

**LEADERS OF TOMORROW – THE RISE OF A GENERATION IN
THE PORTUGUESE INDUSTRY**

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- SPINE -

Acknowledgments

A journey cannot be completed by oneself alone.

I would like to thank my supervisor, Prof. Alexandra Fernandes for the patience, availability and aid given during this period.

Secondly, to my true friends and my family, that keep sharing so many good moments with me, and always believe in me.

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Lastly, to my father and mother, for being my idols, my strength, and for giving me the opportunity to succeed. Words will never replace my gratitude.

*“It's about how hard you can get hit and keep moving forward,
how much you can take and keep moving forward.
That's how winning is done!”*

Sylvester Stallone, Rocky Balboa (2006)

Resumo

Este estudo pretende identificar e caracterizar os principais traços e comportamentos que são apresentados pela Geração Y, mais conhecida como Millennials, quando ocuparem posições de liderança dentro das suas organizações.

Depois de uma ampla revisão de literatura, duas questões de investigação foram formuladas para melhor descrever a geração em estudo: (1) os Millennials estão, hoje em dia, a demonstrar traços e comportamentos de liderança nos seus locais de trabalho, e (2) qual é o estilo de liderança preferido pelos mesmos.

Esta investigação baseou-se num questionário online, aplicado à comunidade Portuguesa, desde os 20 até aos 35 anos, com diploma académico e que estão atualmente empregados no setor público ou privado. O questionário de 12 questões foi divulgado nas redes sociais, sendo que esta é a ferramenta de comunicação mais importante para os Millennials.

Os resultados demonstraram que liderar é uma competência natural para esta geração, dado que os mesmos começaram desde uma idade muito nova a trabalhar e a interagir com outros, recebendo feedback constante, e o estilo de liderança que melhor caracteriza as suas ações é a Liderança Transformacional.

Este estudo contribui para o conhecimento teórico sobre a liderança Millennial e expõe informações importantes sobre práticas de liderança dentro das organizações.

Keywords: Liderança, Millennials, Gestão, Líder

JEL Classification: M10, M12

Abstract

This study aims to identify and characterize the main traits and behaviors presented in the Generation Y, most known as the Millennial generation, when taking leadership positions inside their organizations.

After a broad review of the literature, two research questions were formulated to better describe the generation at study, being that if (1) Millennials are currently demonstrating leadership traits and behaviors in the workplace and (2) what leadership style is preferred by them.

This research was based on an online survey applied to the Portuguese community, from 20 to 35 years old, degree educated and already employed in the public or private sector. The 12 question survey was communicated through the social network since it is the most important social tool for Millennials nowadays.

The results demonstrated that leading is a natural competence for this generation, as they started from a very young age to work and interact with others, receiving constant feedback, and Transformational Leadership is the style that best characterizes their actions.

The study contributes to our theoretical knowledge upon Millennial leadership and highlights important information for leadership practices inside organizations.

Keywords: Leadership, Millennials, Management, Leader

JEL Classification: M10, M12

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1. Introduction

1.1 Contextualization and research objective

The present dissertation, developed in the light of a Master in Management thesis, focus on one important issue that has been arousing organizations in the last years, that is, the rising of a new generation in the workforce, and consequently, the occupancy of leadership positions by this generation, also known as Millennials.

As has been stated through the years, different generational cohorts value different aspects, whether to the extent of their tastes and preferences or in their perception and motivations in an organizational context. At this point, the society and the technology available during their growth plays a key role in defining what characteristics this generation are presenting in their careers.

That being said, it is important to study and analyze the traits and behaviors that Millennials are showing when taking leadership positions, when working with their pairs, or simply when a task is assigned to them.

Finally, the main research objective is to identify the preferred leadership style that Millennials value as the most suitable for them and their companies, and with that, draw a clear pattern of the general leader profile that the generation at study present.

2. Literature Review

2.1 Leaders and Leadership

Over the past years, one important question that organizations have tried to answer has been in determining the key traits of recognized leaders. The foundation of an individual becoming an effective leader is formed by several characteristics.

One of the issues widely debated in the fields of leadership studies was the search for a universal definition of leadership, given that it was easy to illustrate the act of leading, but difficult to describe leadership. Most definitions of leadership implied that leadership involved intentional influence exerted by one person over another to organize and manage activities and relationships in a group or organization. Yukl (2002) defined leadership as a process of influence and understanding and agreeing about what needs to be done, how it can be done effectively, and how individual and collective efforts can be processed to accomplish organizational goals.

Leadership was also described as the power exercised when persons mobilize institutional, political, psychological, and other resources to arouse, engage, and satisfy the motives of followers (Burns, 1978). Jacobs and Jaques (1987) described leadership as a process of giving meaningful direction to a collective effort and creating a willing effort to achieve a purpose. DuBrin (1995) stated that leadership was the key dynamic force that motivates and coordinates the organization in the accomplishment of its objectives. Kouzes and Posner (2007) defined leadership as the contrast between those who seek to lead and those who chose to follow.

Many more definitions found in the literature discussed leadership concerning individual traits, leader behavior, interaction patterns, role relationships, follower perceptions, influence over followers, influence on task goals, and influence on organizational culture (Yukl, 1989).

2.2 Managers vs. Leaders

In an organizational context today, it is not enough for one to be able to estimate, plan, prioritize and schedule tasks correctly and manage the time, resources and people effectively. Organizations look for people who can go beyond that. They look for their ability to motivate, support and encourage the team members. They look for emotional intelligence and with a balanced approach towards tasks and people as well (Turaga, 2017).

Organizations are seeking leaders rather than just managers. The table below, show as the main differences between this two categories:

Manager	Leader
Leverages individual and team strengths to delegate tasks effectively;	Proactively identifies, develops and retains quality talent within the organization;
Finds and drives solutions to improve efficiency and work outcomes;	Has a strong drive to develop others and nurture a culture of self-improvement;
Takes ownership from the outset to gather information to make informed decisions;	Empowers teams to make decisions that support the growth of the business, beyond their immediate responsibilities;
Actively delivers and focuses on an ethical and fair outcome at all times;	Willing to take risks and break the rules with the understanding that it is natural to encounter problems and hurdles when pursuing a vision;
Establishes stretch targets to drive consistent, high-quality output and deliverables;	Leads by example: encouraging others to find creative solution to business challenges;
Gives ongoing and constructive feedback to others and provides ideas and support for continual improvement;	Continually inspires team members and colleagues to excel and share their opinions;

Figure 1 - Managers vs. Leaders (Adapted from Recruiter, 2017)

Through the analysis of the characteristics of managers and leaders, we can conclude that, although we often talk about management and leadership being the same thing, they are not. The two are related, but their core functions are different. Giving a brief resume of the differences between the two, we can say that a manager deals with complexity, is concerned with finding the facts, do things right, create policies, and its principal concern is with efficiency. On the other hand, a leader deals with uncertainty, makes decisions, doing the right things, establish policies and its primary concern is effectiveness.

Multiple functions, limited resources and conflicting demands for time and resources, requires management. It involves setting priorities, establishing processes, overseeing the execution of tasks and measuring progress against expectation. Management is related to short-term, ensuring that resources are well expended, and advancements are achieved within the time frames of days, weeks and months (Colvard, 2003). Leadership, which deals with uncertainty, is related to the long-term. It involves looking at ambiguous or nonexistent information and then making a decision. Leaders must be open to new data, but at the same time, work with the data available (Colvard, 2003).

2.3 Leadership Models

Due to the wide range of studies into leadership, we need to understand how we arrived at where we are now. It is important to review the approaches that have been developed, not least to set out the domain of leadership studies and the chronology of the principles we adopt today. Looking into the literature, we can identify a series of approaches to the study of leadership, each of which succeeded its predecessor chronologically and to some degree built on previous knowledge and integrated that knowledge.

The several approaches are listed below:

	Universal	Contingency
Traits	The belief that there are certain traits and behaviors that contribute to leadership effectiveness in all situations.	- Fiedler
Behaviors	<ul style="list-style-type: none"> - Ohio State Studies - Blake & Mouton 	<ul style="list-style-type: none"> - Path-Goal Theory - Hersey & Blanchard
Transformational		

Figure 2 - Overall view of leadership models

2.3.1 Trait approaches

Leadership capacity and practice/success are considered to be a consequence of the personal qualities and characteristics of the individual. There are three broad types of factors that many have considered being important, namely physical differences such as height, age or appearance, capacity differences such as intelligence, scholarship, knowledge, and communication skills, and finally, personality aspects such as self-confidence, emotional control, the need for achievement, the need for power, or interpersonal sensitivity (Carnall & Roebuck, 2015).

In the middle of the 20th century, the trait approach was challenged by research that questioned the universality of leadership traits. Stogdill (1948) suggested that no consistent set of traits differentiated leaders from nonleaders across a multiplicity of situations. Through the analysis of traits research by Lord, DeVader, and Alliger (1986), they found that traits were strongly associated with individuals' perception of leadership. Kirkpatrick and Locke (1991) state that effective leaders are distinct types of people in several key aspects.

Although the research on traits crossed the entire 20th century, two surveys completed by Stogdill (1948, 1974) brought a good overview of the traits literature. Stogdill first survey consisted of the analysis of 124 traits studies and identified a group of important leadership traits that were related to how individuals in various groups become leaders. The conclusion was that there are eight traits that differ the average individual in the leadership role from an average group member: intelligence, alertness, insight, responsibility, initiative, persistence, self-confidence and sociability.

The findings of this first survey also indicated that an individual does not become a leader solely because that individual possesses certain traits. Rather, the traits that leaders possess must be relevant to situations in which the leader is functioning.

Stogdill's second survey analyzed 163 studies, and while the first survey implied that leadership is determined principally by situational factors and not traits, this second survey argued that both traits and situational factors were causes of the leadership role.

In reality, the second survey validated the original idea that a leaders' characteristics are indeed a part of leadership.

2.3.2 Behavioral approaches

Leadership success is deemed to be a consequence of leader behavior and style of leadership, on so far as it can be observed from day to day – for example, how the leader balances 'concern for task' with 'concern from people'. The behavioral approach looked at what leaders do, at how they operate, normally about the task and the people with whom they relate (Carnall & Roebuck, 2015).

2.3.2.1 Ohio State Studies

In the Ohio State Leadership Studies (undertaken at Ohio State University, USA), Fleishmann (1953) identified two dimensions of leadership behaviors:

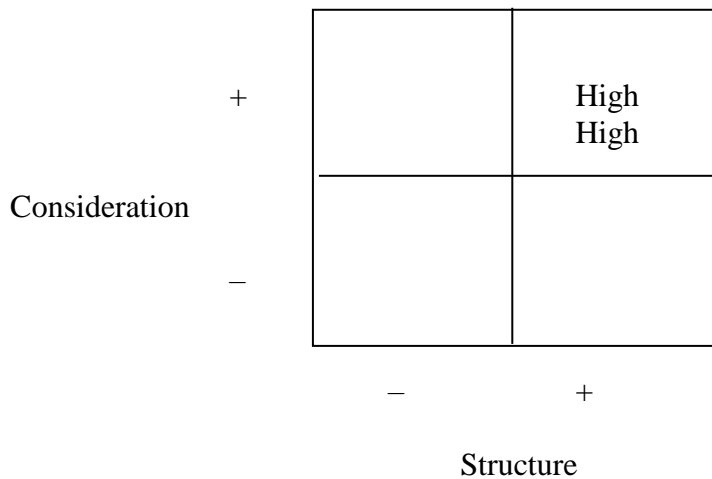


Figure 3 - Ohio State Study (Adapted from Fleishman, 1953)

- i. Consideration, being the extent to which the leader establishes trust, mutual respect and bond with the group, and demonstrates warmth, concern, support and consideration for his subordinates.
- ii. Structure, being the extent to which the leader defines and structures group efforts concerning goal attainment, organizing activities to that end.

