



**Management competencies to enhance employee engagement of a new
generation workforce**

Leesha Koobair
16391455

A Research Report submitted to the Gordon Institute of Business Science, University of Pretoria, in partial fulfilment of the requirements for the degree of Master of Business Administration

7 November 2018

Abstract

The rapid rise of Millennial workers has created complexity for leaders managing the younger cohort. However, there is a lack of academic literature to date that considers the new generation workforce within the context of evolving management competencies for promoting engagement in 21st century organisations. The purpose of this study is to expand the sparse empirical literature on employee engagement within the sphere of generational differences at work by examining (1) the behaviours line managers need to show in order to enhance employee engagement of Millennials, and (2) highlight both effective and ineffective management behaviours in this context.

A qualitative research methodology was selected for a more nuanced and theoretical study, aimed at gathering rich insights on manager behaviours, from the perspective of Millennials in the workforce. Data was collected from a diverse sample of 15 Millennial employees, through in-depth semi-structured interviews, using a cross-sectional research design. The data was analysed using thematic analysis to identify patterns which allowed for granular analysis and research on the content of the data. Furthermore, frequency analysis was applied as a statistical method to validate the resultant themes.

The research findings contribute to understanding valuable and important manager behaviours for promoting employee engagement of Millennial workers. These findings have practical implications for line managers. The management competency framework derived from the research study serves as an effective management tool that provides managers with guidance on behaviours to adopt and avoid in order to enhance employee engagement.

Keywords

Employee engagement; Generational differences; Millennials; Work values; Leadership

Declaration

I declare that this project is my own work. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration at the Gordon Institute of Business Science, University of Pretoria. It has not been submitted before for any degree or examination in any other University. I further declare that I have obtained the necessary authorisation and consent to carry out this research.

.....
Leesha Koobair

7 November 2018

TABLE OF CONTENTS

Abstract	ii
Keywords.....	iii
Declaration.....	iv
List of Figures	xi
List of Tables	xi
CHAPTER 1: INTRODUCTION TO RESEARCH PROBLEM	1
1.1. Background to the Research Problem	1
1.2. Definition of the Research Problem and Purpose	2
1.3. Core Research Problem	5
1.4. Research Questions	6
1.5. Scope of the Research	6
1.6. Research Assumptions.....	7
1.7. Significance of the Research	7
1.8. Research Limitations	8
1.9. Research Delimitations.....	9
1.10. Chosen Research Design.....	9
1.11. Explanation of Terms.....	9
1.12. Outline of the Research Study.....	10
1.13. Conclusion.....	11
CHAPTER 2: LITERATURE REVIEW	13
2.1. Introduction.....	13
2.2. Employee Engagement	13
2.2.1. Defining employee engagement.....	13
2.2.2. The consequences of employee engagement.....	15
2.2.3. Antecedents of employee engagement	17
2.2.4. The dark side of employee engagement	18
2.2.4.1. Job burnout	18
2.2.4.2. Fixed mindset.....	19
2.2.4.3. Inadequate support	19
2.3. Generational Differences	20
2.3.1. Generation cohort theory	21

2.3.2. Silent Generation	21
2.3.3. Baby Boomers	22
2.3.4. Generation X.....	22
2.3.5. Millennials	23
2.3.6. Work values	24
2.3.7. Leisure	25
2.3.8. Extrinsic values	26
2.3.9. Intrinsic values	27
2.3.10. Altruistic values	27
2.3.11. Social values.....	28
2.4. Management Competencies Explained.....	30
2.4.1. Impact of generational differences on management competencies by leadership theory	31
2.4.2. Transformational leadership.....	31
2.4.3. Leader-member exchange (LMX).....	32
2.4.4. Authentic leadership.....	33
2.4.5. Ethical leadership.....	34
2.5. The Relationship between Employee Engagement and Management Competencies Required to Lead Millennials	35
2.6. Challenges of Leading the Millennial Generation	39
2.7. Conclusion.....	40
CHAPTER 3: RESEARCH QUESTIONS	42
3.1. Introduction.....	42
3.2. Research Questions Explained.....	43
3.3. Conclusion.....	45
CHAPTER 4: RESEARCH METHODOLOGY.....	46
4.1. Introduction.....	46
4.2. Research Methodology and Design	46
4.3. Population	47
4.4. Unit of Analysis.....	48
4.5. Sampling Method and Sample Size	48
4.6. Measurement Instrument and Data Collection Tool	52
4.6.1. Interview proformas.....	52
4.6.2. Pilot test.....	57
4.7. Data Gathering Process and Collection Method	57

4.8.	Data Analysis Approach	58
4.8.1.	Open coding	59
4.8.2.	Axial coding	60
4.8.3.	Selective coding.....	60
4.9.	Strategies to Ensure Data Integrity	61
4.10.	Research Ethics	62
4.11.	Research Limitations	62
4.12.	Conclusion.....	63
	CHAPTER 5: RESULTS	64
5.1.	Introduction.....	64
5.2.	Description of Sample.....	64
5.3.	Data Analysis.....	65
5.4.	Presentation of Results.....	66
5.5.	Physical Component of Employee Engagement: Direction and Shared Purpose	69
5.5.1.	Findings for research question one	70
5.5.2.	Findings for research question two.....	70
5.5.2.1.	Training and support on the job	70
5.5.2.2.	Managing performance	71
5.5.2.3.	Clear direction and expectations	72
5.5.2.4.	Strategic orientation and goal alignment	72
5.5.3.	Findings for research question three	73
5.5.3.1.	Training and support on the job	73
5.5.3.2.	Managing performance	74
5.5.3.3.	Clear direction and expectations	74
5.5.3.4.	Strategic orientation and goal alignment	75
5.5.4.	Findings for research question four	76
5.5.5.	Summary of findings	78
5.6.	Cognitive Component of Employee Engagement: Growth Opportunity	80
5.6.1.	Findings for research question one	80
5.6.2.	Findings for research question two.....	80
5.6.2.1.	Career and development	81
5.6.2.2.	Autonomy and empowerment.....	82
5.6.2.3.	Managing change and innovation.....	83
5.6.3.	Findings for research question three	84
5.6.3.1.	Career and development	84
5.6.3.2.	Autonomy and empowerment.....	85

