not exploit the vulnerability of the follower (Jaiswal, & Dhar, 2017). The net benefit is that it nurtured creativity and innovation (Coetzer, et al., 2017; Jaiswal, & Dhar, 2017).
Retention from utilizing servant leadership.

Servant Leadership has proven to keep people motivated to stay in their jobs longer (Coetzer, et al., 2017). Those led by servant leadership will be more apt to contribute themselves to the organization selflessly because they felt valued (Coetzer, et al., 2017). Those employees also have job satisfaction, higher longevity and sustainability in their work roles (Coetzer, et al., 2017; Irving, & Berndt, 2017; Jit, et al., 2017; Lapointe, & Vandenberghhe, 2018; Nash, 2016; Newman, Schwarz, Cooper, & Sendjaya, 2017). A follower has a clearer understanding of the organizational direction under the context of their servant leader and has a higher sense of ownership for success (Irving, & Berndt, 2017; Liden, Wayne, Chenwei, & Meuser, 2014; Van Dierendonck, Lankester, Zmyslona, & Rothweiler, 2016).

Chinyerere and Sandada (2018) noticed a trend in the retail of inefficiencies, mismanagement, and lack of responsibility. They posed a research question to see if implementing Servant Leadership could positively impact the challenges faced in the retail space. The source of the issues in retail stems from under motivation, lack of teamwork, low morale, and a diminished sense of loyalty. Servant Leadership has empirical evidence that showed that loyalty, commitment, and teamwork are improved. At the basis of Servant Leadership is the desire of altruism, desire to develop others, and helping those who are in need (Chinyerere, & Sandada, 2018). The goal of the Servant leader is to foster high amounts of Organizational Citizenship Behavior (OCB). Members are developed past the requirements of their current position, and they feel a compulsion to accomplish more in their organizations and communities than expected. OCB is the fuel for the performance of an organization. The model Chinyerere and Sandada (2018) chose to use was to have Servant Leadership correlated to four dependent variables, including OCB, teamwork, and organizational commitment. Servant Leadership fosters loyalty and the shared vision of the organization (Chinyerere, & Sandada,
Simultaneously, a Servant Leader’s commitment to the employees is to empower them and develop them. The intersection of loyalty and empowerment makes it possible for Servant Leadership to impact organizations positively. A quantitative study proved that loyalty and empowerment could positively impact organizations (Chinyerere, & Sandada, 2018). The study included scales specific to Servant leadership, OCB, teamwork, and organizational commitment (Chinyerere, & Sandada, 2018).

In an article by Linuesa-Langreo (2018), they discover an association between Servant Leadership and organizational commitment (OC) components. Servant Leadership promotes strong long-term relationships by encouraging employees to contribute well to their communities and organizations without using coercion or being authoritative (Linuesa-Langreo, et al., 2018). Organizational commitment is binding the objectives of an organization to the emotional attachment to the organization (Zimmerer, 2013). There are three types of organizational commitment (Linuesa-Langreo, et al., 2018). Effective commitment is the emotional draw to an organization (Linuesa-Langreo, et al., 2018). Normative is the feeling of obligation or loyalty to an organization (Linuesa-Langreo, et al., 2018). Perceived sacrifice commitment is the value of leaving the organization or the alternatives to the current organization (Linuesa-Langreo, et al., 2018). Servant Leadership improves effective commitment because the leader cares for, develops, and empowers the employee. Servant Leadership leads with good ethics, integrity, and altruism, which provides normative commitment (Nygaard, et al., 2017). Servant Leadership’s high investment into the employees’ health, betterment, and development creates perceived sacrifice commitment (Zimmerer, 2013). Servant leadership combines trust and collaboration, which cultivates social capital (Zimmerer, 2013).
**Follower performance and growth from utilizing servant leadership.**

Under Servant Leadership, productivity is not sacrificed, and the individuals additionally are developing new skills and proficiencies (Gotsis, & Grimani, 2016; Lacroix, & Verdorfer, 2017). Servant leaders developed their followers to cultivate their skills to excel in the workplace (Gotsis, & Grimani, 2016; Lacroix, & Verdorfer, 2017). Also, follower development caused the organization to be sustainable, collaborative, efficient, and cohesive through relationships (Jeffery, 2015; Jit, et al., 2017).

**Societal impact of utilizing servant leadership.**

Those that follow servant leaders are made a positive impact in their community (Coetzer, et al., 2017; Newman, et al., 2017). Servant Leadership traits influence their communities to be emotionally and mentally healthy (Jit, et al., 2017; Muthia, & Krishnan, 2015). Servant Leadership has redeeming qualities that make it beneficial for today’s organizations. There is a growing trend in companies desiring to see leadership traits that include ethical and authentic and trustworthy (Haider, & Mushtaq, 2017; Muthia, & Krishnan, 2015; Nygaard, et al., 2017). The same employees want the organization to appreciate the individuals not only for what they do for the company but also for the community (Haider, & Mushtaq, 2017). Servant Leadership has re-emerged to provide some satisfaction to these desires (Haider, & Mushtaq, 2017). The primary purpose of Servant Leadership is to support the advancement and development of the individuals in their purview (Haider, & Mushtaq, 2017; Muthia, & Krishnan, 2015). The phenomenon that occurs is the individuals develop a strong sense of self-efficacy that makes them more successful (Haider, & Mushtaq, 2017; Muthia, & Krishnan, 2015). There is an opportunity to add more empirical evidence of Servant Leadership to encourage its adoption across more organizations since it has proven even from early research.
to increase performance and productivity (Haider, & Mushtaq, 2017; Schwarz, Newman, Cooper, & Eva, 2016).

There is evidence that Servant Leadership motivates people to be civically minded (Einolf, 2016; Ertas, 2016; Shima, Parkb, & Eomc, 2016). This idea is referred to as Public Service Motivation (PSM) (Einolf, 2016; Ertas, 2016; Schwarz, et al., 2016; Solomon, et al., 2016; Tuan, 2016). The evidence of increases in PSM span culture and geography (Einolf, 2016; Ertas, 2016; Liu, Hu, & Cheng, 2015; Schwarz et al., 2016; Tuan, 2016). Perry’s PSM model shows three separate dimensions that are measurable (Einolf, 2016; Ertas, 2016; Schwarz, et al., 2016). Civil minded individuals seek input to policy generation (Schwarz, et al., 2016; Solomon, et al., 2016). Organizations under Servant Leadership also have loyalty to the public and are selfless (Schwarz, et al., 2016; Tuan, 2016). Robert Greenleaf, who commercialized the idea of Servant Leadership, explains that a Servant Leader typically will have made or is making some contribution in the region they live and work (Einolf, 2016; Ertas, 2016; Schwarz, et al., 2016; Tuan, 2016). This means that Servant Leaders are by default change agents in all aspects of their life (Schwarz, et al., 2016; Shima, et al., 2016). One outcome of followers of Servant Leadership is that they model the example and become Servant Leaders themselves (Merriman, 2015; Shima et al., 2016). Servant Leaders act as role models which empower their followers without regard to receiving anything in return (Schwarz, et al., 2016). It is their high sense of altruism that not only make them good role models, credible to follow but also empowering of their teams (Schwarz, et al., 2016). PSM, Servant Leadership, and performance have a strong proportionate correlation (Schwarz, et al., 2016; Tuan, 2016). Servant Leadership was measured using Ehrhart’s 14 item scale, PSM was measured using a five-item Merit System Protection Board
Scale, and performance was measured using Heilman’s three-point scale (Schwarz, et al., 2016). The next section provides detail on the generational component.

**Defining Generations**

Generations are, by definition, the individuals that make up a particular time and common set of experiences (Lambert, 2015; Lewis, & Wescott, 2017; Twenge, & Donnelly, 2016). Each generation is therefore shaped by those social experiences and, in turn, influences their culture (Bourne, 2015; Burling, 2012; Twenge, & Donnelly, 2016). The generation that is the concentration for this paper is Millennials, also known as Generation Y, Nexsters, Echo Boomers, and Generation Me (Bucuta, 2015; Jabłońska, 2017; Zimmerer, 2013). This researcher uses Millennials for the remainder of this document. Millennials are represented by those born from 1981 to 1996 (Anderson, Buchko, & Buchko, 2016; Bucuta, 2015).

**Millennial Characteristics**

The challenge of researching generations is to delineate what is a characteristic of the generation rather than just a particular age. For instance, we cannot make the correlation that Generation Z is the most rebellious generation because the current age of Generation Z may show that characteristic is consistent with every other generation historically when that age range is studied. The following attributes were associated with the generation rather than the age unless otherwise indicated. Millennials have decreasingly less altruism and empathy than the prior generations (de Rubio, & Kiser, 2015; Kong, Sun, & Yan, 2016; Twenge, 2015). Millennials’ lack of empathy is compounded by the fact that most leadership styles also lack in applying empathy (Bawany, 2017; Kong, et al., 2016; Lu, et al., 2018). Servant Leadership, however, employs empathy in their organizations (Lapointe, & Vandenberghhe, 2018).

Additionally, altruism is often misunderstood by casual observers as tolerance (Twenge, 2015). Twenge (2015) shows in a study conducted that altruism and tolerance are mutually
exclusive. Her research pointed to altruism and tolerance as being inversely proportionate (Bourne, 2015; Burling, 2012; Twenge, 2015). Twenge goes on to explain there is more of a relationship of tolerance based on age rather than generation. Meaning, the older an individual gets, the less tolerant they become (Twenge, 2015; Twenge, Carter, & Campbell, 2015). One trend that does seem to be distinct from the younger generations cohorts is that each subsequent generation is evolving from a collective mindset to an individualistic mindset (de Rubio, & Kiser, 2015; Mechler, & Bourke, 2011; Twenge, 2015). One of the key characteristics of Millennials is global connectivity with the internet and the advancement of mobile technology (Gibson, 2015; Harris, 2015; Lambert, 2015).

Millennials are self-centered, have a sense of entitlement, are comfortable with modern technology, are focused on results and goals, and expect to be promoted quickly (Harris, 2015; Lewis, & Wescott, 2017; Stark, & Farner, 2015; Twenge, 2010). Millennials also require much more attention than other generations by providing timely and focused feedback on their work (Fontaine, 2015; Harris, 2015; Mechler, & Bourke, 2011). One of the distinctions of Millennials that make them unique is that they put more value on the opinion of peers than they do on scholarly research (Fontaine, 2015). While “geezers” point out heroes that are world leaders, “geeks” choose a relative as a role model or hero (Fontaine, 2015). Millennials will give credit for someone’s success much differently than other generational groups (Fontaine, 2015). Millennials are more apt to thrive in structure, but at the same time, they will not trust that structure to have their best interests in mind (Fontaine, 2015). Generation Y or Millennials tend to concentrate more on their careers rather than the organizational direction (Fontaine, 2015).

Millennials’ perspective on education is motivated by extrinsic intent (Aube, 2015; Burling, 2012). Meaning Millennials will go to school to obtain the job they want for the money
they hope to acquire (Campbell, Campbell, Siedor, & Twenge, 2015; Twenge, & Donnelly, 2016). Millennials’ perspective about college is they have low concern for learning, but instead to trade education for extrinsic reward (Twenge, & Donnelly, 2016). Twenge’s research verified her hypothesis that Millennials went to college with the most extrinsic motivation to make money (Mechler, & Bourke, 2011; Twenge, & Donnelly, 2016). The prior generations went to college for more intrinsic motivation (Twenge, & Donnelly, 2016).