To the analysis of the studies, it has been showed that being high in both behaviors, is the best form of leadership. Defining how a leader optimizes his/her tasks and relationship behavior has been an important subject of study for researchers from the behavioral approach.

2.3.2.2 Blake and Mouton Leadership Grid

The Leadership Grid was designed to explain how leaders help organizations to reach their purposes through two factors: concern for production and concern for people:

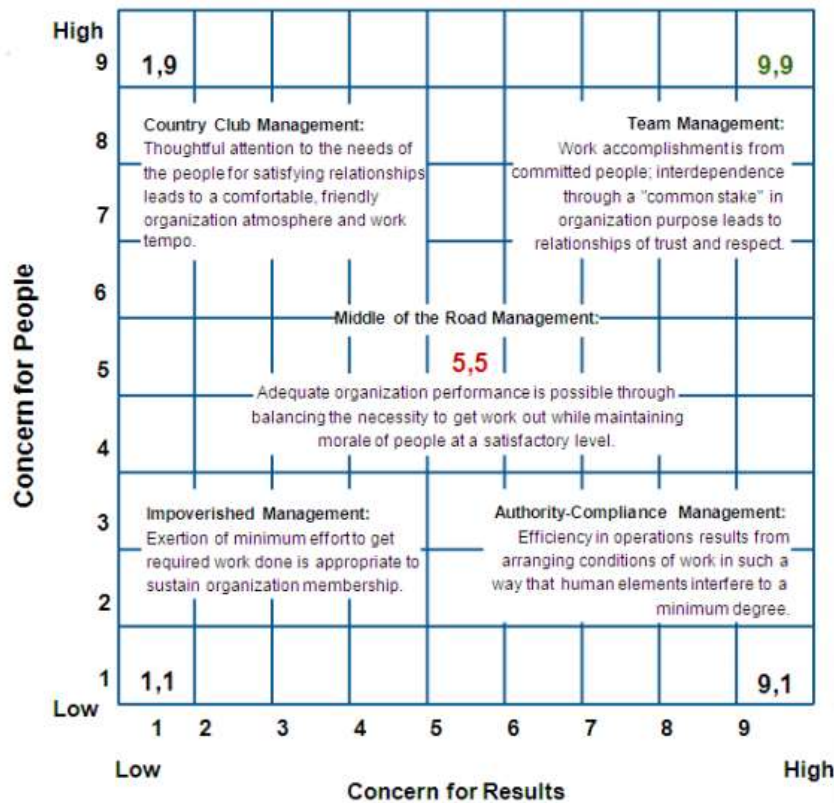


Figure 4 - Blake & Mouton Leadership Grid (Adapted from Blake & McCauley, 1991)

- i. Concern for production refers to how a leader is concerned with achieving organizational tasks. It involves a wide range of activities including attention to policy decisions, new product development, process issues, workload, and sales volume, for example. Not limited to an organization’s manufactured product or service, concern for production can refer to whatever the organization is seeking to accomplish (Blake & Mouton, 1964).
- ii. Concern for people refers to how a leader attends to the people in the organization who are trying to achieve its goals. This concern includes building organizational commitment and trust, promoting good human relations, providing decent working conditions and preserving a fair rewards and income structure (Blake & Mouton, 1964).

2.3.3 Contingency approaches

Leadership success depends on the situation/context within which the leader operates – that is, factors external to the leader. Hersey and Blanchard (1988) argued that it is not the leadership style that is important, but rather the leaders' ability to adapt their style to the needs of followers and the situations in which they are working.

2.3.3.1 Fiedler

An early example of a contingency approach, based on the studies of leadership and organizational performance by Fiedler (1967), which developed a least-preferred co-worker scale (LPC) as a means of measuring leadership style. The LPC scale asks a leader to think of all the people with whom they have ever worked and then describe the person with whom they have worked least well, using a series of bipolar scales of 1 to 8, such as friendly/unfriendly, helpful/frustrating, co-operative/uncooperative, and so on. Resulting in a high score on the scale, means that leaders are described as relationship motivated, while those who score low are task motivated.

Fiedler's model proceeds to identify three variables describing the leadership situation:

- Leader-member relation: the extent to which the leader is trusted and liked by all team members.
- Task structure: the extent to which the task(s) are clearly defined, and that well-engineered procedures are available.
- Position power: the position power of the leader regarding rewards and sanctions.

These three variables were combined into eight combinations of group-task situations, as presented in the table below:

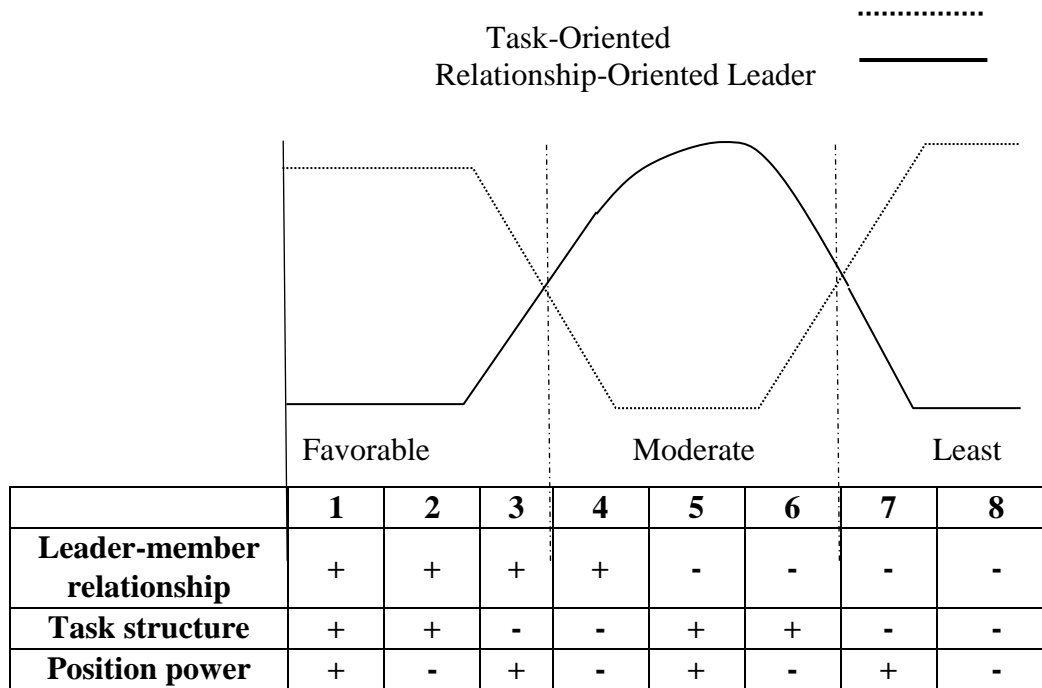


Figure 5 - Fiedler’s Contingency Theory (Adapted from Fiedler, 1967)

Task-oriented leaders (low LPC score) will be more effective where the situation is either:

- Favorable (good leader-member relation, structured tasks, high-levels of position power).
- or
- Least favorable (the opposite of the above).

A leader with strong relationship approach will be more effective where the situation is:

- Moderately favorable (with a mixed position regarding the three variables).

2.3.3.2 Path-Goal Theory

Path-goal theory is about how leaders motivate followers to accomplish designated goals (Northouse, 2016). The main principle of this leadership theory is to boost followers’ performance and satisfaction by focusing on motivation. For the leader, it is most important to use a leadership style that focuses primarily on the followers’ motivational needs. This is done by choosing behaviors that complement or supplement what is missing in the work setting (Northouse, 2016).

House and Mitchell (1974), argued that leadership generates motivation when exists an increment of payoffs that followers receive from their jobs. Leadership also motivates when it makes a clear and obstacle-free path to achieving the goal, through coaching and direction, thus making the work itself more personally satisfying (Northouse, 2016).

Figure 6 illustrates the different components of the path-goal theory, including leader behaviors, follower characteristics, task characteristics, and motivation. It suggests that each type of leader behavior has a different output on the follower’s motivation. If a certain behavior of the leader is motivating for the followers, this depends on their characteristics and the characteristics of the task.

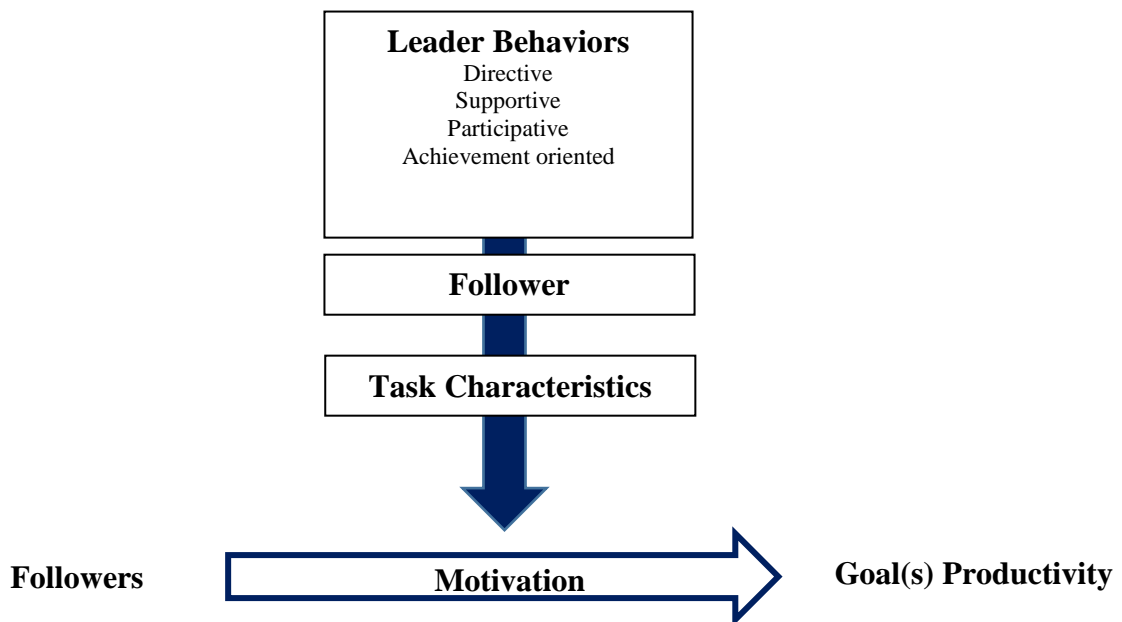


Figure 6 - Major Components of Path-Goal Theory (Adapted from Northouse, 2006)