5.6.3.3. Managing change and innovation.....	86
5.6.4. Findings for research question four	87
5.6.5. Summary of findings	88
5.7. Emotional Component of Employee Engagement: Interpersonal Skills and Integrity.....	91
5.7.1. Findings for research question one	91
5.7.2. Findings for research question two.....	92
5.7.2.1. Emotional expertise and awareness.....	92
5.7.2.2. Rewards and recognition	93
5.7.2.3. Ethical principles	94
5.7.2.4. Collaboration and influencing	95
5.7.3. Findings for research question three	95
5.7.3.1. Emotional expertise and awareness.....	96
5.7.3.2. Rewards and recognition	97
5.7.3.3. Ethical principles	98
5.7.3.4. Collaboration and influencing	98
5.7.4. Findings for research question four	99
5.7.5. Summary of findings	100
5.8. Conclusion.....	103
CHAPTER 6: DISCUSSION OF RESULTS	113
6.1. Introduction.....	113
6.2. Discussion on the Presentation of Results.....	113
6.3. Physical component of Employee Engagement: Direction and Shared Purpose	114
6.3.1. Discussion of results for research question one	114
6.3.2. Discussion of results for research question two.....	114
6.3.2.1. Training and support on the job	115
6.3.2.2. Managing performance	115
6.3.2.3. Clear direction and expectations	116
6.3.2.4. Strategic orientation and goal alignment	117
6.3.3. Discussion of results for research question three	117
6.3.3.1. Training and support on the job	117
6.3.3.2. Managing performance	118
6.3.3.3. Clear direction and expectations	119
6.3.3.4. Strategic orientation and goal alignment	120
6.3.4. Discussion of results for research question four	121
6.3.5. Summary of discussion of results.....	121
6.4. Cognitive Component of Employee Engagement: Growth Opportunity	122

6.4.1.	Discussion of results for research question one	122
6.4.2.	Discussion of results for research question two.....	123
6.4.2.1.	Career and development	123
6.4.2.2.	Autonomy and empowerment.....	124
6.4.2.3.	Managing change and innovation.....	125
6.4.3.	Discussion of results for research question three	125
6.4.3.1.	Career and development	126
6.4.3.2.	Autonomy and empowerment.....	126
6.4.3.3.	Managing change and innovation.....	127
6.4.4.	Discussion of results for research question four	128
6.4.5.	Summary of discussion of results.....	129
6.5.	Emotional Component of Employee Engagement: Interpersonal Skills and Integrity.....	129
6.5.1.	Discussion of results for research question one	129
6.5.2.	Discussion of results for research question two.....	131
6.5.2.1.	Emotional expertise and awareness.....	131
6.5.2.2.	Rewards and recognition	132
6.5.2.3.	Ethical principles	133
6.5.2.4.	Collaboration and influencing	134
6.5.3.	Discussion of results for research question three	135
6.5.3.1.	Emotional expertise and awareness.....	135
6.5.3.2.	Rewards and recognition	136
6.5.3.3.	Ethical principles	136
6.5.3.4.	Collaboration and influencing	137
6.5.4.	Discussion of results for research question four	138
6.5.5.	Summary of discussion of results.....	139
6.6.	Conclusion.....	139
	CHAPTER 7: CONCLUSION AND RECOMMENDATIONS	140
7.1.	Introduction.....	140
7.2.	Research Background and Objectives	140
7.3.	Principal Findings	141
7.3.1.	Management competency framework for employee engagement of Millennials	141
7.3.2.	Frequency analysis	142
7.4.	Implications for Line Managers	143
7.4.1.	Applying the framework to adapt current leadership theories	144
7.5.	Implications for Human Resource Management	145

7.5.1. Management interventions	146
7.5.2. Employee interventions	146
7.6. Future Research	147
7.7. Limitations of the Research	148
7.8. Conclusion	149
References	150
Appendices	162
Appendix 1: Consistency Matrix	162
Appendix 2: Invitation to Participate in Research Study	164
Appendix 3: Consent Letter	165
Appendix 4: Interview Proforma	167
Appendix 5: Ethical Clearance Letter	170

LIST OF FIGURES

Figure 1: Sampling methodology	51
Figure 2: Code creation over the course of data analysis	52
Figure 3: Data analysis in qualitative research	59
Figure 4: Management competencies enhancing employee engagement of Millennials	67

LIST OF TABLES

Table 1: Generation cohorts	24
Table 2: Generational gaps in work values	29
Table 3: Sample description	49
Table 4: Preliminary interview questions	53
Table 5: Alignment between research questions and interview questions in the interview proforma.....	54
Table 6: Participants represented in group 1 and group 2	65
Table 7: Behavioural observations of participants during interviews	66
Table 8: Interview statistics	66
Table 9: Management competency framework with explanations	68
Table 10: Percentage of the sample that referred to each competency, and percentage of frequency mentions for each competency	69
Table 11: Percentage of the sample that referred to each competency within the theme of direction and shared purpose	77
Table 12: Percentage of frequency mentions for each competency within the theme of direction and shared purpose	77
Table 13: Competency framework showing effective and ineffective management behaviours relating to direction and shared purpose	78
Table 14: Percentage of the sample that referred to each competency within the theme of growth opportunity.....	88
Table 15: Percentage of frequency mentions for each competency within the theme of growth opportunity.....	88
Table 16: Competency framework showing effective and ineffective management behaviours relating to growth opportunity	89
Table 17: Percentage of the sample that referred to each competency within the theme of interpersonal skills and integrity.....	99
Table 18: Percentage of frequency mentions for each competency within the theme of interpersonal skills and integrity.....	100
Table 19: Competency framework showing effective and ineffective management	

behaviours relating to interpersonal skills and integrity	100
Table 20: Percentage of the sample that referred to each competency	104
Table 21: Percentage of frequency mentions for each competency.....	105
Table 22: Employee engagement management competency framework with examples of effective and ineffective management behaviours relating to each competency	106

CHAPTER 1: INTRODUCTION TO RESEARCH PROBLEM

1.1. Background to the Research Problem

The IBM CEO Study conducted in 2010 revealed that the greatest challenge facing organisational leaders was the increasing complexity in businesses associated with volatility, uncertainty and interconnectedness (Uhl-Bien & Arena, 2017). Intense competition, globalisation and technology developments continue to steadily disrupt the work environment, making it more challenging and complex. Fast forward almost a decade later and one of the most significant factors contributing to heightened business complexity is the rapid emergence of a new younger generation workforce. Younger workers are having a catalytic effect on evolving organisational cultures, advancing new technology, reinventing employment value propositions and discovering new ways to flourish in a complex environment (Hirsh & Coelho, 2016).