**Effect of Attitudes in the Workplace for Millennials**

Millennials are more self-focused and have unrealistic expectations compared to Generation X (Costanza, Badger, Fraser, Severt, & Gade, 2012; Twenge, 2015). The byproduct of this generational trait has left Millennials with higher stress and incident of unhealthy mental state, causing depression and anxiety (Schürmann, & Margraf, 2018; Twenge, 2015). Millennials struggle to receive feedback, dismissal from jobs, and criticism (Zimmerer, 2013). Ironically, being self-focused has left Millennials without purpose and meaning (Amos, 2016).

**Cause of Attitudes in the Workplace for Millennials**

Another study observed a root cause for depression was a lack of belonging, exercise, proper nutrition and sunlight (Pinzaru, et al., 2016; Schürmann, & Margraf, 2018; Twenge, 2015). Other research shows that there was a correlation between economic well-being and societal threats (Schürmann, & Margraf, 2018). Ironically instances of depression were more the case of bountiful regions rather than poor (Twenge, 2015). A conclusion was made that being mentally healthy was lower among those that looked for the high extrinsic payoff, including popularity, status, and finance (Twenge, 2015). Fontaine’s perspective suggested these trends are due to having a higher amount of nurtured upbringing and less exposure to competition (Fontaine, 2015). Millennials have been used to being rewarded by their efforts rather than results (Fontaine, 2015). Their high self-esteem is built on unsubstantiated praise for
undifferentiated accomplishments (Zimmerer, 2013). Generation Y is the generation where everyone gets the first prize and where the world revolves around them (Zimmerer, 2013). Additionally, these causes have left Millennials with a high amount of narcissism or self-centeredness (Schürmann, & Margraf, 2018).

**Millennials and Servant Leadership**

Millennials represent 80% of the workforce of high-tech companies (Güleyüz-Türkel, & Altunbaşak-Farina, 2017; Harris, 2015). Millennials can trust their leadership regardless if the interaction is face-to-face or via social media (Shrivastava, et al., 2017). Shrivastava’s (2017) article suggests an opportunity to have Millennials tell the leaders how they want to be managed to avoid the perception of micromanagement.

Millennials represent the largest generation since the Baby Boomer generation (Twenge, 2015). In preparation for millennials to become the leaders of tomorrow, many companies are incorporating the idea of reverse mentoring (Hernandez, Poole, & Grys, 2018). It is typically the seasoned employees that hold the leadership positions that took them years to obtain (Hernandez, et al., 2018). Often by the time they are in leadership roles, they have stale methods for innovation, and much of their passion and desire have waned (Hernandez, et al., 2018). To shorten the typical time toward leadership, the current leaders are beginning to mentor millennials for a year at a time (Hernandez, et al., 2018). Millennials are driving new ways of solving problems and arrive motivated with fresh enthusiasm (Hernandez, et al., 2018). Incorporating millennials early into the leadership pipeline helps organizations to stay competitive as well as provide purpose to the next generation (Amos, 2016; Hernandez, et al., 2018).
Providing Purpose for Millennials

Worker disengagement accounts for the loss of over $328 billion annually (Amos, 2016). The majority of people surveyed claim their work lacks purpose (Amos, 2016). From a psychological perspective, motivational, existential, and social theorists agree that there is a need for employees to discover meaning and purpose in life and work (Amos, 2016). Albeit intrinsic, there is a hunger in all humans to have meaning and purpose (Amos, 2016; Irving, & Berndt, 2017). This drive can be measured through an instrument known as the Purpose in Leadership Inventory (PLI) (Irving, & Berndt, 2017). When one’s purpose is discovered, it can be not only a powerful motivator for the individual but also can be infectious as a leader. Discovering and fulfilling one’s meaning and purpose as an individual, influences the organization to find their calling and strive toward it (Irving, & Berndt, 2017). In the case of Servant Leadership, the organization finds its purpose and meaning through service to others (Amos, 2016; Irving, & Berndt, 2017).

Millennials’ Motivation to Lead

Typically, leadership strategy involved hiring for new leaders in organizations. Researchers maintain, the goal of leadership strategy is to develop a transition of leaders from a mentee groomed to replace them, or succession planning (Cater, & Beal, 2015; Lambert, 2015; Veatch, 2016). Subsequently, leaders are scarce in today’s organizations in the United States (Lambert, 2015).

One of the important mysteries to understand leadership is what the motivation is for leading (Erickson, 2005; Hinrichs, 2011; Mascia, Dello Russo, & Morandi, 2015). People are motivated naturally toward self-efficacy, meaning they believe in being able to accomplish something (Hinrichs; Mascia, et al., 2015). Although when considering leadership specifically, many aspects make a successful leader (Mascia, et al., 2015; Veatch, 2016).
Servant leaders compel their followers to emulate servant leadership, and they become Servant Leaders, thus perpetuating the cycle of encouraging altruism (Coetzer, et al., 2017; Irving, & Berndt, 2017; Lacroix, & Verdorfer, 2017). Servant leadership has a high propensity to produce subsequent leaders because of altruism and high morals (Coetzer, et al., 2017; Lacroix, & Verdorfer, 2017). The reason for replication of Servant Leaders, is the follower no longer finds positions of leadership as unattainable (Coetzer, et al., 2017). Instead, the followers see the Servant Leader as credible, fallible, and having the traits of most humans, but are passionate about the inspiration of a chosen objective. The humility of the servant leader allows them to develop those in their organization to practice, prepare, improve and increase in confidence their leadership skills toward ultimate succession (Rego, et al., 2018; Veatch, 2016). Conversely, it is the example of the servant leadership that allows others to be motivated to lead by reducing the anxiety of being a leader (Lacroix, & Verdorfer, 2017; Veatch, 2016).

**Millennials’ Motivation to be Selfless**

Lapointe and Vandenberghe (2018) observed a need due to the recent publicity of unethical practices of organizations in the media. They reviewed how ethical behavior and giving back to the community impacted organizations (Lapointe, & Vandenberghe, 2018; Nygaard, et al., 2017). Their research has concluded leaders should respond by putting the needs of the organization above their own needs (Jit, et al., 2017; Lapointe, & Vandenberghe, 2018; Newman, et al., 2017). Because of trends in unethical behavior, Lapointe and Vandenberghe have seen a resurgence of Servant Leadership with the need for leaders to build trust relationships with their followers (Lapointe, & Vandenberghe, 2018; Zimmerer, 2013). Lapointe and Vandenberghe cited sources that declare the keys to servant leadership is being altruistic and having integrity (Grisafff, VanMeter, & Chonko, 2016; Lapointe, & Vandenberghe, 2018; Newman, et al., 2017).
The concept of selflessness can be measured using tested instruments (Sousa, & Van Dierendonck, 2017a; Van Dierendonck, & Patterson, 2015). Some of the results of measuring selflessness in servant leaders, in particular, have had interesting results that cause one to reconsider overall intent. For example, it is easy to mistake humility for low self-esteem. In reality, servant leaders have a high amount of humility as well as self-esteem (Rego, et al., 2018; Sousa, & Van Dierendonck, 2017a). The study concluded that the outcome is more likely that humility is the root cause for a servant leader to score low on self-assessments in 360-degree surveys, (Sousa, & Van Dierendonck, 2017a). Sousa and Van Dierendonck (2017), through using 360-degree surveys, identify if leaders are self-aware, underestimate their capability, or merely humble. The results show that the leader is not only self-aware, but extremely altruistic in serving those that are in their organization (Rego, et al., 2018; Sousa, & Van Dierendonck, 2017a).

There are psychological mechanisms that explain the effectiveness of Servant Leadership (Panaccio, et al., 2015). Social Exchange Theory (SET), a well-established theory, is used to reinforce the re-emergence of Servant Leadership as a theory (Panaccio, et al., 2015). The first theory is the psychological contract (PC) (Panaccio, et al., 2015). The second theory is organizational citizenship behaviors (OCBs) (Panaccio, et al., 2015; Shima, et al., 2016). The third theory is innovative behaviors (Panaccio, et al., 2015). The servant-leader exceeds the reciprocity of PC and SET (Panaccio, et al., 2015). Reciprocity means the Servant Leadership does not “keep score” but intends on putting the follower’s needs above their own. The altruism is what differentiates Servant Leadership from its close relative Transformational Leadership, where the PC and SET are fulfilled and reciprocated in the leader-member exchange (LMX) (Muthia, & Krishnan, 2015; Panaccio, et al., 2015; White, 2016). The theory of SET suggests
similarly there is not precisely intended reciprocity between leader and member (Panaccio, et al., 2015). Neither time nor the perceived value of investing from the leader to the member caused either party to feel slighted (Panaccio, et al., 2015). SET is based on either person in the relationship surpassing a traditional PC relationship and perpetuate new opportunities to benefit each other (Panaccio, et al., 2015). OCBs contribute to overall team effectiveness but are not part of any PC (Panaccio, et al., 2015; Shima, et al., 2016). OCBs include four primary behavior types (Panaccio, et al., 2015). They include increasing loyalty, helping members, personal industry, and innovation (Panaccio, et al., 2015). All of these behaviors are not rewarded but are intrinsically motivated by the members of the team and are also acts of selflessness (Panaccio, et al., 2015; Shima, et al., 2016).

The Payback for Altruism in Millennials

Two studies conducted that show, servant leaders’ leadership style influences others by their example. The followers in the study adopted the behavior they model. Those followers begin serving others in the organization and community (Jit, et al., 2017; Lacroix, & Verdorfer, 2017).

There must be some benefit to being selfless (Strombach, Weber, Kenning, Tobler, & Kalenscher, 2013). That benefit should be higher for selflessness than selfishness if people would make a choice of one over the other (Strombach, et al., 2013). Researchers agreed after having measure positive and negative rewards for options (Strombach, et al., 2013). The tests showing a comparison of selflessness versus selfishness conclude that choices can be based on receiving higher dopamine and serotonin released in the brain for selfless choices (Caplin, et al., 2010; DeClerck, Emonds, & Boone, 2009; Strombach, et al., 2013). In summary, it is better to give than to receive!
The people group of interest are executive leaders and their development of Millennials as future leaders in high-tech companies in Colorado. Three key articles aid in forming the groundswell of the topic of interest and provide very complementary qualitative studies. McNeil’s research observed that Millennials are drawn to and prefer Servant Leadership (McNeil, 2018). The study was from the employee rather than the executive leader (McNeil, 2018). The subjects did not include all Millennials, were across 15 states, and were not industry-specific (McNeil, 2018). The second reference looks at a gap in motivation for Millennials to become future leaders in the financial sector with no particular geographic focus (Bartels, 2017). The third journal article in this concentration is a journal article researching leadership styles across three generations in India and Finland (Shrivastava et al., 2017).
The reason for using this particular conceptual framework is to tie them together with the desires and requirements of Millennials in what they are expecting from executive leadership. If Millennials are to be future leaders, there should be some understanding of the characteristics of them as a group. Some leadership theories are applicable for developing and supporting Millennials toward successful leadership roles. The rationale for the triad of concepts coming together shows how the ideas interlock. Additionally, the concepts are interdependent on solving the overall problem statement.