2.3.3.3 Hersey & Blanchard Leadership Theory

One of the more widely recognized approaches to leadership in the situational approach was developed by Hersey and Blanchard (1969). As the name of the approach suggests, the situational approach focuses on leading in different situations, implying that different situations demand different forms of leadership. That being said, to be an effective leader requires adaptation of the leadership style through the complexities of different situations. The approach

stresses that leadership is composed of both a directive and supportive dimension, and that each has to be applied in accordance to the situation:

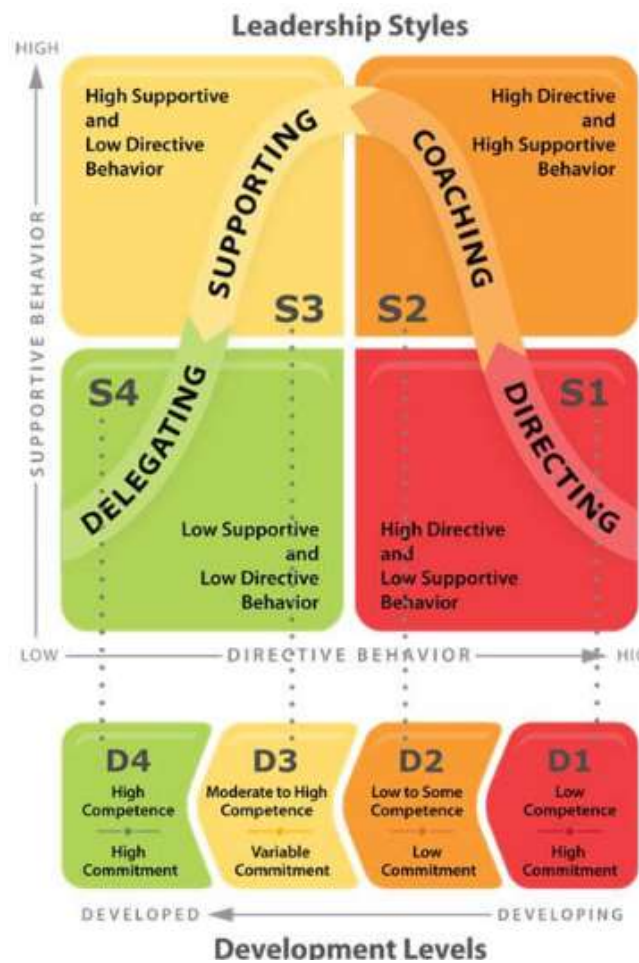


Figure 7 - Blanchard Model (Adapted from Blanchard, 1985)

- Directing (S1) – the leader focuses communication on goal achievement and spends a smaller amount of time using supportive behaviors. Instructions are given about what and how goals are to be achieved by the followers and then supervises them carefully (Northouse, 2016).
- Coaching (S2) – the leader focuses communication on both achieving goals and meeting followers’ socio-emotional needs. Requires that the leader involve himself or herself with followers’ by giving encouragement and soliciting follower input (Northouse, 2016).
- Supporting (S3) – the leader does not focus exclusively on goals but uses supportive behaviors that bring out followers’ skills on the goal to be

accomplished. An S3 leader is quick to give recognition and social support to followers (Northouse, 2016).

- Delegating (S4) – the leader offers less goal input and social support, facilitating followers' confidence and motivation towards the goal. After the group agrees on what it is to do, this style lets followers take responsibility for getting the job done the way they see fit (Northouse, 2016).

A second major part of the model concerns the development level of followers. If they are interested and confident in their work and know how to achieve the goal, they are at a high development level. Otherwise, if followers have little skill for the goal at hand but believe they have motivation or confidence to get the job done, then they are at a developing level (Northouse, 2016).

As described by Pierce & Newstorm (2000) the combination of low or high levels of ability and willingness produce a continuum of follower readiness that can be divided into four levels:

D1 – followers are low in competence, but high in commitment.

D2 – followers have some competence, but they lack commitment.

D3 – followers have moderate to high competence, but may have variable commitment.

D4 – followers that are the highest in development, a high degree of competence and a high degree of commitment to get the job done.

The leader's challenge is to identify follower readiness and then match it with the appropriate leadership style called for by the model.

2.3.4 Transformational Leadership

It is argued that leadership success is largely a matter of the leaders' concern for future vision and the achievement of radical change, be they political, technological, economic or social (Carnall & Roebuck, 2015). Following Bass (1985), the transformational leader seeks to engage subordinates to perform at new levels of performance. Bass (1985) proposed that transformational leaders seek to do so by generating greater awareness of the organizational purpose, by emphasizing that a more challenging environment requires a renewed emphasis on

an organizations' requirements and through activating higher –levels needs. It comprises four essential components:

- i. Idealised influence, charismatic leadership respected and admired by followers.
- ii. Inspirational motivation, the provision of meaning and challenge in work.
- iii. Intellectual stimulation, including creative problem-solving, creating reengineered solutions to old problems and constraints.
- iv. Individualised consideration, the willingness to listen and respond to peoples' concerns and need for growth and development.

In his approach, Bass (1985) argued that transformational leadership motivate followers to do more than expected by (a) raising followers' levels of consciousness about the importance and value of specified and idealised goals, (b) getting followers to transcend their self-interest for the sake of the team or organization, and (c) moving followers to address higher-level needs.

Many leadership models focus primarily on how leaders exchange rewards for achieved goals – the transactional process. Burns (1978) argued that transactional leadership was based on accepting the *status quo*, working within existing ideas and expectations, and focused on ensuring that leaders maximize current performance through the process of setting goals, work organization, rewards, training and so on. The transformational approach provides an expanded picture of leadership that includes not only exchange of rewards, but also leaders' attention to the needs and growth of followers (Avolio, 1999; Bass, 1985).

2.4 Millennials

At this point, it is important to identify the group of people that this dissertation is going to analyze, and that is the Millennials. So who are the Millennials? When did they appear? How do they behave in a context of work? What are they unique characteristics?

Millennials, the newest generation to enter the workforce, were born from 1980 on (Cennamo & Gardner, 2008). Some of the other names that are commonly used for this group are Gen Y, Generation Next, Nexters, Echo Boomers, and Net Gen (Zemke et al., 2000). This is the first generation that grew up using the Internet. This is all they have ever known, a world of instant connectivity where information is readily available in real-time. At work, they are

described as collaborative, and they want to be involved and express this from day one (Tapscott, 2009). Millennials, when compared to the previous generations, are far more oriented to work in teams and cooperate. They are used to do things in groups, whether in team sports, school projects or group dates (Sujansky, 2009). Perhaps no previous generation has received as much encouragement as this one, since they are used to receiving large amounts of positive feedback from parents and teachers, and they expect to continue receiving this kind of support in the workplace (Sujansky, 2009). Millennials seek ample feedback because it assures that they are continually moving along a linear, progressive path (Epstein & Hershatter, 2010). Millennials also have higher expectations for progression opportunities within their careers. Hauw and Vos (2010) clarified that due to Millennials' confidence and need of overachieving, they tend to seek out career enhancing opportunities in an organization. By offering career opportunities, organizations are giving steps towards retaining young talents. Knowing that attractive functions are important to this newer generation, training and development periods can be a valuable retaining and motivation tool (Nichols & Smith, 2015).

2.4.1 Millennials approach to leadership

Differences in values, beliefs, preferences, and attitudes of each generational cluster affects how they view leadership (Zemke et al., 2000). Millennials prefer a polite relationship with authority with a tendency to like collective action and expect their leaders to work together (Arsenault, 2004). They also expect to work in an organization in which the corporation's mission, values, operations, finances, problems, and conflicts are open to all employees (Ferri-Reed, 2014).

According to a study formulated by Deloitte, in which consisted on a population of almost 7.800 Millennials from 29 countries, results indicated that this generation overwhelmingly believes that the trade-off between people and profit should be better balanced.

Figure 8 illustrates the main results of the study, being that, all participants were born after 1982, have obtained a college or university degree, were employed fulltime, and predominantly work in large (100+ employees), private-sector organizations.



Figure 8 - Leadership Gaps (Adapted from Deloitte, 2015)

By the analysis of the results, it is identified that Millennials view leadership in a different way to how they feel that their current leadership teams operate, signaling a “leadership gap” between Millennials’ priorities and current leadership practices. Millennials are strongly directed to human practices, placing greater emphasis on “employee wellbeing” (+20) and “employee growth and development” (+14), while giving less emphasis to the perceived priorities of their senior leadership teams, on “personal income/reward” (-18) and “short-term financial goals” (-17). Knowing that making profit is important to the survival and growth of the organization, that pursuit needs to be well design, followed by a sense of purpose, by efforts to develop competitive advantages and, above all, by respecting and giving a high sense of consideration of all employees and members of society.

Millennials' perception of leadership comprehends individuals, as well as organizations. The personality traits of individuals identified as "true leaders" are listed in the figure below:

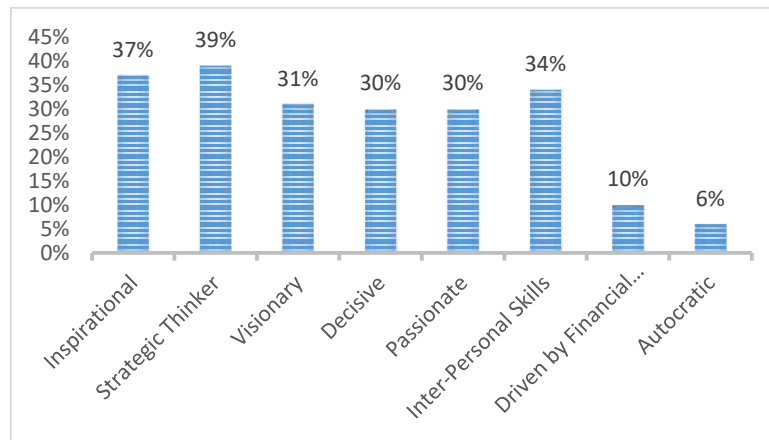


Figure 9 - Individuals as Leaders (Adapted from Deloitte, 2015)

Overall, Millennials prefer a more interpersonal relationship with their management and to know that their needs are being supported. Millennials tend to recognize leaders as persons who are mentors and are willing to guide them, yet at the same time are willing to listen to them (Dulin, 2008). Tulgan (2004) concluded that supervisors and managers have to discard traditional authority and become engaged in one-on-one coaching to drive higher productivity, quality, and innovation from Millennial workers in the 21st-century workplace.

Millennials sense of confidence is what allows them to be considered for leadership positions in the workplace. Comparing Millennials with the previous generations, at the same age, research shows that they rank higher in self-esteem and assertiveness (Deal, Altman, & Rogelberg, 2010). Hauw and Vos (2010) found that Millennials are more willing to go without social time, such as coffee breaks, and work extra hours to help an organization. This is corroborated by one of the characteristics commonly attributed to Millennials, which is a strong achievement orientation (Howe and Strauss, 2003).