The younger generation, colloquially referred to as Millennials, are shaping the future of the business world. Simon Carpenter, Chief Technology Advisor at SAP Africa, stated, "Without being 'ageist', SAP is on a determined drive to hire younger people. Knowing that we are selling into companies that will soon be led by Millennials, it is important for us to stay relevant" (Burrows, 2013, "Managing the millennial gap", para. 20). Organisations are reinventing their human resource strategies, offering work-life balance, career development programmes, flexible working hours, and more collaborative ways of working to embrace the new workforce. The Coca-Cola Company recently established Coke Young Professionals (CYP), a young employee group, offering professional development, networking, and social events. The intent of the programme was to create a platform to encourage idea generation and innovation among young workers, with opportunities to contribute and lead (The Coca-Cola Company, 2017). In this context, the world is fundamentally changing making it necessary for businesses to adapt within an ever-changing environment and adopt new ways of engaging and managing younger workers.

A study by Gallup revealed that Millennials currently comprise 38 percent of the global workforce and is expected to reach 75 percent by year 2025 (Gallup, 2016). The growing influx of Millennials born between 1982 and 1999 (Twenge & Campbell, 2008) is largely attributed to the retirement of Baby Boomers, born 1946 – 1964 (Twenge, 2010). Employees of the Millennial generation hold vastly different views and perceptions than prior generations concerning the centrality of work to their lives and bring into the work

environment, very distinctive personalities and attitudes (Anderson, Baur, Griffith, & Buckley, 2017). Therefore, new challenges are presented to managers leading in these times as the generational gap widens between Millennials and their older counterparts.

Anecdotes from popular literature indicate that managers perceive Millennials as a “selfie” generation that are too self-absorbed (Anderson et al., 2017; Myers & Sadaghiani, 2010), narcissistic and entitled (Deal, Altman, & Rogelberg, 2010), lacking work ethic and loyalty. Conversely, other articles revealed the positive qualities of Millennials, such as creativity, technical capability, social ethical concerns, inclusive attitudes toward demographic diversity (Anderson et al., 2017), optimism and confidence (Kosterlitz & Lewis, 2017). However, Laird, Harvey, and Lancaster (2015) argued that psychologically entitled employees often hold overconfident and optimistic views of themselves. The conflicting viewpoints demonstrate that Millennials and their predecessors have widely different beliefs, attitudes and behaviours.

In support of the varying perceptions of Millennials, a study by Lyons and Kuron (2014) revealed that work values differ across generations despite subtle similarities between the older workforce – Baby Boomers and Generation X (born between 1965 and 1981); and the younger workforce – Millennials. There have been quite substantial changes in aspects relating to team work preferences, personalities, behaviours, attitudes, and career experiences from Baby Boomers to Millennials (Anderson et al., 2017). According to Ng, Schweitzer, and Lyons (2010) Millennials have unrealistic expectations regarding career goals and advancement within their organisations. Similar to Generation X, the younger cohort are also highly motivated by extrinsic rewards; and require regular supervisor feedback (Ng et al., 2010) as opposed to the older workforce. Unlike Baby Boomers, they view work as less central to their lives and place a high value on work-life balance (Twenge, 2010). Furthermore, Lu and Gursoy (2016) inferred that the association between job satisfaction and turnover intention is different between the two generations and could impact the way younger employees perceive their jobs. Because of this, managers may struggle to engage Millennial workers.

1.2. Definition of the Research Problem and Purpose

The seismic differences in the multigenerational workforce is shifting the balance of power from the employer to the employee. The paradigm shift is forcing organisations to re-evaluate and adapt their management practices to the new dynamic workforce (Anderson et al., 2017). A firmer grasp of the career expectations and priorities that

shape today's workforce will encourage managers to design jobs and cultivate work environments that are most likely to engage and motivate younger workers (Ng et al., 2010). Engaged employees associate their work with meaningfulness, self-fulfilment and inspiration (Menguc, Auh, Fisher, & Haddad, 2013). When engaged, these employees tend to deliver work of high-quality and through their commitment to the organisation, are willing to go above and beyond employer expectations (Thompson, Lemmon, & Walter, 2015). In doing so, employees feel a sense of ownership toward the organisation and most probably stay at the company for a longer period of time (Kumar & Pansari, 2016). As a result, turnover intention rates are contained.

The 2018 Deloitte Millennial Survey discovered that 43 percent of the global Millennial workforce will leave within two years of starting a job while 28 percent will stay beyond five years with their current employer (Deloitte, 2018). The results of the survey purportedly canvassed the continuous rise in turnover within an uncertain environment. A different study found that 70 percent of 25,000 Millennials surveyed, envisaged being promoted within two years of joining the company (Ng et al., 2010). This confirms that Millennials expect to be promoted quickly and these expectations could drive turnover intentions (Ballinger, Lehman, & Schoorman, 2010). The outcomes of both studies imply that Millennials are opportunity seekers (Kosterlitz & Lewis, 2017) and job-hoppers (Gallup, 2016), who are willing to leave their current employer should a better job prospect materialise in another organisation.

Gallup conducted a global study on how Millennials want to live and work. The results of the study revealed that just 29 percent of Millennials in the workforce are engaged; actively involved in and enthusiastic about their jobs in the workplace, compared to 45 percent of the older workforce who are engaged. Of the remaining Millennial workforce, 55 percent are not engaged and 16 percent actively disengaged (Gallup, 2016). Employees who are disengaged have a negative mindset and could potentially be hostile to their organisations (Gallup, 2017; Menguc et al., 2013). The findings indicated that Millennials are the least engaged generation.

Gutermann, Lehmann-Willenbrock, Boer, Born, and Voelpel (2017) claimed that cultivating an engaged environment begins with the managers of an organisation. More importantly, managers are one of biggest drivers of employee engagement (Aon Hewitt, 2018). They play a significant role in creating an engaged workforce which is an enabler to outperforming industry rivals, achieving outstanding firm performance and a sustainable competitive advantage. Past research studies show that leadership style and

behaviour can strongly influence an employee's job satisfaction, motivation and team performance (Judge & Piccol, 2004). Research has also demonstrated a strong link between manager and employee relationships and its impact on organisational commitment and reduced turnover intention (Han & Jekel, 2011). Managers who fail to understand the different work-related values and ignore the individualistic expectations and demands of the Millennial generation, discover that it is progressively challenging to attract, engage and retain employees (Winter & Jackson, 2014).

Numerous literature studies emphasise the significance of leaders and managers in promoting employee engagement however, it raises a point at issue on the applicability of current leadership theories to the new generation workforce. A study conducted by Breevaart, Bakker, Hetland, Demerouti, Olsen, and Espevik (2014) found that transformational leadership is most effective in promoting engagement. Managers exhibiting transformational leadership behaviour are able to motivate and inspire their employees to exceed expectations. However, the Millennial generation is more individualistic (Anderson et al., 2017; Winter & Jackson, 2014) and less interested in working toward a collective goal. Hence, transformational leadership is not as effective in motivating these employees to place the needs of the organisation above their own (Anderson et al., 2017).