Theoretical topics are also covered in the narrative. There is the theory of the leadership-member exchange (LMX) that describes the trust-based relationship of servant leaders with their organizations. Also, there is a social exchange theory (SET), where people are compelled to care about and respect their fellow humans (Van Dierendonck, 2011).

The leader-member exchange theory began as a concept in the 1970s and was developed by George B. Graen and Mary Uhl-Bien (Megheirkouni, 2017). The idea of what started from its predecessor vertical dyad linkage theory (VDL), which has many of the same characteristics but lacked the validity of LMX (Megheirkouni, 2017). LMX is important in this research because it is the enabling force that connects the executive leader to the next generation. The relationship LMX has to this study is the relationships that are developed with today’s executive leadership, and Millennials are paramount in a successful transition to the next generation (Bartels, 2017). LMX describes the type of relationship that must occur between leaders and the members of the organization (Megheirkouni, 2017). The reason this theory was chosen over other theories is that there are components of culture that must be passed via relationships for organizations to succeed (Megheirkouni, 2017).
The component of social exchange theory (SET) originated in the 1960s from Peter Blau (Pattnaik, 2018). Initially, SET was formed from the concept of Psychological Contracts (PC) or the informal arrangement that workers had with their employers (Pattnaik, 2018). SET is significant because this altruistic desire is contagious in the organization where it is practiced. The relationship SET has to this study is similar to that of LMX. SET frames the reason why a leader and employee connect and contribute to each other (Pattnaik, 2018). In the leader-member relationship, there is a desire to exchange effort for extrinsic and intrinsic rewards (Pattnaik, 2018). The leader-member transaction builds trust and a desire for future exchange (Pattnaik, 2018). The exchange strengthens the relationship, future development of the member, and provides an exemplar they could follow themselves. The reason social exchange theory was chosen over other theories is it emphasizes the power and sustainability of altruism. LMX and SET theories are evident and contain characteristics in leadership styles, such as Servant Leadership.

Servant Leadership has empirical evidence from researchers of many benefits that not only benefit the organization but the individual as well (Van Dierendonck, 2011). Some of the byproducts of Servant Leadership include performance results, personal and team development, a progression of community, innovation, and proliferation of altruism (Van Dierendonck, 2011). Social learning theory which shows that when people have attractive behavior, they will emulate that behavior (Lapointe, & Vandenberghe, 2018). The last portion of the applicable leadership theory is a Psychological contract where the expectations of a working relationship are set between the manager and the employee (Panaccio, et al., 2015).

The problem lies in the perception of executive leaders and what they understand about Millennials. If the literature characterizes Millennials with negative attributes, then it would
seem developing them into future leaders would be unproductive. The opportunity lies in the positive aspects of Millennials. That wants to make a difference, are passionate, and purposeful (Bartels, 2017; McNeil, 2018). Millennials both have an aptitude as well as excel in high-tech (Campbell, et al., 2015). The opportunity is great to leverage the passion of the Millennials as future executive leaders (McNeil, 2018). The purpose of the next chapter is to build on the literature synthesized and provide the focus for this research project.
CHAPTER THREE

The problem to be addressed in the proposed study is that the strategies executive leaders need to develop Generation Y leaders in Colorado Information Technology (IT) companies have not been established (Bartels, 2017; McNeil, 2018). Because Millennials represent 80% of the workforce, they will also be the primary leaders in years to come (Güleyüz-Türkel, & Altunbaşak-Farina, 2017; Harris, 2015). The development changes that executive leaders use can shape and develop leadership for the future (Bartels, 2017).

The purpose of the proposed interpretative phenomenological analysis (IPA) study is to explore the strategies that executive leaders need to develop Generation Y leaders in Colorado IT companies (Medyanik, 2016; Tyre, 2016). The proposed case study intends to provide strategic guidelines that can be applied to developing future leaders for Colorado IT businesses. The experiences of executive leaders were analyzed about their role in developing Millennials. Ten executive leaders were interviewed from prominent high-tech organizations in Colorado.

The remaining chapter is organized logically around the elements that compose the research. This chapter begins with the research tradition. Then there is a reiteration of the research question. Next, is the research design chosen, followed by the population and sample. Then there is a breakdown of the sampling procedure. It is followed by the details of the study method. The next section explains the validity and reliability of the study. Next are the data collection and data analysis. Finally, Chapter Three concludes with ethical considerations.

Research Tradition

The topic being researched goes from being mature back to nascent, in following Edmondson, and McManus’ (2007) idea of Scientific Continuum. In considering this topic, it is evident the archetype categories, as defined by Edmondson and McManus (2007), are deemed to
be intermediate. This means it is neither mature nor nascent. The next paragraph goes into
detail on types of research.

Research tradition is split into three categories, qualitative, quantitative, and mixed
methods (Creswell, 2014). The qualitative method best fits this research project. Qualitative is
much more open-ended than quantitative (Creswell, 2014). It relies on the free forms of the
participants to reveal some common truth (Saunders, et al., 2018).

Quantitative research is based on counting the results from a survey instrument that can
be analyzed statistically to make inferences from the data (Creswell, 2014). Quantitative is not a
good fit for this study because the information desired comes from the participants’ life
experiences (Creswell, & Poth, 2017). Closed-ended or survey questions will not tease out a
fresh understanding of the phenomenon (Creswell, & Poth, 2017).

Another research type combines quantitative with qualitative (mixed method) to focus or
validate the partnering study (Creswell, 2014). For example, a qualitative study may point to a
phenomenon, but then a subsequent quantitative study can bring to light the size of the
phenomenon. Additionally, one study validates the other. Due to time constraints, mixed
methods were not used, and understanding the size of the phenomenon is not within the scope of
this study.

The method of research is not unlike a unique key to open up a very specific truth.
Creswell (2017) has been a consistent anchor for five variants of conducting qualitative research.
For example, there are designs such as case studies where a specific subject is studied for some
time (Creswell, & Poth, 2017). Because this study is too focused on a short duration of collected
experience, this method was not chosen. Grounded theory studies patterns to understand a new
concept based on those patterns (Creswell, & Poth, 2017). Many of the theories used in this
study have been pre-established. Ethnography is a way of collecting data based on observations of groups to understand their culture, habits, and customs (Creswell, & Poth, 2017). Because this research does not have an interest in the cultural aspect, this method was not considered.

The narrative is a method of research in which the subject shares their life story (Creswell, & Poth, 2017). Although using a narrative method would be rich with data, it is wider than the objective of this research. The research is centered on leadership experiences with next-generation leaders, rather than the entire life story of the participants. IPA, which is the study of the experiences of the subjects, is more specific to a portion or section of one’s life (Medyanik, 2016; Tyre, 2016). The method has been chosen because it is most suitable for complex interactions with subjects (Medyanik, 2016; Tyre, 2016).

For this study, the researcher used an interpretative phenomenological analysis (IPA) research design. IPA is the most fitting since it capitalized on the lived experiences of the population of interest (Medyanik, 2016; Tyre, 2016). The value in IPA lies in the depth of detail and the intensity of the description of the experience (Tyre, 2016). The lived experience is observed through interactions such as storytelling or interviews where the subject provides information in freeform, and the researcher identifies patterns and trends (Strauss, & Corbin, 1998). The result is to synthesize the experiences into common themes and meaning (Strauss, & Corbin, 1998). Strauss points out that phenomenology is about capturing the experiences of the individual (Strauss, & Corbin, 1998). The objective and document are to observe the events of the target subject’s feelings, thoughts, and reactions (Strauss, & Corbin, 1998).

**Research Question**

What strategies do executives need to develop Generation Y leaders in Colorado IT companies?
Research Design

This section intends to provide details concerning the research design for this interpretative phenomenological analysis. What follows are sections that are pertinent to the subjects participating. Then there is a discussion of how data is collected and analyzed. The chapter wraps up with the reliability and validation of data by explaining ethical concerns.

The choice for interpretative phenomenological analysis design seemed logical when considering similar research in the related fields (Medyanik, 2016; Tyre, 2016). The benefit of this method is validation through the saturation of unique experiences (Saunders et al., 2018). Much of the recent studies show the Millennial point of view regarding leadership (Bartels, 2017; McNeil, 2018). The objective is to be able to offer insight and guidelines for other scholars as well as high tech executive leaders.

Population and Sample

The population is defined by a grouping of people that have a common characteristic (Boddy, 2016). It is essential to understand the high-tech industry from a regional perspective. The Rocky Mountain district includes Colorado, Arizona, Montana, Utah, Wyoming, and New Mexico, with a total of 40,615 high-tech companies (Comptia, 2019). In Colorado alone, there are 17,416 high-tech companies, which account for over half of the high-tech companies in the territory (Comptia, 2019). It is assumed that there is a minimum of one executive leader in each of the 17,416 Colorado high-tech companies (Comptia, 2019). Having over 17,000 executive leaders provides the study ample potential participants to choose from to reach data saturation (Saunders et al., 2018).

A purposeful sample of a population can be obtained by having criteria from which to choose the participants (Suri, 2011). The objective of qualitative research is to have the right number of subjects to reach saturation (Saunders et al., 2018). The sample size for this study
was 10 participants (Creswell, 2014). The rationale behind the sample size is based upon the related studies from which the gap in the body of knowledge was identified (Bartels, 2017; McNeil, 2018).

The researcher had strong confidence that there would be a suitable response from the population to have an adequate sample. Many high-tech companies are available to choose from on LinkedIn. There are a few risks, however. Because the focus is on executive leadership, it may be challenging to coordinate a time for interviews. Another risk is that the interview had was a lower priority than business-critical work. A scheduled interview may be skipped if there is another work-related event at the same time is a substantial risk. Having a few additional names for alternative subjects will help to maintain an effective timeline for conducting research. Having this assignment provided two benefits. The first was to be able to think through logistics and run through a few scenarios that would be opportunities or risks. The second was to be able to check LinkedIn as a feasible means of identifying participants in the study.

**Sampling Procedure**

Purposeful sampling was utilized to identify the participants (Suri, 2011). Suri (2011) pointed out that purposeful sampling provides plentiful and meaningful data. It is effective in identifying quality participants because the topics of importance are used as the qualifier for choosing subjects (Suri, 2011). LinkedIn was utilized to filter and search for groups that met the research criteria using searches for executive leadership and high-tech. Invitations were sent out to the individuals requesting a 45-minute interview and the value of participating in the study. The bias would be reduced because the participants would be responding with no calculated gender, race, or ethnicity. Fifteen participants were chosen with the intent of interviewing at least 10 and having alternates.
The participants are specifically chosen with the intent of achieving saturation and are modeled from prior scholarly research (Creswell, 2014). Two similar research projects and several scholarly works suggested a qualitative sample is between 10 to 15 participants (Bartels, 2017; Creswell, 2014; McNeil, 2018; Patton, 2002). The reasoning for the number and range is multifaceted. First, the requirement is to have enough information, but not too many in the sample that it is time prohibitive to study all of the data (Patton, 2002). A careful balance lies between the number of participants and how much data is provided by each of those participants (Patton, 2002). The data should tell a story that is consistent with all of the participants by reaching saturation (Patton, 2002). Saturation is the point in the analysis of the data where there is a consistency, a trend, and no new ideas surface (Patton, 2002; Saunders et al., 2018). Therefore, the net must cast wide enough to represent the population of interest and deep enough to gather the voice of that population.