As Millennials begin to take on leadership positions, organizations must understand how to develop this future leaders' strengths and leadership skills, as preparation for replacing leaders from older generations who are leaving the workforce (Dulin, 2008).

3. Research Design

Based on the research objectives and literature review presented in the chapters 1 and 2, this chapter intends to clarify the methodology and the methods used in the development of the research process. There are two methods of analyzing events in the social science context: qualitative and quantitative methods.

Qualitative research is regularly used to discover new or additional information related to a research topic when that topic is not well understood (Creswell, 2003). It also focuses on individuals' lived experiences through description (Miles & Huberman, 1994). In qualitative research, the phenomenon proposed for study appears as a pattern viewed as a problem that is best solved through iterative exploration and analysis, and understood through observations or gathering information from participants experiencing the phenomenon (Creswell, 2003).

On the other hand, quantitative research methods focus in collecting and analyzing data that is structured and can be represented as numerical (Goertzen, 2017). One of the central goals is to build accurate and reliable measurements that allow for statistical analysis. Findings generated from quantitative research uncover behaviors and trends (Goertzen, 2017). One example of the quantitative method is the survey research method. The purpose of a survey is to describe specific characteristics of a large group of persons, objects, or institutions and to understand present conditions (Park & Park, 2016). The sample of the population is also an important factor, and groups of interest are well-defined and chosen using well-defined rules of representativeness. There are several ways to conduct survey methods: e-mail, telephone, face-to-face, and web-based survey. Item (question) and scale construction, sampling procedures, analysis and reporting of results, and generalizability of the findings should be consider when drawing conclusions about the conditions, attitudes, opinions, or status of a population of persons, objects, institutions, or other entities (Park & Park, 2016).

3.1 Research Method

The method that has been chosen was to develop quantitative research, based on an online survey, with carefully selected questions to obtain an accurate response to the study research objective. Some studies have shown that vague or ambiguous questions are often misinterpreted by respondents and thus can increase measurement error. Asking survey questions that are easily and consistently understood by all respondents is a prerequisite for obtaining reliable and valid data. Ideally, respondents must find it easy to understand the meaning of a question and interpret it in the way the researcher intended. To achieve these goals, survey designers need to formulate questions that (1) are unambiguous and (2) require little processing effort (Lenzner, 2012). Large and time-consuming questionnaires tend to be very tedious, leading respondents to not answer properly at later stages of the questionnaire or, in a worst possible case scenario, stop completing the questionnaire halfway through, at the expense of both data quality and research efforts (Drolet & Morrison 2001). Perhaps the three most common reasons for choosing an e-survey are (1) decreased costs, (2) faster response times, and (3) increased response rates (Lazar & Preece, 1999). Web-based surveys answers are stored in a database where all completed survey data is kept for later analysis (Schmidt, 1997). Also, web-based surveys can be sampled. The sampled category describes respondents who were chosen using some sampling method, notified of the chance to participate, and directed to the survey's website. Finally, this system of data collection delivers an exportable data file that was further analyzed using Microsoft Office Excel software, providing the further presented findings.

3.2 Research Questions

Research studies are operationalized through research questions to which valid answers are expected by the end of the study. Research questions should be clear, concise, as simple as possible, focused and empirically answerable (Nenty, 2009). This research pretends to answer the questions:

1. Are Millennials currently demonstrating leadership traits and behaviors in the workplace?
2. What leadership style do Millennials prefer?

3.3 Survey Design

A three-section survey was developed to answer the questions formulated in the previous subchapter:

1. In the first part of the survey, the respondents had to answer four demographic questions: age, gender, type of current organization and area of work.

2. The second part was about the respondents' perception and demonstration of their leadership traits and behaviors at their jobs. It was composed by four questions, such as (1) choosing multiple actions that they do in their current job activities, (2) choosing the skills and attributes that were best developed in college, (3) a 5 Likert Scale from "Strongly Disagree" to "Strongly Agree" about leadership characteristics as if they fit or not in the respondents traits, and lastly, (4) a multiple choice question about future career aspirations.

3. The third and final part was related to the Millennials' favorite leadership style and the characteristics behind that. Four questions were formulated: (1) choosing multiple main priorities, if running an organization, (2) a multiple answer with behaviors that are most important when directing, (3) a 5 Likert Scale from "Strongly Disagree" to "Strongly Agree" about leader behaviors and traits, and finally (4) an open answer question to describe one value/characteristic/measure that the population at study would implement in their organization if they were a top management leader.

3.4 Sampling Procedure

As stated in chapter 2, and for research purposes, we consider that the Millennial generation started in 1980 onwards, which delimitates our desired sample to individuals, both feminine and masculine, that have less or equal to thirty-five years. The minimum age will be twenty years since that is the age that allows students to finish college graduation and start working. That leads us to the next restraint, which is that the sample will only have degree educated individuals, being those the ones who have more propensity to reach a higher position in their respective companies.

3.5 Sample and Data Collection

The surveyed sample in this study comprised the Portuguese population, between 20 to 35 years old, degree educated, and that are currently full employed in the private or public sector, being the ones that have experience enough to have a better understanding of the requirements and responsibilities that being a professional (and even more if being in leadership positions) involves, enabling to build a detached analysis.

The link for the online survey was communicated by social networks, and the questions were preceded by brief information regarding the purpose of the study. The survey was available from the 30th of July 2018 until the 16th of August 2018, and its completion was strictly voluntary and anonymous.

The survey counted with the participation of 108 respondents, both men (44.44%) and women (55.56%), being the youngest respondent 20 years old and the oldest 35 years old, and with a mean age of 25.93 years (please see Appendix B).

The majority of the respondents works for a large organization (64.81%), followed by medium and small organizations, both with the same weight (14.81%), and lastly for startups (5.56%).

To conclude the demographic analysis, respondents were asked to point the area of work they are inserted: 22.22% in the financial services (Banking, insurance, ...), 19.44% in technology, engineering and electronics, 12.96% in health and social care, 11.11% in other activities and services, 10.19% in assurance, advisory and equivalent, 8.33% in wholesale and retail trade, 5.56% in information and communication services, 4.63% in the public sector, 3.70% in education, and 0.93% in construction and also accommodation, food services and equivalent (please see Appendix B).

4. Findings

In this chapter, the results of the study will be presented to support the conclusions presented in the next chapter and to answer the research questions formulated before. The analysis of the online survey will be separated into two parts, each one referring to the research question that is going to be answered (please see chapter 3).

4.1. Millennials are demonstrating leadership traits and behaviors in the workplace.

4.1.1. Actions in the workplace

The first question of the survey, after the demographic questions, aims to clarify if the respondents have leadership or managerial behaviors. As seen in chapter 2, being a manager does not mean being a leader, and the opposite as well.

Three sentences describing the behaviors of a leader, and three sentences describing the behaviors of a manager, were posed (please see Appendix 1):

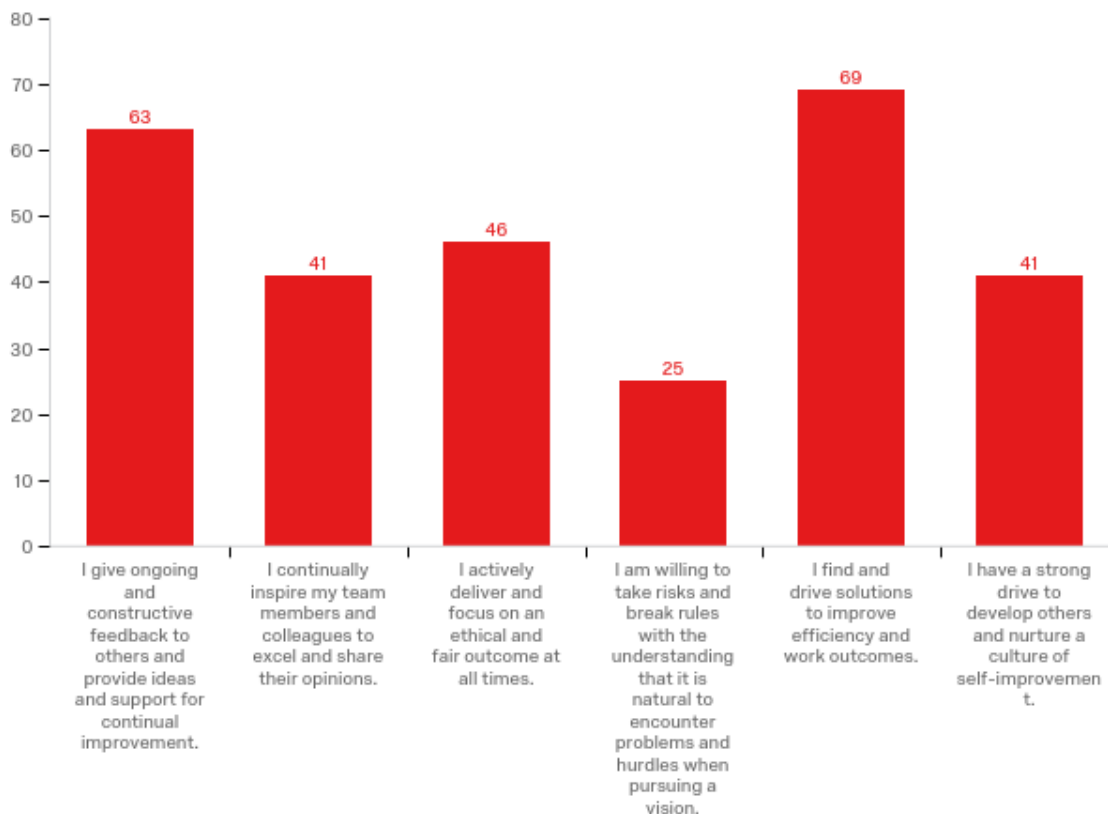


Figure 10 - Actions being done in the workplace. **Source:** Own elaboration.

As seen in Figure 10, the action that is more consensual among Millennials (chosen by 69 of the respondents) is finding and driving solutions to improve efficiency and work outcomes, followed by giving ongoing and constructive feedback to others and provide ideas and support for continual improvement (chosen by 63 of the respondents).

On the other side, the action least practiced in the workplace is the will to take risks and break the rules with the understanding that it is natural to encounter problems and hurdles when pursuing a vision, only with 8.77% of the choices, meaning 25 respondents.

By the analysis of this question is easily understandable that Millennials are, in general, problem solvers and active in finding solutions to improve their work, but they are still resilient in breaking the *status quo*.