Similarly, high-quality leader-member exchange (LMX) relationships lead to positive follower outcomes such as job performance, commitment and job satisfaction (Gutermann et al., 2017) making employees less likely to leave (Ballinger et al., 2010). Yet, today's younger workforce values work-life balance more than cultivating a high-quality relationship with their manager (Anderson et al., 2017). They seek leaders who are less concerned with job tasks and organisational success and favour those that create environments conducive to individual fulfilment (Lyons & Kuron, 2014). Other more recent leadership theories such as authentic and ethical leadership may also not be fully applicable to the Millennial generation. Authentic leaders have a strong work ethic and value work centrality, whereas Millennials desire more leisure rather than arriving at the office earlier and leaving later (Twenge & Kasser, 2013). Similarly, ethical leaders find it exceptionally challenging to motivate Millennials who are predominantly driven by extrinsic rewards which could skew their ethical judgment (Hansen & Leuty, 2012; Twenge, 2010; Twenge & Kasser, 2013).

Although the utility of the leadership theories can be applied in managing today's workforce they may not garner the same success as was achieved in prior generations. It appears that the behaviours and styles of leadership favoured by younger cohorts may

not match the views and opinions of managers on what it may take to succeed in leading this generation (Lyons & Kuron, 2014). As pointed out there are many studies highlighting the importance of managers in fostering employee engagement (Anderson et al., 2017; Breevaart et al., 2014; Gutermann et al., 2017). However, McCarthy, Darcy, and Grady (2010) suggested that line managers play a pivotal role in the implementation of human resource management practices, such as employee engagement strategies and policies, more so than top management. Further suggesting that organisations seeking to cultivate healthier work environments, should not overlook line manager supervision practices, as their behaviour strongly influences employee well-being.

Research exists on management behaviours for enhancing employee engagement conducted by the Chartered institute of Personnel and Development (CIPD) (Lewis, Donaldson-Feilder, & Tharani, 2011). Although, there is a lack of academic research which takes into account the Millennial generation and the context of evolving leadership behaviour to manage the new workforce (Anderson et al., 2017; Lyons & Kuron, 2014; Rudolph, Rauvola, & Zacher, 2018). Because of the different expectations and work values of today's workers, current leadership behaviours are becoming less applicable to fit the situational contingencies of complexity and uncertainty facing 21st century organisations. The workforce is changing; therefore, management behaviours must change (Anderson et al., 2017). However, no evidence to date exists on the specific day-to-day line management behaviours needed to attract, engage and retain the Millennial workforce.

The purpose of the research study is to build on existing research by Anderson et al. (2017) and Lewis et al. (2011) to further identify specific management behaviours that line managers need to show in order to enhance employee engagement of successive generations. The intent of the research is to create a functional framework to serve as a guideline to organisations on what management competencies, underpinned by behaviours and skills, are required to cultivate an engaged workforce.

1.3. Core Research Problem

Millennials are entering the workforce at a rapid rate leading to a significant generational divide between them and their older counterparts thereby presenting unique challenges to managers (Ng et al., 2010). Adding to this problem is the growing disengagement among younger workers. These factors raise a critical question on how to promote

employee engagement of Millennial workers since the applicability of current leadership theories may not be as successful (Anderson et al., 2017). May, Gilson, and Harter (2004) noted that “Engagement is important for managers to cultivate given that disengagement, or alienation, is central to the problem of workers' lack of commitment and motivation” (p.13). This quote epitomises the importance of a manager’s role in creating an engaged environment. Therefore, it is necessary to understand: what management behaviours are required to enhance employee engagement, the effective behaviours to adopt and ineffective behaviours to avoid from the perspective of Millennials?

1.4. Research Questions

The research problem discussed above has several related research questions:

1. What are the specific management behaviours that line managers need to show in order to enhance employee engagement of Millennials in the workplace?
2. What is perceived by Millennials to be the most effective management behaviours line managers need to adopt in order to enhance employee engagement of Millennials in the workplace?
3. What is perceived by Millennials to be the most ineffective management behaviours line managers need to avoid in order to enhance employee engagement of Millennials in the workplace?
4. What are the differences between the management behaviours needed by both first-level line managers and senior managers to enhance engagement of Millennials who report directly to them?

1.5. Scope of the Research

The scope of the research is restricted to understanding the personal opinions and views of Millennials regarding the behaviour of their current line managers. The Millennials included in the study were born between the period, January 1982 and December 1992. The Millennials in the research study represent a specific group of this generation who have university degrees, hold full-time jobs and are employed at large private sector organisations within the Fast-Moving Consumable Goods (FMCG) industry. To study line management behaviours comprehensively, the identified groups below will be considered in the study:

Group 1, consists of Millennials who do not have management responsibilities. This group will describe behaviours shown by first-level line managers (managers of non-managerial employees), and;

Group 2, consists of Millennials who have management responsibilities. This group will describe behaviours shown by more senior managers (managers of managers).

1.6. Research Assumptions

The underlying assumption of the study was that the day-to-day line management behaviours experienced by Millennials could be described and articulated by respondents. Millennials were born between 1982 to 1999, however the scope of the research was limited to Millennials born between 1982 to 1992. It was assumed that Millennials with university degrees, holding full-time employment at large organisations are generally above 25 years of age. This is based on the assumption that individuals are most likely to begin tertiary education at age 20. Completion at university generally takes 4 to 6 years than the typical 3 years allocated for an undergraduate qualification in South Africa (Statistics South Africa, 2015).

The willingness of the selected respondents to participate was assumed to indicate that they were open to sharing their professional experiences as a Millennial employee. It was expected that honesty and transparency when reflecting on management behaviours shown by their current line managers were maintained. The assumptions discussed permeate the detailed limitations presented in section 4.11.

1.7. Significance of the Research

The research study aims to fill a gap in current academic literature by exploring the specific day-to-day behaviours managers need to display so as to enhance employee engagement of younger workers. The study intends to make a theoretical contribution to the pool of knowledge through the development of a management behavioural competency framework relevant to enhancing employee engagement, further highlighting effective and ineffective manager behaviours.

The research also contributes to business. At the end of Quarter one of 2018, the graduate unemployment rate in South Africa was 33.5 percent for those between 15 and 24 years of age, and 10.2 percent for those aged between 25 and 34 years (Statistics

South Africa, 2018). The statistics indicate that due to the growing burden of unemployment, there are fewer people with the desired skill set entering the workforce. Considering the South African context, organisations need to engage and retain the employees they have. As older generations retire, younger people are in greater demand by organisations (D'Amato & Herzfeldt, 2008). Businesses who fail to respond to value demands of Millennial workers may find it increasingly challenging to manage the younger generation (Twenge, Campbell, Hoffman, & Lance, 2010). Therefore, it is more important than ever for managers to recognise and comprehend the expectations of Millennials in the workforce.