Several criteria are implemented for selecting participants. The first requirement is that they should be in a high-tech field. The reason for this is that the younger generations have a passion for technology (Gibson, 2015; Harris, 2015; Lambert, 2015). The second requirement is that they must be in a director role or above for at least five years (Trevion, Brown, & Hartman, 2003). The reason for five years is based on another compelling study that was conducted where the sample had been in their role for an average of 5 years (Trevion, et al., 2003). The longevity ensured the participant has adequate introspection, experience, and self-reflection on how to develop the next generation of leadership.

LinkedIn was utilized to send out invitations for participation. LinkedIn groups were filtered based on executive leadership and Colorado. The group of interest that was sent invitations is high-tech executives. The motivation for choosing this group is based on their
purpose to discuss topics that are unique to high-tech. Currently, 1,816 individuals are in the group.

**Instrumentation**

For case studies, there is one instrument (Zikmund, Babin, Carr, & Griffin, 2013). That instrument is the researcher (Zikmund, et al., 2013). The purpose of the researcher is objectively observing and capturing data (Zikmund, et al., 2013).

Semistructured interviews were conducted. The questions themselves were simple, clear, and concise (Waidi, 2016). They were written in order of priority to lower the risk of the important questions not being answered due to time constraints. Questions from the sample group are used about leading and developing Millennials. The interview questions can be found in Appendix B.

The interview protocol is presented in Appendix C. Labeling of the captured data and participant’s identity will ensure confidentiality (e.g., an ID made up of birthday year and last four digits of the subject’s social security number). At no time during data collection was personal identification information be captured. One key that associates the pseudo name to the actual participant shall be kept and backed up for the research but only available as long as necessary.

The open-ended questions are designed to unwrap some consistent answers to get to a saturation point to provide a report on trends (Creswell, 2014). These questions were intended to tease out dialogue from the participant that would generate keywords or phrases that would relate to other participants (Turner, 2010). The thought behind the ordering of the questions was to be able to ask positive attributes before getting negative attributes (Fortado, & Fadil, 2012). It has been proven that it is harder to have a subject transition from the negative than from the positive during an interview (Fortado, & Fadil, 2012; Meier, & Geldenhuys, 2017).
The interview protocol reads much like a recipe. This step by step procedure ensured that all of the subjects have similar interview experience. The questions were the same as well as follow on questions and prompt questions. Follow-up inquiries were used to gather more detail (Turner, 2010). Additionally, to focus on the subject, it may be necessary to reconstruct the question to correct misunderstanding (Turner, 2010).

Validity

To assure the reader that the results can be viewed as truthful, it is suggested that validity for this qualitative study be based on its trustworthiness (Golafshani, 2003). The first means of trustworthiness is by conducting the study in much the same way as other scholars have in the past (Lincoln, 1995). The study was done similarly to the articles that identified future research opportunities. They are now being pursued in support of this methodological criterion (Bartels, 2017; McNeil, 2018). Second, trustworthiness is gained by objectivity that is derived from the saturation of the data (Lincoln, 1995). Third, the trustworthiness can be strengthened through objectivity by the reader being able to replicate and confirm the results (Lincoln, 1995). Validity ensures that the author, any participants of the study, as well as the audience of the dissertation might have confidence in the facts and results of the research (Creswell, 2014). For this reason, this report is strengthened by checking the documents created during the interviews and having the researcher as well for accuracy (Creswell, 2014). The impact of how the results in this study can lead scholars forward in comprehending the dynamics of leadership for Millennials as well as future generations. Likewise, the negative impact and loss of inaccuracies, intentional, or unintentional false results are a detriment to accumulative knowledge.

Dependability of exploring new knowledge is vital to ensure that any new learning is not built on errors (Creswell, 2014). The desire is to maintain and add to his integrity with the
reader. The more rigor and approaches that are applied to the results of the research, the lower the risk of the outcomes being unreliable or unbelievable.

Credibility in writing is built by proving the information is trustworthy (Creswell, 2014). This examination, therefore, starts with those proven subject matter experts in the area of executive leadership. Their reputation has been established historically. It is the only way to begin to convince the reader that there are both alignments and that the results are transparent enough to be able to validate by the audience.

Transferability is essential in qualitative research because the methods employed should be understood and consistent across other scholars and portable to studies (Creswell, 2014). Much of the concept and technique has not been created from scratch, but rather is foundationally from two other scholarly papers in close relation to this dissertation. Future scholars should be able to follow and recreate from this dissertation as well as advance forward other opportunities for the progress of knowledge (Creswell, 2014).

**Reliability**

Reliability is obtained by incorporating various reviews of the results of research (Creswell, 2014). Hence the researcher has taken care to dynamically implement validity strategies incorporated in the proposal (Creswell, 2014). The following are three strategies that were used for the dissertation, member checking, triangulation, and a pilot study.

Member checking increases the trustworthiness of the research (Creswell, 2014). The participants of the study were interviewed a second time as a follow up to allow member checking (Creswell, 2014). Additionally, the research procedure itself acts as an audit trail for the reader (Creswell, 2014). The audience can use this chapter as verification through replicating the study if desired (Creswell, 2014).
Triangulation is also a contributor to reliability (Golafshani, 2003). After the data is analyzed from the study, there should be some similar themes that stem from the literature review (Creswell, 2014). Additionally, the results from Chapter Four of this dissertation are available as a crosscheck of the procedures in Chapter Three.

A pilot study was conducted before the actual research to ensure that there is clarity and not waste the quality of the interviews (Creswell, 2014). The pilot study aids in wordsmithing the interview questions and the ordering to reduce ambivalence during the interview (Creswell, 2014). The interviews should flow naturally without the interviewer questioning the words used on needing further explanation that might detract from capturing the valuable data needed. Two pilot interviews were conducted to ensure the actual study would not need modifications. The pilot study data and participants are only being used to refine the actual research and not included in the actual study.

Data Collection

The data collection process makes certain that the participants have comparable experience in the interview (Chan, Fung, & Chien, 2013). The process used a prebuilt script that provides the participant with the purpose and importance of the study. It also was piloted to fine-tune the protocol before the actual research is conducted (England, 2012). Then it sets the expectations and timeline for the interview. Each of the questions is the same, in the same order, and consistent follow-on questions have been established.

Data collection was systematically conducted using four steps. The first step was to reintroduce the purpose of the study and thanking the subject for their participation. Second, was to email the subject of the study the informed consent. The third step is to explain that it is essential for them to digitally sign and send it back before beginning the interview as a means of
understanding the expectations of the participant for the study. Fourth, before beginning the interview questions, the interviewer verbally verified the participant was willing to begin.

A video chat application, Skype, was used for the interview. Recording the audio of the interview allows the sessions to be reviewed and converting the audio to the text as well as provide this group with the most comfortable medium to enable the subject to feel at ease (Kuik, 2016). The interview began by telling the interviewee the goal of the purpose of the study.

Data Analysis

Following the collection of data, there are several steps, and then the rigor of understanding the data begins. As quickly as the interview dialogue is transcribed, the participants received the transcription to validate the responses or correct if needed. Having the transcripts back promptly is crucial, while the information is still fresh in the mind of the participant and the researcher.

Four stages are utilized in the data analysis of the raw data from the collection (Gibbs, 2011). In the first stage, the researcher examines the entire transcript and jots down major themes that come to mind through inductive observations (Gibbs, 2011; Schultz, 2012). By brainstorming on a tentative proposition, it allows the concepts and themes to percolate up from the data (Schultz, 2012). Next, notes were made on things that are highlights of the stories told or seemed unique about the participant’s experience (Gibbs, 2011). Then there were grouping instances to try to make connections back to the research question and logical groupings such as generational clusters (Gibbs, 2011).

The second stage involved reviewing the interview transcript again, but through a different lens (Gibbs, 2011). This time notes were on ideas (Gibbs, 2011). Blocks of sentences were labeled as a means of indexing the text (Gibbs, 2011). For example, the executive leader is telling a story about how they went out to lunch with an employee, and they were intrigued by
the passion the employee had for the project they were working. That would have an index over
the sentences using the word *enthusiasm*. Keywords were then be highlighted (Gibbs, 2011).

The third step was to review the index labels (Gibbs, 2011). If there are strong similarities, the indices were combined (Gibbs, 2011). An example would be that if one label were *passion* and another *enthusiasm*, they could be combined using a label such as *eagerness*. The fourth stage was a deep analysis (Gibbs, 2011). This is the interpretation of what the data is saying by seeing how the indices related to each other (Gibbs, 2011).

NVivo was implemented to speed up the analysis process and decrease human error (Bazeley, & Jackson, 2013). The transcriptions were imported into NVivo (Bazeley, & Jackson, 2013). Nodes were created that are associated with the indices from the prior coding (Bazeley, & Jackson, 2013). Reports were generated to show relationships and the density of data collected (Bazeley, & Jackson, 2013).

Then there was a step to organize the data terms into concept groups for analysis (Corbin, & Strauss, 2015). When reviewing the concepts, steps were taken to make a note of specific examples to support the concept (Schultz, 2012). Interpreting the patterns and themes is validated by using quotes from the interviews to back up the analysis (Schultz, 2012).

**Ethical Considerations**

This research has been conducted being mindful and having close adherence to ethical considerations. The model for adherence has been leveraged from the Belmont Report. The Belmont Report focusses on three principles to ensure that the participants in a study are treated fairly, beneficence (kindly), and with respect (Office for Human, 2016). This study included three activities to ensure oversight and accountability (Bryman, & Bell, 2007).

The above principles from the Belmont Report are utilized to ensure that the participants in this study are protected from harm. The first is to have the participants of the research sign an
Informed Consent Document (Bryman, & Bell, 2007). A copy is provided in Appendix A. The consent form contains a section that addresses fairness by making the participant aware of any risks. The participants are treated kindly by pointing out the benefits of the study and making them aware that participation is voluntary. They are treated with respect because the consent document explains how their responses are confidential. The consent form was provided to the contributor before the interview.

As previously stated, the consent document includes potential risks and benefits of the study. In research, some risks range from psychological, physical, social, or legal risks (Research Compliance Services, n.d.). The potential risks in this study are limited to confidentiality (Research Compliance Services, n.d.). The benefits of this study are for the population being studied, the organizations where they work, and the scholars interested in further research. Lessons learned can be applied to developing the next generation of leadership. Second, the selection process considers fairness, kindness, and respect of the population (Bryman, & Bell, 2007). Subjects were interviewed that have volunteered for the study. They were chosen based on the requirements that are pertinent to the research and void of demographic bias (Creswell, 2014).

Out of respect for the participants’ privacy and confidentiality was protected by using pseudonyms. Those pseudonyms were used in place of their actual names and kept encrypted, and only for as long as necessary (Bryman, & Bell, 2007). This researcher will maintain the raw data for five years in an encrypted folder to stay accountable, provide confirmability, and transparency (Creswell, 2014). After five years, the data will be deleted from the media where it is stored. The audience has the option of fact-checking all of the data for themselves. The data is transparent and available for scrutiny.
Summary of Chapter Three

This chapter includes the intent of research to use an IPA design (Medyanik, 2016; Tyre, 2016). A section explaining how the data is collected is presented (Hampshire, Iqbal, Blell, & Simpson, 2014; Leedy, & Ormrod, 2016). After the data collection is a description of how the data will be analyzed (Moustakas, 1994). The following section has the details of the research for this dissertation.
CHAPTER FOUR

The purpose of the proposed interpretative phenomenological analysis (IPA) study is to explore the strategies that executive leaders need to develop Generation Y leaders in Colorado IT companies (Medyanik, 2016; Tyre, 2016). The proposed case study intends to provide strategic guidelines that can be applied to developing future leaders for Colorado IT businesses. The experiences of these executive leaders about their role in developing Millennials, born between 1981 and 1996, is vital. Ten executive leaders via purposeful sampling were interviewed from prominent high-tech organizations in Colorado (Suri, 2011).