4.1.2. Skills and attributes, which felt strongest when finished higher education.

Having a key role in modeling leaders in the society, the second question is intended to outline the major skills and attributes of the respondents, after graduation (please see Figure 11):

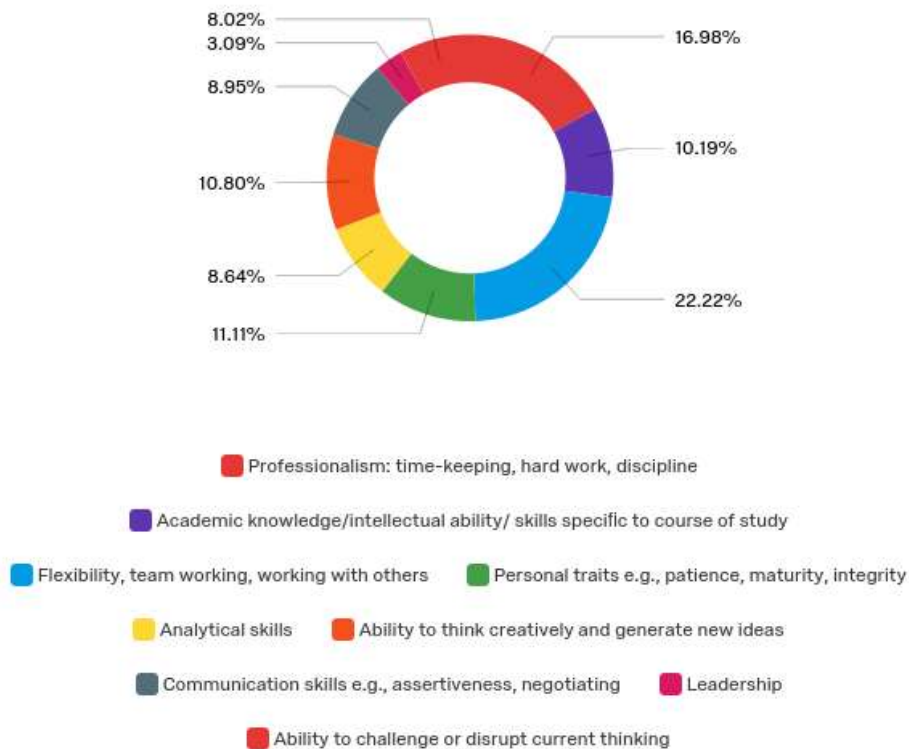


Figure 11- Skills and attributes, which felt strongest when finished higher education. **Source:** Own elaboration.

Based on the previous characteristics, three of them were asked to be selected (please see Appendix 1), resulting in a comfortable winning of ‘Flexibility, team working, working with others (22.22%), followed by ‘Professionalism: time-keeping, hard work, discipline’ (16.98%) and ‘Ability to think creatively and generate new ideas’ (10.80%). Curiously, ‘Leadership’ was the less selected characteristic (3.09%), telling us that Millennials agree that when they left college, they didn’t feel leaders. The results corroborate the theory that this generation is strong when working with their pairs, given that they are accustomed to work in groups.

4.1.3. Characteristics that fit, or not, in the leadership traits.

Through a set of characteristics, respondents were asked to rank them, according to their personal leadership traits (please see Appendix 1). The results are shown in the figure below:

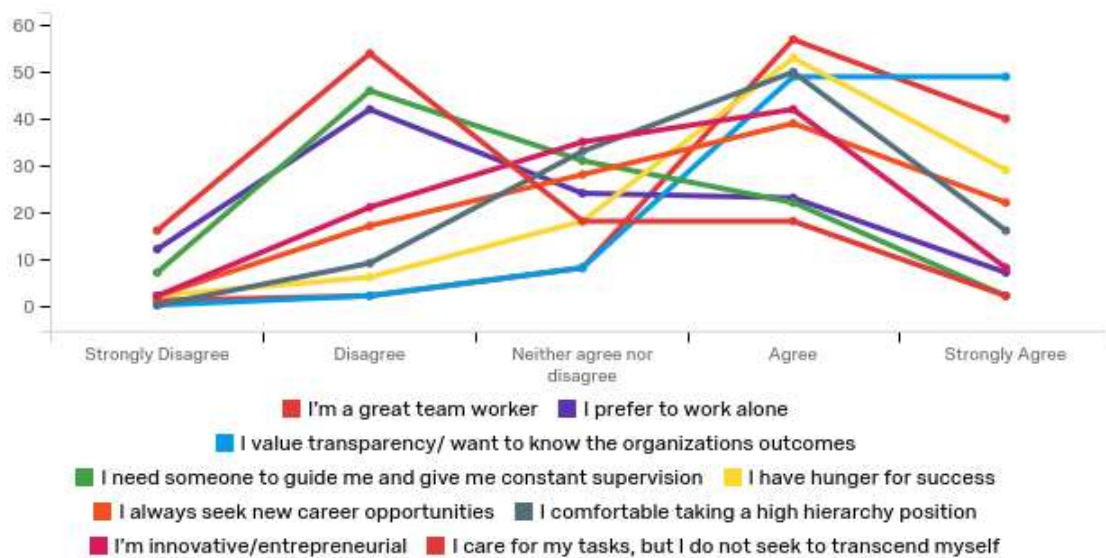


Figure 12 - Characteristics that fit, or not, in the leadership traits. **Source:** Own elaboration.

By analysing the mean (please see Appendix C) of each characteristic, we can identify the leadership traits that are more consensual among the population of study, which are, Millennials are good team workers, they don’t prefer to work alone, they really value transparency and want to know the organizations outcomes, they feel that they don’t need someone to guide them and give them constant supervision, they have hunger for success, they seek new career opportunities, they are comfortable if called to a high hierarchy position and

they consider themselves entrepreneurial/innovative and have the will to transcend in their positions.

4.1.4. Professional aspirations.

The final question of this block was aimed to understand the aspirations of the population, in taking high leadership positions inside a company (please see Appendix 1):

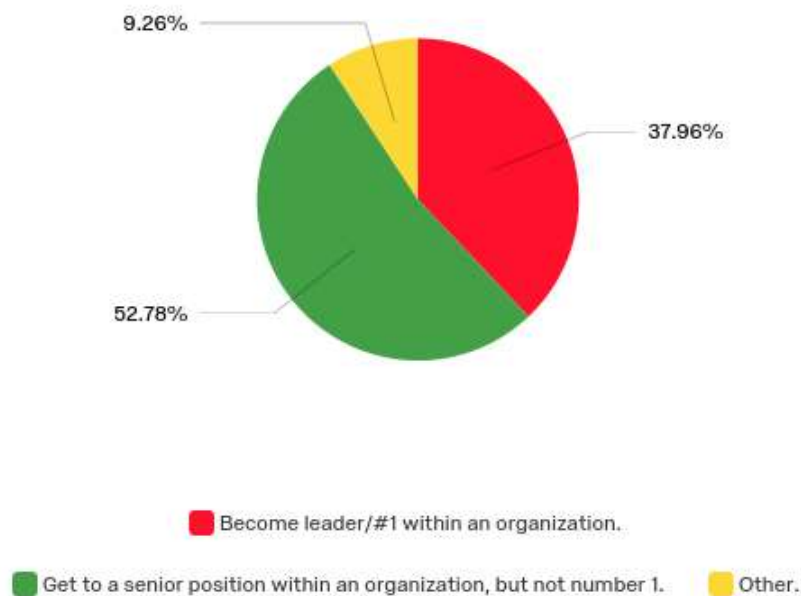


Figure 13 - Professional aspirations. **Source:** Own elaboration.

As stated in the results (please see Figure 13), 90.74% of the respondents aspire to take a high hierarchy position within their work life, being that 37.96% aim to become the maximum leader of the company and the majority (52.78%) don't want to become number 1.

It is clear that this generation is very ambitious and top-ranked positions inside the company are the most desired by them.

4.2. What leadership style do Millennials prefer?

4.2.1. Main priorities, if leading an organization.

The first question of the last block of questions was formulated to analyze the main priorities of each respondent if leading an organization (please see Appendix 1). The set of possible answers was divided into human factors versus financial factors. Fig. 14 shows us the results:

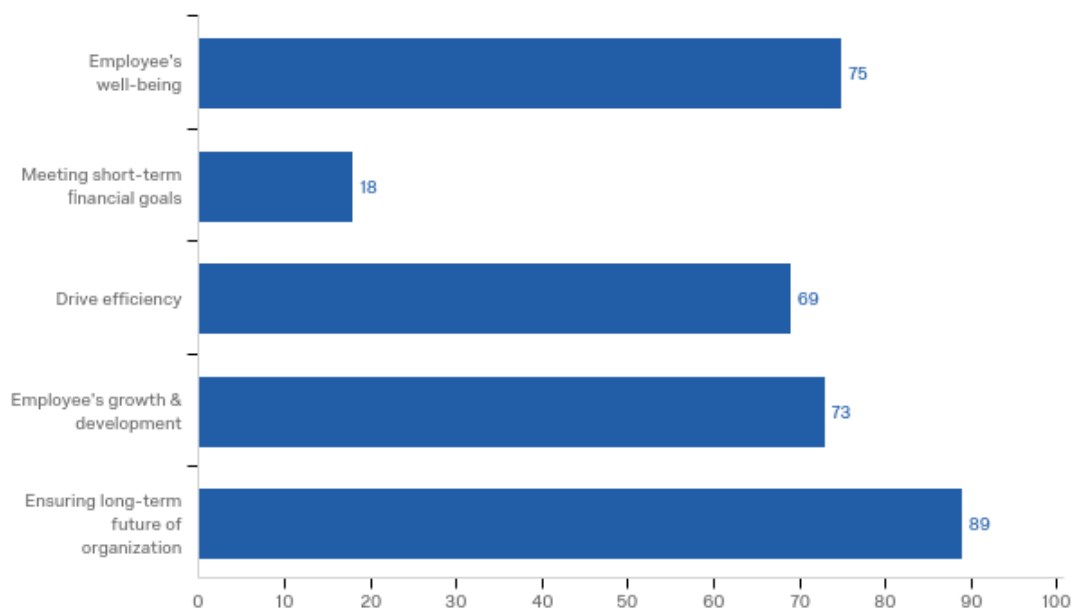


Figure 14 - Main priorities, if leading an organization. **Source:** Own elaboration.

As stated above, the number one concern for Millennials, if leading an organization, is to ensure long-term future of the organization (27.47%). Nevertheless, they give more emphasis to the human relations and well-being, instead of short-term objectives (5.56%), telling us that employee's well-being (23.15%) and employee's growth & development (22.53%) are the key circumstances that make the company survive in a long-term vision.