Managers who are able to overcome the changing dispositions and new attitudes of younger workers will be able to capitalise on the outcomes of an engaged workforce. With effective management, organisations can simultaneously drive business results and employee engagement (Zenger & Folkman, 2017). The competency framework is based on Millennials perception of effective management behaviours relevant to their work-values and expectations. Therefore, businesses will be in a better position to create jobs and workplaces that are most likely to engage younger workers (Ng et al., 2010) by managing differently to accommodate the changing workforce expectations.

1.8. Research Limitations

Given the explorative nature of the qualitative study there are several limitations that are applicable to the study. The use of semi-structured interviews detracts from the visual observations from the interview. Hence, observations as a data collection technique was used to support the data gathering process. However, there are limitations to observing the interviewee from a fixed position rather than in an interactive workplace environment.

There may also exist an element of researcher bias as the information and data gathered from the interviews is subject to the researcher's interpretation of events, observations and responses from interviewees. In addition, there is a potential for a respondent bias in that the interviewee may not be forthcoming with the information thereby threatening the truthfulness of the study (Saunders & Lewis, 2012). Furthermore, the opinions and views from the interviewees' perspective may not necessarily be reflective of the organisation.

1.9. Research Delimitations

There are several delimitations that narrow the scope of the study (Creswell, 2009). While the study contributed to understanding the perceived management behaviours required to enhance employee engagement from a Millennials point of view, the study does not provide empirical evidence on the impact of these behaviours. A quantitative study is required to explore the validity of the competency framework and to demonstrate the relationship between management behaviours and employee engagement levels in organisations.

Furthermore, the sample was restricted to a single industry in the Gauteng region which is likely to be markedly different from other sectors and the rest of the country. The use of non-probability sampling in the study implies that the sample is not representative of the population (Saunders & Lewis, 2012). Therefore, the researching findings cannot be generalised by extending or applying the same conclusions to other sectors and regions. Further research is required to test the applicability of the findings in other work environments, industries and geographical regions.

1.10. Chosen Research Design

The present study is exploratory and qualitative in nature, aimed at gathering rich insights on the behavioural patterns of managers, from the perspective of Millennials in the workforce. Data was collected through observations and semi-structured interviews using a cross-sectional research design. An inductive approach was applied to themes that arose during the qualitative analysis which formed the resultant management competency framework. Furthermore, the qualitative study allowed for deeper probing and insights into the perspectives of participants. In doing so, the study produced contextual understandings based on the richness and depth of the data gathered (Mason, 2002). The elements of the research design are further detailed in Chapter Four.

1.11. Explanation of Terms

Several key terms are used extensively across the study. Therefore, it is necessary to describe the terms to ensure alignment with definitions and concepts throughout the study. The title of the research study refers to management competencies. A competency refers to a set of related but different behaviours (Boyatzis, 2008). Klemm (1980) defines management competencies as characteristics and skills that enable an individual to achieve effective and superior performance in job-related tasks. Therefore,

in the context of this study, management behavioural competencies refer to the behaviours and skills that a manager requires to be successful in an organisation.

The study seeks to identify the behaviour of line managers to enhance employee engagement. Line managers refer to employees who have direct managerial responsibilities (Hales, 2005). McCarthy et al. (2010) argued that employees develop impressions of line managers as transformational leaders. It is noted that leadership and management are two different concepts. Leaders inspire employees whilst managers ensure the smooth running of the day-to-day activities of the company (Keegan & Den Hartog, 2004). However, the study does draw on leadership theories that managers adopt in their behaviours and style of leadership. For the purposes of the study both variables will be used interchangeably as an organisation requires a mixture of both leadership and management to be successful (Next Generation Leadership, 2018). Hence, the management competency framework created seeks to provide guidance to managers who lead teams and manage the day-to-day operations of the business.

1.12. Outline of the Research Study

An overview of the content of the chapters is provided below:

Chapter One introduced the research problem on the management behaviours required to lead a new generation within an ever-changing work environment. The chapter further expanded on key challenges organisations face as both generational and leadership gaps widen in the workplace, which is explored in Chapter Two. Chapter One clearly breaks down each of the constructs, confirms the associated research questions and outlines the scope of the research. Finally, Chapter One concludes by explaining the significance of the research study.

Chapter Two provides detailed insight into the popular literature related to the three constructs: employee engagement, generational differences and management competencies. The first definition of employee engagement explored in the seminal article of Kahn (1990) is used to broaden the discussion to include the antecedents, barriers and outcomes of employee engagement. Recent academic arguments are compared and contrasted relating to the need to reconsider current leadership behaviours applicable to the younger generation. The researcher aims to provide insight on the relationship between employee engagement and management competencies required to lead Millennials that hold vastly different work values than prior cohorts.

Thereof, the associated challenges of leading the new generation is discussed.

Chapter Three specifies and explains the research questions that this study explores.

Chapter Four describes and justifies the choice of methodology selected for the research study. The chapter discusses reasons for supporting a qualitative research study. The chapter further describes the key research elements pertaining to the research design, population, unit of analysis, research sample, and the data collection tool. The section concludes with limitations and ethical considerations for the research study.

Chapter Five reports on the results of the research, arranged by research questions and resulting themes. The findings are supported by vignettes extracted from the interview transcripts. Based on the research findings, the management competency framework is also presented in this chapter, created using the 11 themes identified.

Chapter Six builds on the findings presented in Chapter Five by providing a detailed analysis and interpretation of the research findings as they relate to the research questions. The results are analysed and interpreted with the extant literature presented in Chapter Two, further providing insights on the resultant management competency framework.

Chapter Seven summarises the key findings and concludes the research. Recommendations to stakeholders are provided based on an assessment of the competency framework as a tool to support and guide management effectiveness. Limitations of the study are highlighted and suggestions for future research discussed.

1.13. Conclusion

Chapter One provided a background to the research problem and clearly identified the related research questions. Both academic and practitioner literature have demonstrated that the emergence of the new generation workforce has added complexity to managers leading this cohort. They hold different expectations and work attitudes, which are fundamentally different from their older counterparts, creating a generational divide within organisations. Current leadership theories may no longer be applicable to the Millennial generation therefore it is imperative to understand what management

competencies are required to attract, engage and retain the younger cohort. The chapter further detailed the assumptions, limitations, delimitations and an outline of the research study.

The next chapter provides a review of literature on employee engagement, generational and leadership gaps, and work values of today's workforce shaped by their formative years. A comprehensive analysis of academic literature related to each of the research constructs are provided and guided by the research questions in the study.

CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

Chapter One introduced both the academic and business rationale in undertaking the study, to further understand the specific management behaviours which are relevant in engaging and managing the new generation workforce. The chapter begins with the first definition of employee engagement explored in Kahn's (1990) seminal article which is used to broaden the discussion to include the drivers and outcomes of employee engagement and repercussions of a disengaged workforce. Thereafter, the literature draws attention to generational differences by exploring the various generation cohorts with particular focus on work values across the generations. Generational differences present challenges to managers who are responsible for leading the younger workforce. Insight into current leadership theory reveals leadership gaps and identifies reasons as to why certain leadership theories cannot be successfully applied to the younger generation. Managers need to consider generational disparities when managing Millennials. However, the specific management behaviours required to engage and manage Millennials is unknown. The study seeks to build on existing literature to close this gap. Finally, the relationship between management competencies and employee engagement is discussed along with the challenges of leading the Millennial generation.

The three research constructs: employee engagement, generational differences, and management competencies, covered in this chapter are aligned with the research aim and research questions that guide the study.

2.2. Employee Engagement

2.2.1. Defining employee engagement

There have been numerous definitions of employee engagement appearing in both academic and practitioner literature. For the purposes of this study, the definitions explained by the following authors will be discussed: Kahn (1990); Christian, Garza, and Slaughter (2011); Rich, Lepine, and Crawford (2010); Schaufeli and Bakker (2004); and Maslach and Leiter (2008).

Kahn (1990) referred to personal engagement as "the harnessing of organization members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances" (p. 694).

In contrast, personal disengagement is defined as “the uncoupling of selves from work roles; in disengagement, people withdraw and defend themselves physically, cognitively, or emotionally during role performances” (p. 694). Kahn (1990) emphasised that engagement entails being psychologically present when filling a position at an organisation and performing the role. Furthermore, the author explained a concept referred to as “self-in-role”, where people keep their true selves within a job role when they are engaged.

Kahn’s (1990) definition of employee engagement has been adapted by other popular academics to reflect the concept of involving one’s self in the performance of a role. Christian et al. (2011) and Rich et al. (2010) echoed Kahn’s definition by suggesting that people who are personally engaged, fully immerse themselves by simultaneously exerting physical, cognitive and emotional energies in the performance of a job role.

Another established definition presented in academic literature by Schaufeli and Bakker (2004) defined engagement through characteristics such as vigour, dedication and absorption. Vigour comprises high energy levels and the ability to cope with psychological adversity; dedication is characterised by strong involvement in one’s work; and lastly absorption refers to being fully immersed and focussed in one’s job role. In another context, Maslach and Leiter (2008) maintained that engagement is the positive opposite of burnout. The burnout – engagement continuum proposes that burnout elements such as exhaustion develops into energy; cynicism advances into involvement; and inefficacy evolves into efficacy when engaged.

Conversely, practitioners defined engagement using constructs such organisational commitment, job involvement, job satisfaction, psychological empowerment, discretionary effort and working conditions (Macey & Schneider, 2008). When employees are involved, enthusiastic and committed to their work, they are able to produce more, thereby exerting discretionary effort. They also remain within the organisation for a longer period, commonly referred to as intention to stay (Gallup, 2017). Academics and practitioners lack agreeableness on the definition of employee engagement. Saks (2017) argued that in most instances the meaning of engagement given by both academics and practitioners are aligned despite the overlap between the definition and the various constructs. However, the researcher argues that literature from academia and business cannot be treated as equivalent. In academic literature the meaning of employee engagement consists of physical, cognitive and emotional behavioural components that directly relate to an employee’s performance in their role.

Academic definitions of employee engagement are distinct and lean more toward the psychological presence and experiences when performing job roles and work tasks. Whereas practitioner definitions of employee engagement focus on engagement with the organisation, such as discretionary effort and intention to stay. In any event practitioner definitions of the constructs are exceedingly broad and lack conceptual distinction from related constructs.

For example, Rich et al. (2010) demonstrated that engagement was distinct from job satisfaction, job involvement and intrinsic motivation. Rather these constructs were assumed to be predictors of engagement and the indirect effects of these variables on performance was mediated through engagement. Similarly, Christian et al. (2011) observed that engagement was strongly related to task and contextual performance and only moderately associated with job attitudes such as job satisfaction, job involvement and organisational commitment. Although the concept of engagement is distinct, it shares conceptual linkages to job attitudes.

Kahn (1990) suggested that people who are personally engaged are able to keep themselves in the role. In doing so, employees become physically involved in work tasks, cognitively perceptive of their job roles and emotionally connected to others. Kahn's definition will be used and adapted in the study to emphasise that the importance of "self-in-role."

2.2.2. The consequences of employee engagement

Kahn (1992) claimed that employee engagement has organisational-level outcomes and individual-level outcomes. Harter, Schmidt, and Hayes (2002) found engagement was associated with business performance indicators, namely, customer satisfaction, loyalty, productivity and profitability. Additionally, reduced turnover intention and absenteeism are outcomes of performance related to employee engagement (Schaufeli & Bakker, 2004). In support of the organisational-level outcomes associated with engagement, Gutermann et al. (2017) maintained that work engagement is strongly connected to individual job performance and decreased turnover intentions.

A study examining 49 global companies during the rebound period post financial crisis in 2009, found that organisations with engaged workforces managed to achieve 147 percent higher earnings per share (EPS) compared to their counterparts. Conversely, those companies with disengaged employees experienced a 2 percent decline in EPS

for the same period (Gallup, 2013). The results of the study confirmed that employee engagement is a main predictor in organisational performance even in a tough economic climate.

More recent academic research suggested that collective organisational engagement achieved through combining organisational-level resources such as a motivating job offerings, human resource management practices and CEO transformational leadership behaviours, increases the value of the firm in the form of increased business performance (Barrick, Thurgood, Smith, & Courtright, 2015).

On the other hand, individual-level outcomes such as positive work experiences are linked to good health and emotional well-being (Saks, 2006), namely, lower anxiety, depression and stress (Saks, 2017). People are social species who thrive in environments where they feel a sense of connection and belonging. A sense of connection largely influences productivity and emotional well-being (Giles, 2016). When engaged, employees find their work meaningful, self-fulfilling and inspirational. These feelings are heightened when an employee's level of engagement increases. As a result, they become more dedicated, focussed and absorbed in their job role (Menguc et al., 2013). Furthermore, turnover intention is reduced when engaged employees feel a sense of ownership toward the organisation (Kumar & Pansari, 2016). These employees are viewed as a resource for a firm's competitive advantage as they assist in driving down costs. In addition to low turnover costs, training expenses are also reduced as engaged employees do not have to undergo extensive work training. Furthermore, personnel costs are contained due to the work efficiency associated with an engaged workforce (Kumar & Pansari, 2016). Therefore, these types of outcomes are strongly dependent one upon another.