This chapter will cover aspects of the collected data. The chapter begins with a presentation of the data that explains the actual research that was only discussed as the planned research from Chapter 3. Then there is a table that describes the participants of the study. The next section describes and summarizes the findings from the study.

The population observed was the established executive leaders in high-tech. The individuals were chosen to participate using a purposive sample through invitations on LinkedIn. The participants that responded signed letters of consent and shared their life experiences in a semi-structured interview. Below is an overview of the participants.

**Participant Demographics**

*Table 1.*

<table>
<thead>
<tr>
<th>Participant</th>
<th>Gender</th>
<th>Title</th>
<th>Company</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>M</td>
<td>CTO</td>
<td>Datera</td>
<td>Colorado Springs</td>
</tr>
<tr>
<td>S2</td>
<td>M</td>
<td>VP</td>
<td>Hewlett Packard</td>
<td>Fort Collins</td>
</tr>
<tr>
<td>S3</td>
<td>M</td>
<td>Senior Director</td>
<td>Hitachi</td>
<td>Fort Collins</td>
</tr>
<tr>
<td>S4</td>
<td>M</td>
<td>GM</td>
<td>Hewlett Packard</td>
<td>Fort Collins</td>
</tr>
</tbody>
</table>
S1 is currently the Chief Technology Officer (CTO) for Datera. Datera is a company that focuses on software-defined applications. He has been in high-tech for over 25 years, most of which have been in some management capacity. In his time as a leader, he had many Millennials who worked directly or indirectly for him. He resides in Colorado Springs, Colorado.

S2 is the Vice President (VP) of the information storage portfolio for Hewlett Packard. He lives in Fort Collins, Colorado, but oversees over 130 employees across the globe. He has been in his current role for over six years but has been in executive leadership for most of his career at Hewlett Packard. About half of his workforce are Millennials. The remainders are either Generation X or Baby Boomers.

At Hitachi Vantara, S3 was the Senior Director of the platform planning office. In his role, they developed strategies to bring new digital innovations to the market. Hitachi Vantara specializes in information storage and is a subsidiary of the high-tech company Hitachi. Residing in Fort Collins, Colorado, he has been in executive leadership for 11 years and intermingled with and managed Millennials.

S4 was the General Manager (GM) of the offline storage business unit at Hewlett Packard. His accomplishments include being a distinguished professor of technology at a university. He leads a consulting company that specializes in leadership strategy and coaching. Also, he has been a professional associate for intellectual property in high-tech at Stanford University. He has been an executive leader for over 45 years and lives in Fort Collins, Colorado.
Residing in Fort Collins, Colorado, S5 is President of VentiMar, which is a third-party marketing company for high-tech innovations. Prior, he was marketing manager over a business unit in high-tech that included Millennials. He has been in a leadership role for over 14 years. During his leadership over the Millennials, he observed three separate types of motivation.

S6 is a Vice President (VP) for Hitachi Data Systems. He has been in executive leadership roles for over 11 years. Although he is currently retired and sailing the Pacific Coast, he managed millennials in Colorado as well as remote offices all over the world.

S7 is a Manager of the Business Unit for Oracle Data Cloud. She lives in Denver, Colorado. Much of her executive leadership experience comes from a startup company that she had for six years. At Oracle, she has experience working with Millennials.

**Presentation of the Data**

The data collection process used was organized according to the timeliness of the responses to the invitations. The researcher scheduled one to two interviews per day until the full population sample goal of ten was achieved. Too many interviews in a day would reduce the quality of the notetaking and observations.

A pilot was conducted to work out any changes in the flow of the interview questions. The process checks were vital to maintaining a level of comfort, adherence to schedule, and professionalism for both participant and researcher. The technical variables checked included the video teleconferencing (VTC) and audio recording device. Clarity of voice during the interview and the recorded audio were verified so that transcriptions would be accurate. The transcription service was rehearsed to ensure that it would operate as expected. The non-technical aspects included the ordering of the interview questions. The overall observation is that the ordering was not as essential as originally thought. The questions were answered
organically as the experiences were discussed, and it was easy enough to mark the questions that overlooked and build a segue to the omitted question. There was a total of seven questions that were covered with an eighth as a summary question. The seven questions provided adequate content. The eight-question was used for the participant to be reflective of the interview. It was also used for the participant to bring any additional information to the interview proactively. The questions focused on the ideas around the development of Millennials, the experiences in leading Millennials, and the aspects of high-tech that would affect Millennials as future leaders. The following are the interview questions presented.

1. What experiences have you had with leading the next generation?
2. What experiences have you had in observing the next generation lead their teams?
3. How have your experiences as an executive leader influenced you on how you develop Millennials in your organization (Turner, 2010)?
4. How would you describe the challenges of the next generation of executive leaders (Castillo-Montoya, 2016)?
5. In your experience, has the current approach to leadership training been useful for the next generation?
6. What leadership challenges does the new technological environment bring for the next generation?
7. How do you think the current trends of IT will affect the way the next generation leads?
8. What additionally do you wish to share, that I didn’t ask you about regarding next-generation leaders?

The data analysis process was steps utilized after the transcripts were processed. The audio data from the interview was submitted to rev.com. Within 48 hours, the audio to text was
received by the researcher, who forwarded it to the participant for review. Only minor changes were required throughout the participants. Some changes were spelling of surnames or an occasional redaction to protect the company names that they referenced. The text of each interview was then imported into individual word documents for initial analysis by using NVivo for trends and patterns. A secondary analysis was conducted by the researcher that enhanced the initial analysis with deeper meaning percolating from the data and non-verbal communication captured from the VTC.

The interviews had the same questions, but the conversations would carry on organically and would often answer one of the subsequent questions in the interview. In which case, it was easy enough even out of order to provide a natural segue to the question missed during the storytelling. The outcome was a very natural exchange that kept the participant engaged and brought out more than adequate opportunities to unpack more detail. After the participants had an opportunity to provide feedback, the transcripts were imported into NVivo.

It was useful for organizing the themes and patterns using NVivo. After choosing some broad categories, the experiences of the executive leaders began to clump together with obvious consistency. Many of the dialogues shed interesting light on key themes. Saturation was evident after six interviews. The researcher verified the saturation by adding one additional interview, and the trends were preserved. The next section diagrams the main themes with supporting narrative and direct quotes from the participants.

Table 2.

Themes and Participants Affected

<table>
<thead>
<tr>
<th>Participants</th>
<th>Theme</th>
<th>Coded Refs</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1, S2, S3, S4, S5, S6, S7</td>
<td>Development</td>
<td>134</td>
</tr>
</tbody>
</table>

57
S2, S3, S4, S5, S6, S7  Motivations  73
S2, S3, S4, S5, S6, S7  Retention  39
S2, S3, S4, S5, S6, S7  Teamwork/Community  25
S1, S2, S3, S4, S5, S6, S7  Individual/Generational Community  41
S1, S2, S3, S4, S5, S6, S7  High-tech  68

**Development Theme**

The theme of development included the successes and the lessons learned from fostering the next generation of leadership. All the participants had stories related to the training of Millennials for future leadership. There was a total of 134 coded nodes in this category. Since this was a significantly higher volume, the category deserved further investigation. After further analysis, there were two subthemes from this category.

Table 3.

*Development and Subthemes*

<table>
<thead>
<tr>
<th>Participants</th>
<th>Theme</th>
<th>Coded Refs</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1, S2, S3, S4, S5, S6, S7</td>
<td>Development</td>
<td>134</td>
</tr>
<tr>
<td>S2, S3, S4, S6, S7</td>
<td>Subtheme- Mentoring</td>
<td>40</td>
</tr>
<tr>
<td>S2, S3, S4, S5, S6, S7</td>
<td>Subtheme- Trust</td>
<td>19</td>
</tr>
</tbody>
</table>

The first major subtheme was around the idea of leaders mentoring Millennials. The second theme was deliberately investing in the Millennial individual to foster trust. The best practices that seemed effective were to participate in direct mentoring and to build trust with the employee. S1 had a system of connecting senior engineers with Millennials. S1 had a belief that “Millennials as a way to mentor those younger engineers and accelerate kind of their progression as engineers.” Mentorship allowed the senior engineers an opportunity to share the valuable
process and business information and evolving at the same time, the Millennial added value of the fresh insight into innovation. In the case of S1, many of the Millennials were in graduate programs where the incentive was to maintain technical expertise rather than promotions toward leadership positions. S2 used a system that seemed effective by assessing their strengths through an instrument called Strength Finders. His perspective was that culture is built over time, and if he was able to label their strengths that he could encourage the Millennials to lean into their expertise rather than what task or product with which they were associated. S2 believes that “…it's that culture that breeds the capabilities or breeds uniqueness when it comes to execution.”

S2 built trust by passing on their prior experiences to encourage the Millennials. He explained in one situation that the employee should depend on his advice by stating, “Here is what has happened to me. Trust me.” S4 had over a third of his organization fall within the category of the generation of a Millennial. He observed that Millennials are keen on self-development. They attach themselves to the most effective technology that is available and are eager to become proficient at that technology. He points out that, “Leader's job is to try to encourage that, understand it, and give them opportunities to try new things, learn new things.” He also quickly declares that “Trust is key. Trust is the biggest driver for any leader.” S5 had stated that “I'll always hire good attitude and willingness to learn over any amount of training.” S3 had a similar conclusion in explaining his experience in building trust. He says, “If you cannot build personal trust and you cannot tell me three personal things on that person. You are not doing your job. You've missed it.” S6 understands the underlying drive for continual learning by asking questions during the interview process such as, “I would always try and get my managers to ask is, ‘How are you spending your free time?’ Are you playing video games, are you … and what level of video games, are you doing any of the social interaction as part of
the video games? Do you build your own PCs? Do you build your own networks? Are you the family IT guy? S7 thought that the same motivation that she experienced to be mentored was potentially what the Millennials desired as well. “For this specific conversation, especially millennials that I have worked with. I would also say that I think that there needs to maybe a shift in expectations of millennials that they are going to follow the same kind of approach and path to their ... That they should develop their career in a specific way if that makes sense.”

Motivations Theme

Understanding what drives the behavior of the Millennial is essential. Is it extrinsic or intrinsic? From the interviews, there were several perceptions of what the key motivators for Millennials are. S2 supposes that motivation is “very different.” He speculates that they are driven by, “The acknowledgments of what they are working on is the contribution to science.” In this particular case, these were teams built on seasoned engineers collaborating with graduate students with a focus on high-tech.” S4, in this study, provided insight that they have a better insight into the usability because of their expertise in current technology. Therefore, they can solve the usability challenges that make solutions easier to navigate. He imagines this generation would be motivated by flexible work schedules that would accommodate the individual’s values. S5 agrees. He believes that they “are much more wired towards the quality of life.” They want to be able to accomplish objectives on their terms rather than be micromanaged. S7 thought that the fact that they had things they would have otherwise spent their money on was available at work. “In my workplace, I notice having amenities is appreciated.” Participant S3 thinks that “what you want to do in life and personal life is really important.” So, it seems consistent that one of the primary motivators for the Millennial is to have the empowerment to complete the objectives of the organization on their own terms while being able to fulfill their life goals. S6
inverts the topic by finding out what is important and then compensates them for the corporate objectives they accomplish. He explains that “we would really look for those individuals that were passionate.”