4.2.2. Actions performed by a leader that are most important for an organization.

This question combined two different models of leadership, which are, Transactional Leadership and Transformational Leadership. Through the analysis of Fig. 15, four actions describing each model, were posed (please see Appendix 1):

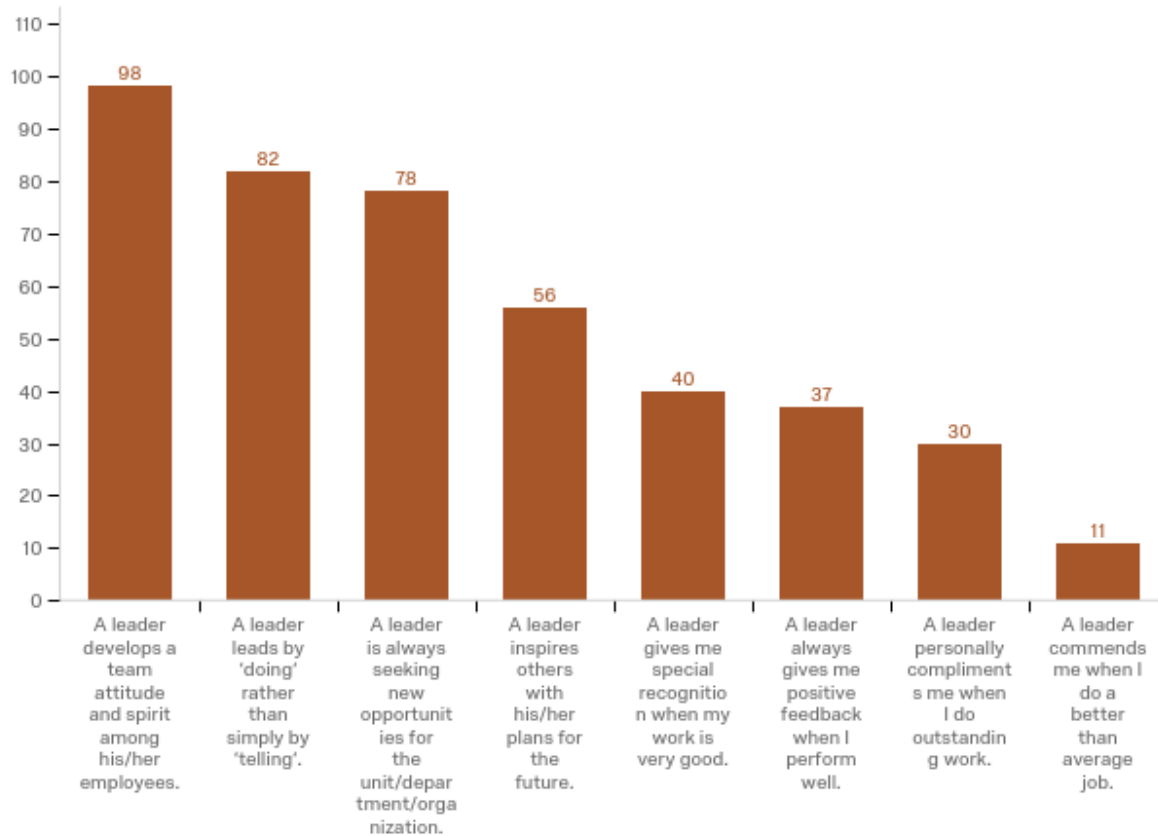


Figure 15 - Actions performed by leaders that are most important for an organization.

Source: Own elaboration.

It is identified that the most preferred style of leadership is the Transformational, since the percentage of the four questions sums 72.69% of the total, against 27.31% of the Transactional actions. It is also important to retain that the respondents were asked to choose four sentences, being all the sentences referring to the Transformational model, which strengthens the result already expressed.

4.2.3. Different types of leader behaviors.

Respondents were asked to rank the behaviors that are shown in Fig. 16, to quantify their preferences about different types of leadership (please see Appendix 1).



Figure 16 - Different types of leader behaviors. Source: Own elaboration.

By analysing the mean (please see Appendix D) of each characteristic we can outline the behaviors that have more power between Millennials, which are: ‘A leader should be confident and trust-worthy.’ and ‘A leader should be supporting but also challenging the team with high expectations.’ These two behaviors are related to a transformational and charismatic leader, which strengthens the results of the previous question (please see 4.2.2. Actions performed by a leader that are most important for an organization.).

On the other hand the less preferred type of leadership is the Autocratic Leadership, being the sentences linked to it - ‘Decisions should be made by my superior without my contribution’ and ‘My manager should give me close supervision and use authority to enforce rules’ - the ones that scored the smallest means (1.92 and 2.18 respectively).

4.2.4. One value/characteristic/measure that should be implemented if being a top management leader.

The final question of the survey was formulated to give the respondents the possibility to express one value that they would implement in their organization if they were a top management leader, as to identify the gap between the current management and the generation at study (please see Appendix 1).

Fig. 17 summarizes the results, obtained through 104 valid responses (please see Appendix E), in which 13 keywords excelled from the given answers:

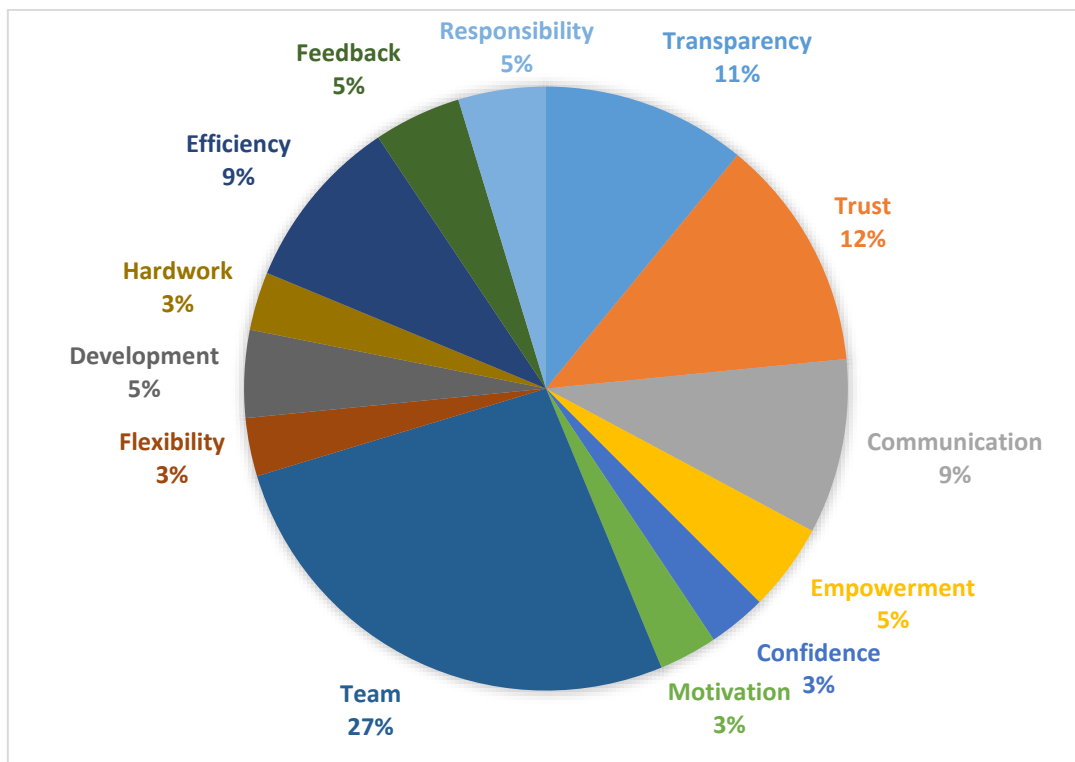


Figure 17 - One value/characteristic/measure that should be implemented if being a top management leader. **Source:** Own elaboration.

Once again, there is a strong emphasis on one aspect that characterizes this generation in the workforce, which is the ease of working in groups. 27% of the respondents think that organizations should implement more measures that affect the structure, such as develop team spirit, improve teamwork and provide team building activities.

One key aspect that is strongly valorized is for Millennials to feel involved in the company's strategic planning and its outputs. This premise is corroborated by 12% of the answers referring trust, 11% transparency and 9% communication.

Millennials have a strong drive to have an impact on an organization and contribute in a major way as they hunger for continuous development to accomplish this objective. And to do so, they need specific and frequent feedback (5%). Continuous feedback helps not only to give Millennials a sense of meaning and belonging, but it values them as an important asset to the company.

5. Conclusions, Limitations and Future Research

5.1 Major Conclusions

In this chapter, the major conclusions of this study will be presented. As stated in chapter 3, the research questions targeted for analysis were if Millennials are currently demonstrating leadership traits and behaviors in the workplace and what leadership style they prefer (please see chapter 3). After exposing the results and analyzed them, we are in conditions to answer the proposed questions.

All generations behave in different manners, have different values, beliefs and, consequently, a different understanding of the world. The generation at study, Millennials, was raised along with globalization and major developments in technology, always connected to the world through all kind of networked devices. It was then assumed that this generation would be developing the skills, competencies and mindset to successfully become leaders, in a globalized world.

Based on the first block of questions, specially formulated to identify if Millennials are demonstrating already leadership traits and behaviors, the results tend to go in that direction, even though, less than 5% of the respondents affirm that ‘Leadership’ was a competence developed in college. Therefore there is a gap between what this generation perceive as being a leader, and what they are demonstrating in their workplaces. It is possible to conclude that the leadership traits and behaviors are intrinsically connected to this generation, being that they are expressing them since they started working with their pairs in school, but still they don’t consider themselves as leaders.

Another finding, that perfectly fits the examined literature, is that the main characteristic that describes this generation is the ease and propensity to work in teams. When asked if they prefer to work in groups or to work alone, the results clearly indicate that working in teams is the most preferred method of working, since they value constant and constructive feedback and they value the discussion and generation of new ideas.

However, even though we are before a known generation for their creativity and entrepreneurship, results surprise us, as they show that taking risks is still something that

Millennials are afraid of, being in reaching the higher position inside the organization, being in breaking the overall *status quo* of things when pursuing a vision. There is a pattern which indicates that they seek new career opportunities, and they hunger for success, but they fail to indicate that become number 1 inside the company is their major objective (a gap of almost 15% between aspiring the top position and reaching a senior position, but not number 1).

Based on the second block of questions, formulated to identify the preferred leadership style, results indicate that the traits and behaviors of this generation are in agreement with the characteristics of the Transformational Leadership, as they fit in the four essential elements of this theory (please see 2.3.4. Transformational Leadership).

Once again, the results are related to the conclusions already exposed, as this type of leadership is connected to a leader that is teamwork-driven, and it only works with the full engagement of all employees. Bass and Avolio's (1993) behavioral indication of transformational leadership has empowering effects on followers. For example, behavioral indicators such as (1) promoting self-development among followers, (2) convincing followers that they have the ability to achieve high-performance levels (inspirational motivation), (3) fostering a readiness for changes in thinking (intellectual stimulation), and (4) modeling through self-sacrifice (idealized influence) do provide self-efficacy information to followers and consequently have empowering effects on them.

That said, the transformational leader must be a charismatic leader, being that it is clearly agreed that he or she must be confident and trust-worthy. Robert House (1977) argued that charismatic leaders could be distinguished from others by their tendency to dominate, a strong conviction in their own beliefs and ideas, a need to influence others, and high-self-confidence.

Leadership is then consensually validated when the employees recognize and identify the leader from their interactions with him/her. The leader's observed behaviors can be interpreted by his or her followers as expressions of charismatic qualities. Such qualities are seen as part of the leader's inner disposition or personal style of interacting with followers. In this sense, charisma can be considered an additional inferred dimension of leadership behavior or an additional leadership role.

Another important aspect that is being analyzed is the balance between human factors and the need for fulfilment of the organizational tasks and financial outcomes. It is concluded that the main priority for an organization should be “surviving” in a long-term scope, in a competitive and profoundly changing environment. Nevertheless, Millennials put a great emphasis on the social relations in work, knowing that the previous statement can only be reached by a high level of commitment of employees, thus giving high meaning to employee’s well-being and their constant development.

Discussing the gap between what is being done in their current organizations and what Millennials consider that could be improved, results show us that they give great importance to organizational transparency, and they want to know the organizations outcomes, thus factors as trust, transparency and communication are emphasized as key aspects that leaders must cultivate all across the organizations departments.