Saks (2006) suggested two dominant roles carried out by employees, this being, their job role and their role as member of an organisation. This follows from the conceptualisation of engagement as "self-in-role" (Kahn, 1990) reflecting the extent of an employee's psychological presence in a job role. Therefore, Saks (2017) acknowledged both job and organisational engagement as components of employee engagement which are positively related to job satisfaction, organisational commitment, organisational citizenship behaviour, and negatively related to turnover intention.

However, there are other gains associated with engagement such as social stability and higher living standards in countries where companies prioritise engagement. Faster and

sustainable economic growth will not only create jobs and alleviate financial constraints but also aid in creating optimism for the future (Gallup, 2017).

2.2.3. Antecedents of employee engagement

Prior to 2000, academic literature mainly focussed on burnout rather than engagement. However, more recent academic literature has ruminated on both the negative and positive factors considered as antecedents of employee engagement. The Job Demands-Resources (JD-R) model designed by Bakker and Demerouti (2007) divides the work environment into demands and resources which are seen as negative and positive elements of engagement. Job demands refers to certain job features that require continuous physical and/or psychological effort that could lead to detrimental costs thereby impairing an employee's health. Job insecurity, role ambiguity and increased pressure to meet deadlines are common examples of job demands (Saks, 2017). Additionally, increased work overload, insufficient rewards, lack of supervisory support and conflicting work-related values, lead to burnout and eventually high turnover. On the other hand, employees who view supervisors as fair and equitable are less likely to burnout in their job roles (Maslach & Leiter, 2008; Saks, 2006).

On the contrary, job resources promote engagement by reducing job demands and cultivating organisational opportunities. These opportunities take the form of job security and rewards, as well as interpersonal and social relations related to the quality of supervisory support (Maslach & Leiter, 2008; Menguc et al., 2013; Saks, 2006; Schaufeli & Bakker, 2004). Job resources may assume either an intrinsic motivational role, in that it fosters an employee's growth, learning and development; or it may play an extrinsic motivational role because they influence the success of work objectives. In either role, job resources cultivate employee engagement (Bakker & Demerouti, 2007).

Additionally, Saks (2006) identified the characteristics of a job and perceived organisational support as antecedents of an engaged workforce. Other qualifiers of employee engagement include role clarity and supervisory feedback (Menguc et al., 2013; Schaufeli & Bakker, 2004). Furthermore, when employees have some control over performing work tasks and responsibilities, they feel safer (Gruman & Saks, 2011). This encourages autonomous decision-making and application of a diverse skill set to the job role. Thompson et al. (2015) claimed flexibility of working hours as an antecedent to an engaged team. The author inferred that balanced expectations between work and home cultivates a positive work attitude thereby supporting higher levels of engagement.

Practitioner-based research leans more toward the drivers of employee engagement. According to Wellins, Bernthal, and Phelps (2005) on their research for Development Dimensions International (DDI), highlighted that organisations promote engagement by leveraging on three drivers: employees in the right role, exceptional leadership and organisational systems and strategies. These sources are required to collectively work together to cultivate an engaging environment in which leadership plays an important role. Likewise, Aon Hewitt's 2018 Trends in Global Employee Engagement Survey identified senior leadership as the second biggest driver of employee engagement after rewards and recognition, followed by career and development, employee value proposition and enabling infrastructure. Interestingly, the trends indicated that in organisations where constant change is prevalent, employees demand more direction from leadership, implying that leaders and managers need to be more agile and accommodating in providing support (Aon Hewitt, 2018).

An emergent theme arising from both academic and practitioner literature is the pivotal role leaders have in facilitating and managing employee engagement through supervisory support and feedback. First, support from one's superior appeases the need for autonomy in decision-making and work tasks. Supervisors who allow employees day-to-day control of work tasks facilitate a sense of belonging among employees thereby increasing their likelihood to succeed. Second, supervisory feedback fosters learning which encourages one to perform their job role better, leading to job competence.

2.2.4. The dark side of employee engagement

2.2.4.1. Job burnout

Maslach and Leiter (2008) suggested that engagement is the desired outcome for burnout, a job stress phenomenon. The burnout-engagement continuum are opposite ends of the same state where job engagement is a positive opposite for any of the burnout elements: exhaustion (diminished energy), cynicism (disengagement) and inefficacy (diminished performance). When engaged, exhaustion evolves into energy, cynicism into involvement, and inefficacy into efficacy. However, Schaufeli, Bakker, and van Rhenen (2009) argued that burnout and engagement are unique concepts denoted by two independent states.

The JD-R model showed that burnout and health issues are related to job demands requiring physical and/ or psychological involvement in job roles. This may take the form

of employees working unreasonable hours, feeling a sense of insecurity and uncertainty regarding their job, and portraying conflicting roles within the organisation. Schaufeli et al. (2009) observed that sustained job demands eventually lead to burnout. Employees become disengaged and this increases their tendency to leave the organisation as a result of health impairment.

2.2.4.2. Fixed mindset

Keating and Heslin (2015) disclosed that an employee's mindset may influence engagement either positively or negatively. Fixed mindsets are toxic to engagement and those who possess this type of mindset tend to avoid challenges in the work environment. On the other hand, growth mindsets increase employee engagement by concentrating efforts on goal attainment and viewing adversities as opportunities rather than limitations. This category of mindset is fostered through the organisational environment in which one works, managerial actions and behaviours, and self-development initiatives. The writer can infer that managers perform an instrumental part in developing the type of mindset which fosters an environment of employee engagement.

An opposing argument by Garrad and Chamorro-Premuzic (2016) found that organisations focus on positive thinking to boost engagement and tend to overlook the benefits of negative mindsets. Employees that have negative moods are known as defensive pessimists who are often more persistent than employees with positive mindsets. These employees are self-critical, often questioning themselves hence they are more motivated to work harder and achieve their goals. The authors further stated that engaged workers who fail to be self-critical become complacent and arrogant, posing a significant threat to managers.

2.2.4.3. Inadequate support

Employee engagement is perceived as a major challenge globally. Organisations struggle to advance employee engagement from a human resource programme into a fundamental business strategy. Some companies fail to incorporate engagement measurements and strategies into their respective organisations, despite valuing the importance of engagement. Firms that do not conduct frequent engagement surveys to sense check the environment, inhibit employee engagement. Short, and regularly conducted anonymous online surveys as opposed to lengthy annual surveys, enable

supervisors to understand team dynamics and tackle key issues such as excessive job demands (Markey, 2014).