**Retention Theme**

Retention was one of the topics that were problematic from the literature review. The executive leaders all agreed that part of their leadership strategy was realizing that for Millennials, that is was an issue and to develop strategies to alleviate investing in employees that would take the newly gained expertise elsewhere. The stories from the study verify the challenge.

Most of the interviewees agreed that retention is problematic. Here is a sample of the quotes to support the dilemma. S2 agrees that “Because over the course of time there is not that notion of longevity built-into an implicit or explicit contract with a company.” S4 asserts that “Companies have this challenge of trying to make it beneficial for the employee whom they trained up, and they've gotten good value out of because there's a lot of knowledge workers, in general, carry that knowledge with them and it's hard to transfer that from employee to employees, so you want to attract these people, but you also want to retain them. I think retention requires a different way of leading.” S5 perceives that “The idea of showing up, it is variable for them.” Participant S3 sees the benefit of engagement. He describes, “I always have, every quarter I have my team dinner, everybody gets together, and I can tell he started to mix with other groups and other people.” S6 expounds that it is easier to obtain retention if you can show stability and security. He points out that his company does “give them some pretty decent security… (and) it gave some stability.” S7 commented, “that was probably my biggest observation was that desire to move their career wherever that took them versus trying to grow their career within a specific company.”
**Teamwork/Community Theme**

Teamwork and community seem to be cultural as well as foundational. For an organization, it is the priority. This section focuses on these aspects from the executive-leadership as it relates to Millennials. S2 imagines that “a team that's heavily, heavily balanced on, you know, a couple of areas of traits.” S4 proceeds to expand on the topic by explaining that Millennials “are good team players, and you could be a team player ... You could disagree with the team, and you can have your own opinions, et cetera, but at the end of the day, you all want the team to win, and you're going to get on board and help make that team win, and I think they seem to have a better attitude.” S3 found that building community and teamwork outside of the workplace yielded positive dividends for cohesiveness at work. He pointed out that, “I always have, every quarter I have my team dinner, everybody gets together.” There were two concerns that the participants had with Millennials and building teams. S6 explained that “I do want a team player, and I want someone social, and that didn't necessarily always align with the technical passion because you get a lot of introverts.” S5 also pointed out that, “The big problems come from people not working well together, not communicating.”

**Individual Rather Than Generational Community Theme**

Individualism was by far the largest epiphany of the study. It is imperative to note that all of the participants had some insight into ensuring that generational generalizations were not applied to their experience, but rather that each person should be treated with some individual measurement. The idea of individualism is rather contrary to the literature review on Millennials as a generational community.
The participant, S1, stated, “We tend to think of other generations other than our own as being somehow very different than on our own, but in general I see the younger generation, they're worried about all the same things, right?” The truth S1 brings out is the evidence of perhaps the values and motivations being age-centric rather than generational. The same pattern holds from participant S2. He describes that “If you look at that individually as populations today, they are different, they have different motivations, they are at a different point and time in their life.” S4 supposes that they key in the area of trust relationships with the employee, regardless of generation, “If a leader can build trust, whether it's a millennial or Gen X or a baby boomer or veteran, that's key and trust to me, it's a fragile thing.” S5 had three separate cases, he describes, and each one had a different vantage point and source of meaning. S3 found it effective to coach individuals in what they hoped to obtain and develop them in what they needed to accomplish their goals. Participant S6 had several great quotes that supported individual development that could not be generalized across a generational label. He said understanding the individual passions, “give individuals the opportunity to grow.” He expounded by saying, “You can't really put all millennials in the same bucket. You've got to look at what drives them.” In support of S6, S7 says, “I struggle, honestly, with the kind of labeling of millennials, because I think that there's kind of a spectrum of behaviors and I don't know that I think it applies to everyone in that generation.”

**High-tech Theme**

The element of high-tech was seen by the participants as both having a positive and negative influence on Millennials as future leaders. Initially, it made sense to organize them by positives and negatives. All of the participants had some opinion on technology as an enabler or hindrance to the next generation. After further review, it was challenging to force them into
either category due to the perspective of the audience. The following are some examples of their experiences.

Participant S1 pointed out that “next-generation leaders face having to be much more agile in their ability to make decisions.” Meaning that several technologies, such as Artificial Intelligence (AI) or Machine Learning (ML), would allow them to have tools that would provide faster decision making and risk analysis. S2 tempers the use of this type of technology by warning, “I do think that these new tools, these new capabilities, they're absolutely brilliant. But, like with everything else, right there's a fit for purpose, and you also got to understand all the limitations.” While S4 agrees that technology is a valuable tool. He claims that “It's more than just faster, better. It's going to give us far better ways to do all sorts of things.” Participant S5 reinforces the caution by pointing out that, “The problem with high-tech is that it's so new that nobody knows anything.” S3’s experience is that Millennials are caught between benefit and risk. He says one of the folks he used to mentor was cautious about adopting AI because of the privacy issues, but now his stance is that “join in just make sure you got it right.” The biggest takeaway from S6 was his perspective on technology as it relates to Millennials. He said, “The millennials, because they've been born and raised in technology, they're not willing to accept wasting time on garbage systems.” S7 agreed by saying, “As far as the millennials themselves and what is the most influential technologies, I feel like it has to do with kind of the service and convenience economy.” So, if the technology is inadequate, lacks in general usability, is inefficient, or ineffective. It is destined for the bin.

**Presentation and Discussion of Findings**

Here is a recapping of the original research question. What strategies do executives need to develop Generation Y leaders in Colorado IT companies? This section looks at the specific
elements of executive leaders’ strategies for the development of Generation Y as leaders. Additionally, it brings out the effects that high-tech has on Generation Y.

**Treating Generation Y as Individuals Strategy**

It would seem that the idea of individuality compared to teamwork and community would be contrary. The results indicated that both aspects were evident. In the diagram below, there is strong evidence of both occurring.

Figure 2.

*Correlation of Team and Community with Being Treated as Individuals*

Additionally, it was nearly the same participants that had some story about Millennials being part of a team or community, had experiences in treating the employee as an individual rather than part of a generational grouping. This phenomenon explains that although there are certain things that Generation Y share as life experiences, it would be erroneous to create generalized strategies for developing Generation Y as leaders. Many of the trends and patterns that could be misconstrued as attributes coincide more with the stage of life that they do generationally. For example, Generation Y members with young families put a high value on
flexible time or time off to spend with their children. S6 had supported the notion by saying that her observation was the Generation Y put a high value on benefits such as flexibility to spend more time with their families. The strategy that would be beneficial for executive leaders is to make certain that they are not stereotyping their employees with generational characteristics but rather to cultivate them within their stage of life and capability.

Conversely, Generation Y is attracted to teamwork and communities. Again, more because of their stage of life than a generational pattern, Generation Y prefers their community through social media. For example, they may communicate via social media and but also enrich those relationships by meeting in person. There will be further discussion on technology later.

**Mentoring as a Strategy**

All but one of the participants experienced a low retention rate among Generation Y. The executive leaders saw the root cause to be a lack of content their upward mobility. If the Generation Y employee were not able to develop themselves or move up the organization, they would switch companies to accomplish their goal. The strategy that many of the leaders found effective in retaining talent was to have meaningful relationships with Generation Y employees. They would invest directly in mentoring Generation Y employees. The mentoring was founded on building trust. What Millennials are looking for is building trust-based relationships, sharing personal and professionally, and to be able to be vulnerable to those within their leadership and team. S3 puts a huge emphasis on this type of relationship. He says, “So if we don't invest at day one with young generation like Andrew and me, well you don't understand when you get to that three, five years you're out.”

**Leveraging Technology for Leadership Strategy**

The perspective on technology seems to differ from generation to generation. For example, in Generation X, it was the technology that was the focus. Generation Y sees the tool,
not the technology. Because of the shared experience of have many innovations during their lifetime. Generation Y requires technology to be effective and usable. S6 gave an example where he had an employee leave the company based on the application that was being used as a customer relation database.

This technology can be both an enabler or a detriment. Technology such as artificial intelligence and machine learning assist in decision making. When considering the subject matter experts, the majority of the interviews agreed that technology has a positive impact on Generation Y and future leadership.

Table 4.

*Technological Innovations*

<table>
<thead>
<tr>
<th>Participants</th>
<th>Theme</th>
<th>Coded Refs</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1, S2, S3, S4, S5, S6, S7</td>
<td>Technology</td>
<td>68</td>
</tr>
<tr>
<td>S2, S3, S4, S6, S7</td>
<td>Subtheme- Positive Impacts</td>
<td>43</td>
</tr>
<tr>
<td>S2, S3, S4, S5, S6, S7</td>
<td>Subtheme- Negative Impacts</td>
<td>12</td>
</tr>
</tbody>
</table>

The technology gathers a diverse set of data points from historical patterns to predict what might be the best way forward in decision making. S1 describes what the future may hold as, “Yeah, but it's a different way of thinking about how to make decisions because you make decisions ... A way of thinking, it's more important to make a decision quickly than it is to make it perfect.” S2 predicts that “AI (Artificial Intelligence) is going to move from beyond just the rules-based, very elaborate decision tree approach to programs that actually what you're doing is running these, in essence, massive Monte Carlo Analyses, by which there is a method to continue to tune the algorithm then and solve towards matching a pattern that you see in nature or an experience. And that's where the learning is going to come from.” The Artificial Intelligence
allows the decision-maker to make quick decisions but is dependent on the source of the data as well as the possible disrupters such as political, economic, social, environmental, or even technological disrupters. The strategy for Generation Y would be to encourage the adoption of technology to provide a competitive edge in the decision-making process but maintain a balance of culture of change in the event of possible disruptive influencers.

They look for ways to find the most suitable ways to solve problems using the technology rather than the underlying understanding of how it was innovated. S1, S2, S5, S10, and S6 all agreed that Generation Y wants to leverage technology as an enabler. S1 gives his reason that “They're going to be more inclined to see how one technology builds on another.” If the technology does not suit due to feature function or usability, it creates a high amount of impatience. When they find a suitable tool, they are eager to rush to acceptance and implementation. S10 said in one particular case, “But he was right. To the concept, he was totally right. To bring more changes, quicker on a high-tech on what's coming here because clearly, that generation was, I mean, I'll be honest with you, way ahead of us. They just took it. They just embraced.” The strategy in development would be to recognize the perspective of Generation Y employees to solve hard problems using technology but mentor them to find beneficial ways to obtain buy-in from others slower in the early adoption of new technology. Some of the successes in implementing new technology with high concurrence have an opportunity also to yield the promotions that Generation Y desires.