In conclusion, this study presents significant data for further discussion and analysis of the future leaders in the Portuguese labor sectors. Researchers can take a better understanding of what Millennials cherish the most, when employed, and outlook the future traits and behaviors that the leaders of tomorrow are going to bring in place.

5.2 Limitations of the study

Throughout the development of this dissertation, some limitations were faced.

Firstly, it was found that there is an extensive literature about leadership models. In this study, it was tried to identify the most important literature that could support the understanding of the results and its conclusions.

Another limitation relates to the sample size since the number of units analyzed in the study only represents a small part of the entire Millennial workforce in Portugal.

Lastly, the conclusions are only focused on the literature review, as they do not contemplate the contextual interactions that arise every day inside the organizations, and that can influence the leadership process (please see 2.3.3 Contingency approaches).

5.3 Future Research

Having the results of the study and its inherent conclusions, it is suggested that the research continues, to complete and add further information to the overall topic in discussion.

As stated before (please see 5.2 Limitations of the study) there is a wide range of analysis and tools that can be done to enrich the profile of a Millennial leader. Therefore, a more profound study of all aspects that typify someone as a leader, in the eyes of another, would provide interesting insights into the figure of a leader. For example, the analysis of different sources of power and influence in organizations. Every day, leaders all over the world acquire and use power to accomplish organizational goals. Given that, it is most important to understand how power is acquired, know how and when should be used, and be able to anticipate its probable effects (Lunenburg, 2012). Power and leadership are linked. Leaders constantly use power as a mean of achieving group goals. By studying the influence of power in organizations, we will be better able to use that knowledge to become a more effective leader. In simple terms, power is the ability to influence someone else (Nelson & Quick, 2012).

Another suggestion, since the population at study, are now entering massively in the workforce and most of the respondents are not currently in high hierarchy positions, is to restrict the population to only those that are already taking those positions inside their companies. By doing this, the uncertainty factor is eliminated, and the information is presented in real time.

One final suggestion for future research is to analyze the generation that came after, which means Generation Z, and with both data, create comparisons and formulate new thesis regarding how that generation is behaving and what are their intrinsical traits, when positioned in functions that require leading.

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7. Appendices

Appendix A – Survey

LEADERS OF TOMORROW


Start of Block: Introduction

The following questionnaire, made for statistical analysis for a Master in Management thesis, has the principal objective to understand the leadership traits and behaviors of the leaders of tomorrow. It is directed to the Portuguese population, between 20 to 35 years old, degree educated, and that are currently full employed in the private or public sector. The answers are confidential and they will be used just for academic purposes.

End of Block: Introduction

Start of Block: Demographic

Q.1 - Age

	20	24	27	31	34	35
Age ()						

Q.2 - Gender

- Male (1)
 - Female (2)
-

Q.3 - Type of current organization

- Startup (1)
 - Small organization (< 50 employees) (2)
 - Medium organization (3)
 - Large organization (> 250 employees) (4)
-

Q.4 - Area of Work

- Accommodation, food services and equivalent (1)
- Assurance, advisory and equivalent (2)
- Construction (3)
- Education (4)
- Financial services (Banking, insurance,...) (5)
- Health and social care (6)
- Information and communication services (7)
- Other activities and services (8)
- Public sector (9)
- Real estate services (10)
- Technology, engineering and electronics (11)
- Tourism & leisure (12)
- Wholesale and retail trade (13)

End of Block: Demographic

Start of Block: Leaders and Leadership

Q.5 - Choose, from the sentences below, actions that you make in your daily job activities. (You can choose more than one option)

- I give ongoing and constructive feedback to others and provide ideas and support for continual improvement. (1)
 - I continually inspire my team members and colleagues to excel and share their opinions. (2)
 - I actively deliver and focus on an ethical and fair outcome at all times. (3)
 - I am willing to take risks and break rules with the understanding that it is natural to encounter problems and hurdles when pursuing a vision. (4)
 - I find and drive solutions to improve efficiency and work outcomes. (5)
 - I have a strong drive to develop others and nurture a culture of self-improvement. (6)
-

Q.6 - Of the following skills and attributes, which do you feel were your strongest when you finished higher education? (Choose up to three)

- Professionalism: time-keeping, hard work, discipline (1)
- Academic knowledge/intellectual ability/ skills specific to course of study (2)
- Flexibility, team working, working with others (3)
- Personal traits e.g., patience, maturity, integrity (4)
- Analytical skills (5)
- Ability to think creatively and generate new ideas (6)
- Communication skills e.g., assertiveness, negotiating (7)
- Leadership (8)
- Ability to challenge or disrupt current thinking (9)

Q.7 - On a scale from 'Strongly Disagree' to 'Strongly Agree', rank the characteristics below, as they fit, or not, in your leadership traits.

	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly Agree (5)
I'm a great team worker (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer to work alone (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I value transparency/ want to know the organizations outcomes (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need someone to guide me and give me constant supervision (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have hunger for success (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always seek new career opportunities (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I comfortable taking a high hierarchy position (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm innovative/entrepreneurial (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I care for my tasks, but I do not seek to transcend myself (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q.8 - Which of the following are you hoping to do or achieve during your working life?

- Become leader/#1 within an organization. (1)
- Get to a senior position within an organization, but not number 1. (2)
- Other. (3) _____

End of Block: Leaders and Leadership

Start of Block: Block 3

Q.9 - If you were leading your organization, what would be your main priorities? (Choose up to three)

- Employee's well-being (1)
 - Meeting short-term financial goals (2)
 - Drive efficiency (3)
 - Employee's growth & development (4)
 - Ensuring long-term future of organization (5)
-

Q.10 - Choose, from the sentences below, those you consider most important for an organization. (Choose up to four)

- A leader always gives me positive feedback when I perform well. (1)
 - A leader gives me special recognition when my work is very good. (2)
 - A leader commends me when I do a better than average job. (3)
 - A leader personally compliments me when I do outstanding work. (4)
 - A leader is always seeking new opportunities for the unit/department/organization. (5)
 - A leader leads by 'doing' rather than simply by 'telling'. (6)
 - A leader inspires others with his/her plans for the future. (7)
 - A leader develops a team attitude and spirit among his/her employees. (8)
-

Q.11 - On a scale of 'Strongly Disagree' to 'Strongly Agree', rank the sentences below, in which should be a leader behavior.

	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly Agree (5)
Decisions should be made by my superior without my contribution. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My manager should give me close supervision and use authority to enforce rules. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My manager should leave me to make decisions and give me little to no supervision. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rewards and punishments should be used by my manager/leader in order to achieve targets and objectives. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A leader should be confident and trustworthy. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A leader should be supporting but also challenging the team with high expectations. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q.12 - Describe in one sentence/word, one value/characteristic/measure that you would implement in your organization if you were a top management leader.

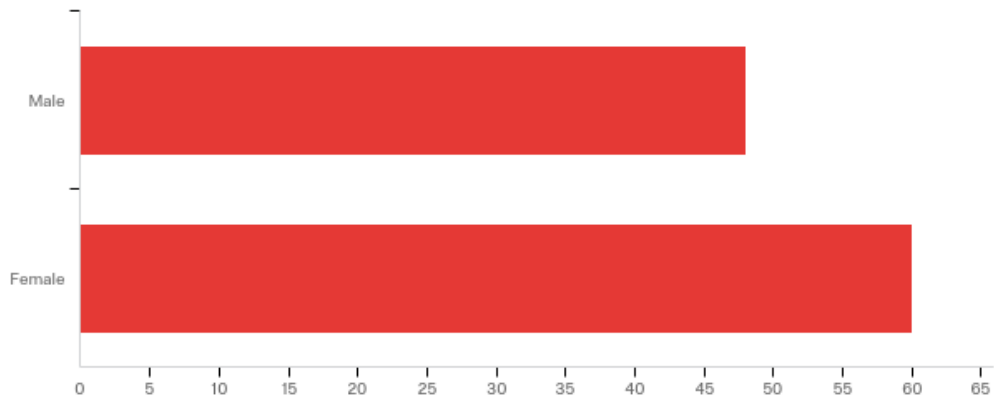
End of Block: Block 3

Appendix B – Demographic Questions Results

Age

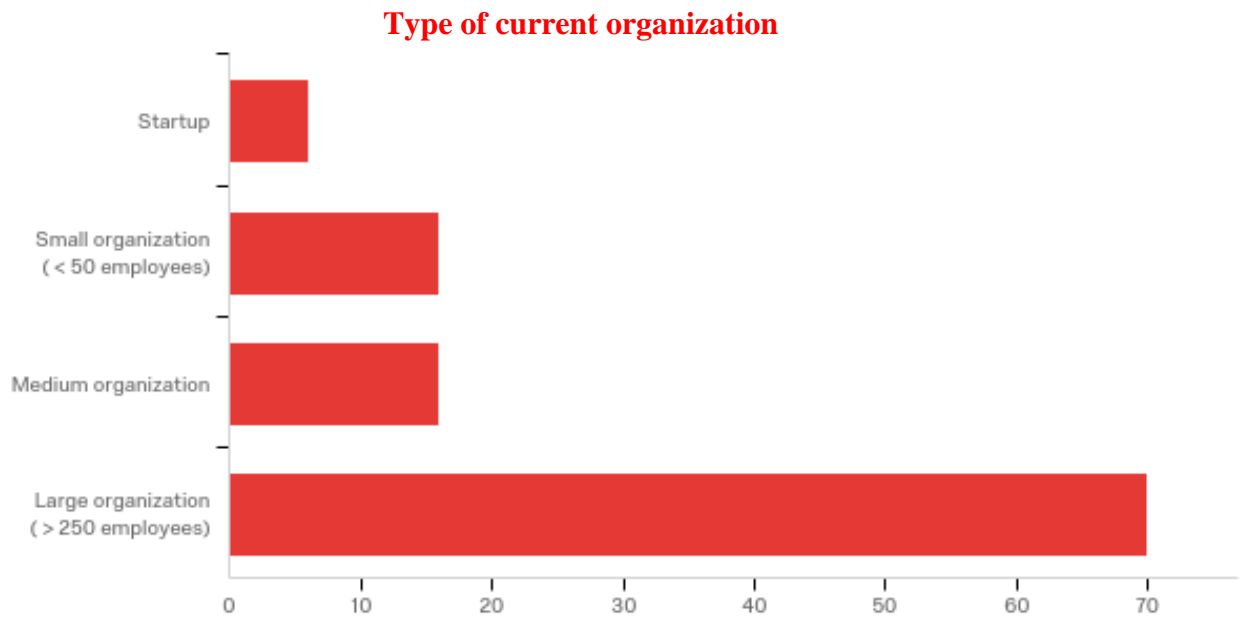
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Age	20.00	35.00	25.93	3.15	9.92	108