Since Millennials shared the experience of modern technological advances such as social media, it has created both positive and negative attributes. One positive aspect is that they are always connected, which can also be considered the detriment. S5 explained how frustrating it was to keep the attention of his employees due to the continual interruptions and responding to
incoming messages. Another aspect of the high availability of information on the internet is the plethora of data sources. On a positive note, there is very seldom a topic unavailable, but equally negative is trusting the source of information. S3 and S6 both pointed out the propensity of not trusting posed a challenge in mentoring a Millennial. They explained that they had to prove themselves over a long period in mentoring and coaching. The technology has one other aspect that nearly all of the participants agreed upon. The explained that machine learning and artificial intelligence would help Millennials in leadership be able to make better decisions faster. Leveraging the technology ad S2 explains would make them competitive and agile as leaders. The downside is the possibility of disruptive influencers would cause the decision to have a higher risk. For example, if security were concerned about keeping data encryption reliable, a disruptive technical influence such as quantum computing would cause the reliability to fail.

In summary, there are several useful strategies that were appearing out of the life experiences of the participants. The first is to treat Generation Y as individuals instead of a group. The second is to build meaningful trust relationships with Generation Y employees to develop them into the future leaders in high-tech organizations to retain the talent. The third overarching strategy is to empower Generation Y to leverage technology to solve future problems while developing them to calculate risks and be agile in avoiding them.

**Summary of Chapter Four**

In this chapter, there were topics covered pertinent to the research. The demographics of the sample and details of each of them were revealed. Then there was a presentation of the data that was collected during the study. Next, the findings from the data collected were postulated from the data. The following section wraps up the study and shows a potential future study that may complement this research.
CHAPTER FIVE

The problem addressed in the proposed study was the strategies that executive leaders need to develop Generation Y leaders in Colorado Information Technology (IT) companies have not been established (Bartels, 2017; McNeil, 2018). Because Millennials represent 80% of the workforce, they will also be the primary leaders in years to come (Güleryüz-Türkel, & Altınbaşak-Farina, 2017; Harris, 2015). The strategies that executive leaders use can shape and develop leadership for the future (Bartels, 2017).

The purpose of the proposed interpretative phenomenological analysis (IPA) study is to explore the strategies that executive leaders need to develop Generation Y leaders in Colorado IT companies (Medyanik, 2016; Tyre, 2016). The proposed case study intends to provide strategic guidelines that can be applied to developing future leaders for Colorado IT businesses. The experiences of these executive leaders about their role in developing Millennials, born between 1981 and 1996, is vital. Ten executive leaders via purposeful sampling were interviewed from prominent high-tech organizations in Colorado (Suri, 2011).

The qualitative research methodology was used. Since leadership is not a nascent topic, as there is a plethora of information available, therefore, there have been so many changes in both theory and culture that the proposition should not be based on irrelevant theory. Tyre points out that interpretative phenomenological analysis (IPA) is about capturing the experiences of the individual (Tyre, 2016).

Limitation pertains to constraints that are beyond the control of the researcher (Kendall, 2019). The research design has limitations for several reasons. First, there is the possibility some facet or detail may be missed (Marshall, et al., 2013). There may be a better way to ask a question or an additional question that may yield better results (Marshall, et al., 2013). Second,
there is a chance of not having better validation that could be achieved through a mixed-methods approach (McCabe, et al., 2013).

The limitation in the data gathering is due to using video conferencing to conduct the interviews. Face-to-face interviews are the most effective technique to gather information (Brod, et al., 2009). The limitation, however, is also the advantage. The subjects prefer the medium (Kuik, 2016). Conducting and recording the audio portion of video teleconferencing also makes it convenient to analyze the collected data.

This research has been conducted being mindful of having close adherence to ethical considerations. The model for adherence has been leveraged from the Belmont Report. The Belmont Report focusses on three principles to ensure that the participants in a study are treated fairly, beneficence (kindly), and with respect (Office for Human, 2016). This study included three activities to ensure oversight and accountability (Bryman, & Bell, 2007).

Out of respect for the participants’ privacy and confidentiality, identities were protected by using pseudonyms. Those pseudonyms were used in place of their actual names and kept encrypted, and only for as long as necessary (Bryman, & Bell, 2007). This researcher will maintain the raw data for five years in an encrypted folder to stay accountable, provide confirmability, and transparency. After five years, the data will be deleted from the media where it is stored. The audience has the option of fact-checking all of the data for themselves. The data is transparent and available for scrutiny.

This chapter will begin with a narrative of the findings and conclusions. Then there will be additional detail on the limitations of this study. Next, there will be the implications of putting the findings of the study into practice. Following implementation, there will be implications for the study and potential future related study recommendations.
Findings and Conclusions

It was anticipated that the study would include up to 10 participants to obtain saturation of data. In practice, saturation began to occur at about six interviews. An additional interview was conducted to see if the patterns would maintain. The interviews were scheduled in advance, and the goal was not to have more than two interviews per day to prevent the crossing of information from one participant to the next. Each of the participants signed and emailed the informed consent document before the interviews. The interviews were conducted using video teleconferencing software to observe body language and help the participant to feel more at ease. Only the audio portion of the interviews was captured and converted to MP3s. The style of the interviews was informal open-ended questions. The majority of the interviews flowed naturally from one question to another with some deviation in the original ordering of the questions with clarifying questions added to tease out the maximum amount of life experience around concepts of leadership, Millennials, development of leaders, and high-tech. Following the interviews, the MP3s were sent to a transcription service. Most of the transcripts were returned within 24 hours. The interviewees received the transcript while it was still fresh in their minds to provide feedback or changes to ensure accuracy.

As soon as the transcripts were verified, the data was loaded into NVivo for coding. Nodes were used to organize common themes and patterns. The quotes from the interviews were associated with the nodes. Each of the transcripts utilized the majority of the nodes. In some cases, there was total utilization. After additional analysis, it appeared the nodes could be broken down into sub-nodes due to re-occurring patterns. The sub-nodes added additional truths that developed from the participants’ life experiences. The results from the coding were presented in charts and figures to visualize what was being revealed and the subjects that had the common theme.
There were several findings after analyzing the themes of the data collected. The first is to treat Generation Y as individuals instead of a group. This awareness is paramount and differs substantially from the generational research in the literature review. More detail will be provided on this topic in the section that contrasts the study with the literature review. The second is to build meaningful trust relationships with Generation Y employees to develop them into the future leaders in high-tech organizations to retain the talent. The most challenging pattern noted by executive leadership was the retention of talent. Millennials expected to be promoted quickly while at the same time requiring high amounts of flexibility. They value acquiring skills quickly toward their end goal professionally. The third overarching strategy is to empower Generation Y to leverage technology to solve future problems while developing them to calculate risks and be agile in avoiding them. Millennials have a low tolerance for technology that lacks effectiveness or usability. They expect that high-tech is reliable, available, and usable. Millennials have less concern for the underlying enablers for the technology but prefer to find better ways to integrate or combine the technology for solving problems. What executive leaders say is that the technology will provide the next generation of leadership with tools to assist in decision making. The technology will be the differentiator to stay competitive to make quick decisions but suggest that they temper the use of the tools with better ways to alleviate risks in using the tools exclusively.

The research in this dissertation complemented in certain areas and challenged the literature review in other areas. This section is meant to expound on the applicable portions. For ease of reading, the theoretical literature will be reiterated, and then the research results will be compared with the literature review.
Challenges in High Tech with Insight from Research

One of the challenges pointed out in the literature review highlighted the retention of Millennial employees in high-tech. The study confirms the phenomenon, and the root cause appears to be that Millennials want to quickly obtain promotions and experiences that are in line with their goal setting. Their career development is a higher priority to them than company loyalty. There are two strategies that the participants suggested to overcome losing the talent pool. The first involves accommodating the workforce with flexible work schedules. The flexibility may either be by allowing the employees to work remotely or have a flexible schedule.

Additionally, providing benefits that support the Millennial at their stage of life. For example, providing discounted childcare or childcare on the organization's premises provides value to retain talent. The second strategy would be formal mentoring to support Millennials obtaining development, experiences, and promotions. Formally mentoring employees to become future leaders in the high-tech industry would also combat the second detriment happening in high-tech, which is the breakdown of ethical or quality leadership. Many of the leaders in high-tech which were successful at business, but were failures as leaders (Giannantonio, & Hurley-Hanson, 2016). They typically went through personal transformations to be better leaders by becoming more selfless and community conscience (Giannantonio, & Hurley-Hanson, 2016).

Mentoring can guide to be effective at business while simultaneously being better leaders. The participants shared that the lessons learned by working with and developing Millennials focused on treating them as individuals. Rather than trying to understand the differences in the life experiences that made Millennials a generational cohort, it had more to discovering the individual skills, desires, goals, and motivations for the individual member. The participants that utilized this philosophy (S1, S4, S5, S6) were generous in sharing their insights with others in the organizations.
Leader-Member Exchange (LMX) and Social Exchange Theory (SET) with Insight from Research

The archetype that reoccurs in the theories and leadership styles from the literature is the idea of building trust with Millennials to develop them for future generation executive leadership. What this validates from the literature review is the idea of two exchange theories and two leadership styles. Here is a quick overview of the theories and some of the themes that arose from the study.

Leader-member exchange coincides with the study because it has to do with the leader instilling a culture of trust relationships that can be passed on to the subsequent generation of leaders. Social exchange theory (SET) is in harmony with the trust-based relationships as well. Social exchange theory points out that when the leader invests in the member, that they have a sense of obligation that drives them to become a change agent toward the success of the organization, in exchange for the intrinsic and extrinsic rewards (Pattnaik, 2018).

Leader-member exchange (LMX) is applicable because there are components of culture that must be passed via relationships for organizations to succeed (Megheirkouni, 2017). The challenge is to identify a means to influence an organization into adopting a new culture. Social learning theory shows that when people have attractive behavior, they will emulate that behavior (Lapointe, & Vandenbergh, 2018). In the case of SET, it is significant because this altruistic desire is contagious in the organization where it is practiced. The relationship SET has to this study is similar to that of LMX. SET frames the reason why a leader and employee connect and contribute to each other (Pattnaik, 2018). The exchange in the relationship between leader and member builds trust and a desire for future exchange (Pattnaik, 2018). The exchange strengthens the relationship, future development of the member, and provides an exemplar they could follow themselves. The reason this theory was chosen over other theories is it emphasizes the power
and sustainability of altruism. These theories are evident and contain characteristics in leadership styles, such as Servant Leadership.

Psychological contracts (PC) are the underlying foundation for both of these theories. A psychological contract occurs when in the leader-member relationship, a natural but informal set of expectations begins to develop (Pattnaik, 2018). Additionally, when the leader invests in the member of the organization, the member desires to reciprocate (Pattnaik, 2018). The net benefit is that it increases trust, develops loyalty (thus increasing retention), and makes the member a stakeholder in the success of the organization.

It is apparent that it is important to build strong trust relations with Millennial members in the organizations. It is important in this research because it is the enabling force that connects the executive leader to the next generation. The relationship LMX has to this study is the relationships that are developed with today’s executive leadership, and Millennials are paramount in a successful transition to the next generation (Bartels, 2017). LMX describes the type of relationship that must occur between leaders and the members of the organization (Megheirkouni, 2017).