Gender



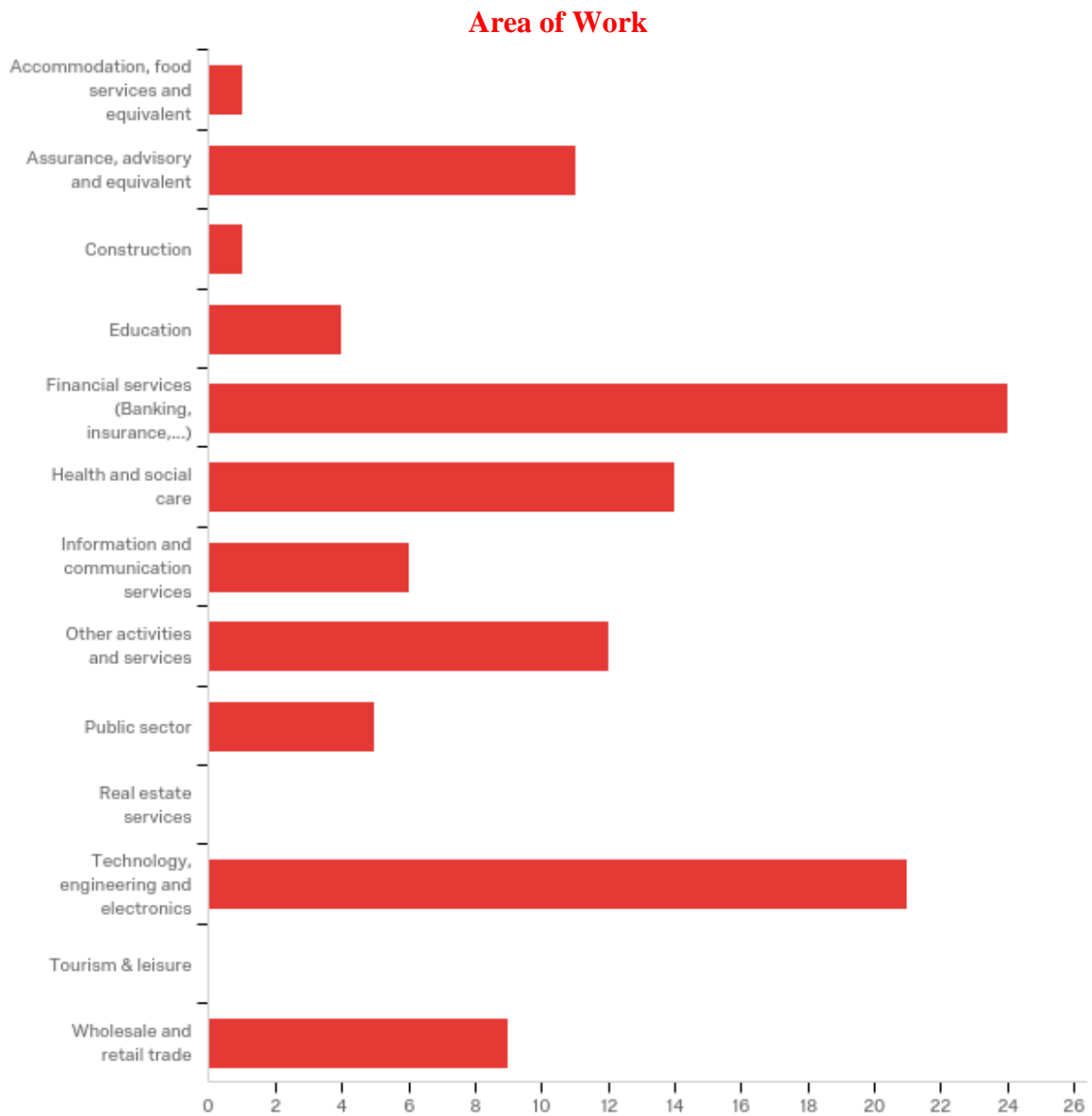
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Gender	1.00	2.00	1.56	0.50	0.25	108

#	Answer	%	Count
1	Male	44.44%	48
2	Female	55.56%	60
	Total	100%	108



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Type of current organization	1.00	4.00	3.39	0.93	0.87	108

#	Answer	%	Count
1	Startup	5.56%	6
2	Small organization (< 50 employees)	14.81%	16
3	Medium organization	14.81%	16
4	Large organization (> 250 employees)	64.81%	70
	Total	100%	108



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Area of Work	1.00	13.00	7.19	3.28	10.75	108

#	Answer	%	Count
1	Accommodation, food services and equivalent	0.93%	1
2	Assurance, advisory and equivalent	10.19%	11
3	Construction	0.93%	1
4	Education	3.70%	4
5	Financial services (Banking, insurance, ...)	22.22%	24

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6	Health and social care	12.96%	14
7	Information and communication services	5.56%	6
8	Other activities and services	11.11%	12
9	Public sector	4.63%	5
10	Real estate services	0.00%	0
11	Technology, engineering and electronics	19.44%	21
12	Tourism & leisure	0.00%	0
13	Wholesale and retail trade	8.33%	9
	Total	100%	108

Appendix C – Question 7 Results

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I'm a great team worker	1.00	5.00	4.23	0.74	0.55	108
2	I prefer to work alone	1.00	5.00	2.73	1.11	1.23	108
3	I value transparency/ want to know the organizations outcomes	2.00	5.00	4.34	0.70	0.48	108
4	I need someone to guide me and give me constant supervision	1.00	5.00	2.69	0.93	0.86	108
5	I have hunger for success	1.00	5.00	3.94	0.91	0.82	108
6	I always seek new career opportunities	1.00	5.00	3.57	1.04	1.08	108
7	I comfortable taking a high hierarchy position	2.00	5.00	3.68	0.83	0.68	108
8	I'm innovative/entrepreneurial	1.00	5.00	3.31	0.93	0.86	108
9	I care for my tasks, but I do not seek to transcend myself	1.00	5.00	2.41	0.99	0.98	108

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#	Question	Strongly Disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree		Total
1	I'm a great team worker	0.93%	1	1.85%	2	7.41%	8	52.78%	5	37.04%	4	108
2	I prefer to work alone	11.11%	1	38.89%	4	22.22%	2	21.30%	2	6.48%	7	108
3	I value transparency/ want to know the organizations outcomes	0.00%	0	1.85%	2	7.41%	8	45.37%	4	45.37%	4	108
4	I need someone to guide me and give me constant supervision	6.48%	7	42.59%	4	28.70%	3	20.37%	2	1.85%	2	108
5	I have hunger for success	1.85%	2	5.56%	6	16.67%	1	49.07%	5	26.85%	2	108
6	I always seek new career opportunities	1.85%	2	15.74%	1	25.93%	2	36.11%	3	20.37%	2	108
7	I comfortable taking a high hierarchy position	0.00%	0	8.33%	9	30.56%	3	46.30%	5	14.81%	1	108
8	I'm innovative/entrepreneurial	1.85%	2	19.44%	2	32.41%	3	38.89%	4	7.41%	8	108
9	I care for my tasks, but I do not seek to transcend myself	14.81%	1	50.00%	5	16.67%	1	16.67%	1	1.85%	2	108

Appendix D – Question 11 Results

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Decisions should be made by my superior without my contribution.	1.00	4.00	1.92	0.88	0.78	108
2	My manager should give me close supervision and use authority to enforce rules.	1.00	5.00	2.18	1.03	1.05	108

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3	My manager should leave me to make decisions and give me little to no supervision.	1.00	5.00	2.95	1.06	1.12	108
4	Rewards and punishments should be used by my manager/leader in order to achieve targets and objectives.	1.00	5.00	2.87	1.13	1.28	108
5	A leader should be confident and trustworthy.	1.00	5.00	4.52	0.67	0.45	108
6	A leader should be supporting but also challenging the team with high expectations.	1.00	5.00	4.47	0.69	0.47	108

#	Question	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Total
1	Decisions should be made by my superior without my contribution.	35.19 % 38	46.30 % 50	10.19 % 11	8.33 % 9	0.00 % 0	108
2	My manager should give me close supervision and use authority to enforce rules.	28.70 % 31	40.74 % 44	15.74 % 17	13.89 % 15	0.93 % 1	108
3	My manager should leave me to make decisions and give me little to no supervision.	6.48 % 7	34.26 % 37	21.30 % 23	33.33 % 36	4.63 % 5	108
4	Rewards and punishments should be used by my	15.74 % 17	21.30 % 23	25.93 % 28	34.26 % 37	2.78 % 3	108

	manager/leader in order to achieve targets and objectives.											
5	A leader should be confident and trustworthy.	0.93%	1	0.93%	1	1.85%	2	37.96%	41	58.33%	63	108
6	A leader should be supporting but also challenging the team with high expectations.	0.93%	1	0.93%	1	2.78%	3	40.74%	44	54.63%	59	108

Appendix E –Question 12 Results

1. Team trust

2. Emotional intelligence

3. Transparency in work planning

4. Company-wide compensation package/raise transparency

5. Trust

6. Respect

7. Resilience

8. Transparency

9. Team spirit

10. Confidence

11. Well-being of the team

12. Teamwork

13. Honesty

14. Long term vision and commitment/loyalty

15. Manipulative

16. Motivation, good environment, efficiency
17. Team coaching
18. Communication
19. Give awards to the ones who have the right attitude within the business
20. Empowerment
21. Responsibility
22. I would lead by example and show how I want my team to perform and cooperate while achieving the unit objectives
23. Empathy
24. Employees should give ideas of ways to improve efficiency, employees should give constant feedback
25. Acknowledgement of good work
26. -
27. Communication
28. -
29. Internal organization/better internal communication
30. Bold, courageous and with strong resilience
31. Good work environment
32. Team well-being
33. Flexibility
34. Respect values
35. Innovation
36. -
37. Passion, hard work and well being
38. Constructive feedback
39. Equality of work among the employees
40. Be the change you want to see
41. Freedom, responsibility, trust, family ambience
42. Commitment and people development

43. Trust
44. Hard work
45. Improve teamwork and communication platforms
46. Team spirit
47. Ethics
48. *Hygge*
49. Leading by example
50. Friendship
51. Efficiency
52. Efficiency
53. Hard work
54. Self-development
55. Teamwork
56. Commitment with the whole team
57. Responsibility
58. Passion
59. Communication and transparency
60. Organization
61. Trust
62. Success
63. Transparency
64. Teamwork
65. Empowerment
66. Human
67. Culture
68. Big, dream
69. Vision
70. A desire to succeed
71. Organization and efficiency

72. Emotional intelligence
73. Communication and transparency between the different departments
74. Team spirit
75. Team spirit
76. Valorization of employees
77. Well defined structure of the organization
78. Inspire others
79. Create very good relationship between workers
80. Money
81. Future
82. Empowerment
83. Variable pay according to objectives
84. Creative thinking
85. Motivate team
86. Enhance and value the employees
87. Policies
88. Proactiveness
89. Team building activities
90. Happiness
91. Always help the team and respect everyone
92. Family spirit
93. Transparency
94. Motivation to do better than the objectives
95. Balance
96. Feedback to employees and recognition of good work
97. Talk less, work more
98. Loyalty
99. Trust
100. Make the difference

101. Trust

102. Flexibility

103. Efficiency

104. -

105. Confidence and example

106. Positivism

107. Trust

108. Ongoing development of employees in all sectors of activity of the company