**Leadership Styles with Insight from Research**

**Situational leadership.**

The idea is that the leadership style has to adapt to the member’s skill and desire for productivity in the organization. Leadership style is not a one size fits all (Wright, 2017). Situational leadership is the idea of matching a style with what the member is willing or able to do (Perna, 2016; Wright, 2017). Variants of situational leadership fall in one of four quadrants based on the combination of skill and motivation of the organizational member (Perna, 2016; Wright, 2017). If the member has high skills and high motivation, the leader requires less effort to develop the member and can concentrate on empowering the member toward new challenges.
and promotion (Perna, 2016; Wright, 2017). Members having a low motivation and high skills need to be led in such a way as to discover their source of meaning and what things can increase motivation. At the same time, members that have high motivation and low skills need the leader to invest in developing the member’s skill set in formal and informal training (Perna, 2016; Wright, 2017). Finally, if the member has a low motivation and low skills, then the leader must both develop and find sources of meaning to increase both elements (Perna, 2016; Wright, 2017). The easiest combination, therefore, is highly skilled and highly motivated (Perna, 2016; Wright, 2017). This combination allows the leader to apply maximum empowerment to the member and continue to develop them for executive leadership positions. Therefore, the idea of situational leadership complements the other leadership style that was in the literature review. Servant leadership has some key elements that complement the results of the research. In the interviews, the pattern that arose was not generalizing Millennials as a generation but to lead each of the members based on their willingness and skill. Then develop them toward the quadrant of high willingness and increasing proficiency.

**Servant leadership.**

Although in the literature review, styles such as transformational and authentic leadership were reviewed. Servant leadership encompassed many of the common traits and was the only leadership style referred to specifically by the participants of the study. Servant leadership was referenced in two of the key pieces of literature that were expounded for this study (Bartels, 2017; McNeil, 2018). Likewise, four of the participants (S1, S4, S5, S6) in the study specifically referenced Servant Leadership.

The remaining participants may not have specifically referenced Servant Leadership, but rather referred to attributes that are associated with Servant Leadership. Among these attributes
are trust, results, creativity and innovation, retention, performance and growth, and societal impact. All of the participants of this study point to the need for trust in the leader-member relationship. All of the participants in this study acknowledge the trend of challenges in the retention of their Millennial members, but it is because they have a high need to see quick results. Servant Leadership has as a characteristic to deliver results through the employees being developed and empowered to be participants in the success of their organizations (Lapointe, & Vandenberghe, 2018). S3, S7, and S6 point out that the Millennial members in their organizations are critical of ineffective technology and, in fact, are quick to innovate or create better ways of solving business problems using technology that are easier to use, faster, or more effective. Servant leadership seeks to develop performance and growth in the individual and look for opportunities to find a sense of meaning to motivate the employee to excel. A sense of meaning can only be achieved through establishing and building trust in the relationship between leader and member. One of the outcomes of this performance and growth is to give back to society and the community in which they live. Giving back to the community is contrary to some of the literature that points to Millennials not being altruistic. From the perspective of executive leaders in this study (S2, S3), Millennials are passionate about giving of themselves to causes in their community.

In summary, whether it was directly or inferred, there was a sense that the attributes that makeup Servant Leadership were desired by Millennials and that executive leadership in high-tech found that leadership style to have great value. It would be a recommendation to develop future leaders in high-tech using Servant Leadership as a model. It not only appears to be attractive to Millennials, but it is also sustainable (Jeffery, 2015; Jit, et al., 2017), and it is
infectious as a leadership style (Coetzer, et al., 2017; Irving, & Berndt, 2017; Lacroix, & Verdorfer, 2017).

**Limitations of the Study Findings**

As pointed out in Chapter 1, there were three limitations that were considered in conducting this study. At the beginning of the study, the limitation had enough participants for saturation. The concern was to ensure there were no truths of the study that would be overlooked. The number of interviews quickly validated that there were very specific viewpoints in common with all of the participants. Then there was a limitation of just doing a qualitative study. Perhaps there is still an opportunity to have a new insight or perspective in a follow-on quantitative study. This point will be part of the potential future studies. Finally, there was the limitation of not having the interviews face-to-face, but rather using video teleconferencing. There is still confidence that this allowed the participants to be comfortable in their own chosen location, which supports a successful interview.

**Interpretation of Study Findings**

The problem to be addressed in the proposed study is that the strategies that executive leaders need to develop Generation Y leaders in Colorado Information Technology (IT) companies have not been established (Bartels, 2017; McNeil, 2018). Because Millennials represent 80% of the workforce, they will also be the primary leaders in years to come (Güleyüz-Türkel, & Altnbaşak-Farina, 2017; Harris, 2015). The strategies that executive leaders use can shape and develop leadership for the future (Bartels, 2017). This section will provide further detail to the findings and thoughts on improving the development of future executive leaders.

As discovered in the literature review and research, leadership and retention challenges are real problems facing high-tech companies in Colorado. Participants in this study have
already found solutions and are implementing those solutions across their organizations. There may be opportunities to share these insights and successes across other high-tech organizations and leadership communities to have more plentiful and effective strategies for developing future leaders.

Another finding was the harmony of past scholarly articles that suggested Servant Leadership and the results from the research (Bartels, 2017; McNeil, 2018). It seems as though there is merit in mentoring and coaching the next generation for executive leadership with the attributes that model this leadership style. The hope is that they will discover subsequent mentees as future succession for themselves and pay the altruism forward. Servant leadership would not only show results in organizations, but it is also sustainable, and it avoids the challenges of bad leadership and low retention.

In conclusion, there are basic strategies to develop Generation Y leaders for future executive leadership in high-tech. Investing in meaningful trust-based relationships with Millennials or Generation Y members is the first step. The next step is to train them and allow them experiences to become Servant Leaders.

**Recommendations for Future Research**

This study expanded on research conducted by Bartels (2017) and McNeil (2018). Their research was from Generation Y or Millennials. They also focused on different regions and industries. This research filled the gap in the body of knowledge from the perspective of the executive leaders in high-tech within Colorado. There are three areas that could be expanded to provide future research. The first area that was not covered by this study is looking outside of Colorado to see if other regions have similar results from studying executive leaders. There may be relevant similarities or differences in countries where company culture is significantly
different than the United States. S3 and S5 both worked for Asian companies and had brought up there is a unique culture. The second area of interest to pursue would be other industries. It would be interesting to see if most industries corresponded with the results of the competitive industry of high-tech. Conversely, it may be curious to observe non-profit, public sector, or nongovernmental organizations (NGOs), since they may culturally have a propensity to altruism. Additionally, rebooting this study as a quantitative or mixed methods study may provide further insights on the topic.

**Conclusion**

At present, there are four generations in the workplace and on the verge of a fifth (Lewis, & Wescott, 2017). It is vital to observe, understand, and adapt to our changing talent pool in companies. From the experience of the participants of this study and the available scholarly research, leaders are urgently trying to bridge the chasm of generations and retain talent in their organizations to obtain and maintain success and competitiveness. Changing the culture of companies to build trust relationships and mentor the next generation with viable leadership skills is not only to thrive but for many companies, to survive. At the beginning of this dissertation was the question of “What strategies do executives need to develop Generation Y leaders in Colorado IT companies?” The answer is that the foundational literature reviewed in this dissertation and the experience of the executive leaders interviewed in this study declare that emphatically there are strategies to develop Generation Y leaders. This work aims to communicate those strategies to impact future executive leaders and their organizations positively.
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APPENDIX A

Informed Consent

Title of Study: Colorado information technology executives need to develop Generation Y: A qualitative study

Investigator: Troy Fournier

Purpose of the Study

You are invited to participate in a research study. The purpose of this study is to explore the strategies that executive leaders need to develop Generation Y leaders in Colorado IT companies. The intent of the proposed case study is to provide strategic guidelines that can be applied to developing future leaders for Colorado IT businesses. The experiences of these executive leaders in relation to their role in developing Millennials, born between 1981 and 1996, is vital. Ten executive leaders via purposeful sampling will be interviewed from prominent high-tech organizations in Colorado.

Participants

As you are already well aware, Generation Y or Millennials, are the largest generation since the Baby Boomers. I am passionate and motivated to observe and report on the best practices for developing them as the future leaders and creating succession planning. My hope is that you will provide insights that can make a positive difference in the next-generation’s leadership in our high-tech companies.

Procedures

I am asking for your commitment of a one-hour interview that will include open ended questions to draw out your life experiences as an executive leader. All your personal information will be kept confidential and your interview will be coded to maintain anonymity. The transcript from the interview will available for your review following the interview.

Benefits of Participation

Benefits of this study are for the population being studied, the organizations where they work, and the scholars interested in further research. Lessons learned can be applied to developing the next generation of leadership.

Risks of Participation

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In research, there are risks that range from psychological, physical, social, or legal risks. The potential risks in this study are limited to confidentiality.

**Cost/Compensation**

This will be no financial cost to you to participate in this study. The study will take 60 minutes. You will not be compensated for your time. *Colorado Technical University will not provide compensation or free medical care for an unanticipated injury sustained as a result of participating in this research study.*

**Contact Information**

If you have any questions or concerns about the study, you may contact Dr. Davies. For questions regard the rights of research subjects, any complaints or comments regarding the manner in which the study is being conducted, you may contact Colorado Technical University – Doctoral Programs at 719-598-0200.

**Voluntary Participation**

Your participation in this study is voluntary. You may refuse to participate in this study or in any part of this study. You may withdraw at any time without prejudice. You are encouraged to ask questions about this study at the beginning or at any time during the research study.

**Confidentiality**

Confidentiality will be maintained by assigning the subject group generic identifiers such as S1 to S3. One key shall be kept and backed up for the research but only available. After five years the data will be deleted from the media where it is stored.

**Participant Consent**

I have read the above information and agree to participate in this study. I am at least 18 years of age. A copy of this form has been given to me.

______________________________________  __________________________
Signature of Participant  Date

______________________________________
Participant Name (Please Print)
APPENDIX B
Interview Questions

1. What experiences have you had with leading the next generation?

2. What experiences have you had in observing the next generation lead their teams?

3. How have your experiences as an executive leader influenced you on how you develop Millennials in your organization (Turner, 2010)?

4. How would you describe the challenges of the next generation of executive leaders (Castillo-Montoya, 2016)?

5. In your experience, has the current approach to leadership training been useful for the next generation?

6. What leadership challenges does the new technological environment bring for the next generation?

7. How do you think the current trends of IT will affect the way the next generation leads?

8. What additionally do you wish to share, that I didn’t ask you about, regarding next generation leaders?

The researcher will ask follow-up inquiries to gather more detail.

- I noticed you paused in your response; can you tell me why?
- I saw your countenance change when you talked about that. Why?
- You seemed really passionate talking about that. Tell me more.
APPENDIX C
Interview Protocol

Provide overview of the purpose of the study.

Explain the subject’s value to the study and intended impacts to the industry.

Point out the confidentiality of the data gathered and system for anonymity.

Remind subject that the data will be collected via observation and audio recording and they will be provided with a copy to validate transcription.

Field notes will have the coded participant identifier.

Record observations and body language of participant.

The researcher asked follow-up inquiries to gather more detail.

- Tell me how your leadership represents the team?

- Give me some examples of when you could trust the leader of your organization and why you trusted them.

- Tell me of an example of when the leader of your organization advocated for the team over self?

To keep the conversation going probes were implemented and neutral prompts for additional detail and information are asked-

- That is interesting, tell me more about that.

- Why is that important to you?

- In what way?

- Is there anything else?

Thank the participant for their time and insight in the interview.