The JD-R model found that supervisors lessen the discomfort of job demands hence the support from one's supervisors is necessary to negate the first signs of disengagement (Gruman & Saks, 2011). Markey (2014) further revealed a lack of trust in direct supervisors and the inability of supervisors to conduct constructive dialogues with their team as barriers to employee engagement. These elements prevent employees from approaching their jobs with energy, enthusiasm and creativity.

Schaufeli and Bakker (2010) posited that employee engagement is no longer perceived as a fad. The academic literature in the research evidenced positive impacts of employee engagement at both an organisational- and individual-level. Arguably, employers need to recognise that it is not a "one-size-fits-all" approach when trying to engage employees. Supervisors and managers are the main predictors of employee engagement therefore they are tasked with the responsibility of creating a work environment conducive to health and well-being. Regular downtime from work is necessary to drive healthy and intrinsic motivation. Employee engagement is best implemented with a balanced approach in mind: creating enough healthy tension to outperform competitors and staying motivated while doing so. Managers also need to be cognisant of the personalities that they hire into the workplace and ensure that employees are well suited to their work tasks. For example, younger generations entering the workforce have vastly different expectations with regards to work centrality leading to generational differences in the workplace.

2.3. Generational Differences

"There is a problem in the workplace...It is a problem of values, ambitions, views, mind-sets, demographics, and generations in conflict. The workplace you and we inhabit today is awash with the conflicting voices and views of the most age-and value-diverse workforce" (Zemke, Raines & Filipczak, 2000, p.9).

The opening quote emphasises the need to better understand how the work values of the younger generation differ from that of the prior generation (Twenge et al., 2010). Being mindful and cognisant of generational cohorts that cohabit the work environment could result in improved recruitment, retention, succession management, communication, employee engagement and conflict resolution (Dencker, Joshi, & Martocchio, 2008; Lyons & Kuron, 2014).

This section aims to explain the demarcation between the cohorts categorised by year of birth (D'Amato & Herzfeldt, 2008) and explore work values across generations to draw attention to the generational gaps present in today's organisations.

2.3.1. Generation cohort theory

Generation cohorts refer to individuals born at about the same time who share the same formative experiences of historical and social events within the same time period (D'Amato & Herzfeldt, 2008; Kowske, Rasch, & Wiley, 2010; Lyons & Kuron, 2014; Twenge et al., 2010). Based on the seminal work of Ryder (1965), cohort theory suggested that individuals of similar age who experienced the same event around the same time are most likely to share observable characteristics (D'Amato & Herzfeldt, 2008; Kowske et al., 2010; Lyons & Kuron, 2014). These include commonalities in characteristics such as values, opinions, attitudes, personalities and life experiences (D'Amato & Herzfeldt, 2008; Kowske et al., 2010). These unique attributes are distinct differentiators between the various cohorts and exert powerful influence on societal change (Dencker et al., 2008; Kowske et al., 2010).

When generations are viewed through the cohort perspective, it follows that the personality traits should vary considerably across generations given the different historical and socio-cultural events individuals experience during their developmental years (Lyons & Kuron, 2014; Twenge & Campbell, 2008). The study explores four generation cohorts: Silent Generation, Baby Boomers, Generation X and Millennials.

2.3.2. Silent Generation

The Silent Generation, also referred to as Traditionalists were born before 1945. This group encountered challenging experiences during the Great Depression and World War II (Hansen & Leuty, 2012). The name was received due to the cautious (Kowske et al., 2010), withdrawn and silent characteristics associated with this cohort (Hansen & Leuty, 2012). The Silent Generation maintained immense dedication and loyalty to their organisations (Cahill & Sedrak, 2012) and often planned on working for one employer (Hansen & Leuty, 2012). They were also described as risk averse, preferring job security over entrepreneurship (Kowske et al., 2010). This generation placed a high value on saving money therefore today they are deemed to be a very wealthy generation (Hansen & Leuty, 2012). However, very few representing this cohort are present in the current workforce (Kowske et al., 2010).

2.3.3. Baby Boomers

Individuals born between 1946 and 1964 are identified as Baby Boomers (Twenge et al., 2010). Baby Boomers grew up in a post-war economy and were exposed to civil rights and social movements (Cahill & Sedrak, 2012). At the time, the economy was thriving and a rise in birth rates made Boomers the largest generation (Hansen & Leuty, 2012). Therefore, the significant size of Boomers entering the workforce at that point in time, made this generation highly competitive for opportunities.

Boomers are described as self-absorbed individuals (Kowske et al., 2010), willing to work long hours and sacrifice personal time for their careers (Cahill & Sedrak, 2012). They possess strong work ethic (Hansen & Leuty, 2012), high optimism (Cahill & Sedrak, 2012) and are self-indulgent (Kowske et al., 2010). These characteristics confirm that Baby Boomers are perceived as hard workers who are career-oriented and strive toward a meaningful life through their work (Strauss & Howe, 2000). This may explain why Baby Boomers are still present in the workforce despite nearing retirement age. They choose to work because it awards an active lifestyle rather than merely meeting their financial needs. Also, Baby Boomers have the flexibility of part-time work therefore they opt to work past retirement (Gilley, Waddell, Hall, Jackson, & Gilley, 2015).

2.3.4. Generation X

Generation X (Gen X/Gen Xers) born between 1965 and 1981 (Twenge, 2010) represent a substantial portion of the workforce, compared to Baby Boomers who are close to retirement age (Kowske et al., 2010). Unlike their loyal and optimistic predecessors, Gen Xers are perceived as self-entitled narcissists, lacking work ethic (Anderson et al., 2017). These individuals are highly cynical and sceptical of the world (Hansen & Leuty, 2012) having experienced the AIDS epidemic and economic uncertainty during their developmental period (Twenge et al., 2010).

This was the first generation where the majority of parents both worked, hence, Gen Xers were forced to take care of themselves and in doing so received the name “latch-key kids” (Hansen & Leuty, 2012). The term “latch-key kids” literally refers to youngsters arriving to an empty home with a key on a chain (Gilley et al., 2015). This may possibly justify why this generation is described as highly independent and self-reliant in nature (Kowske et al., 2010). Strauss and Howe (2000) argued that Gen Xers are under-achievers. The argument makes sense because this generation lacks commitment to

their employing organisation and often job-hop (Twenge, 2010). They prefer work-life balance, therefore, they are not as motivated to work hard nor build a career as opposed to Baby Boomers (Twenge, 2010).

2.3.5. Millennials

Since 2015, Millennials are considered to be the largest group in the workforce surpassing Generation X (Anderson et al., 2017). The Millennial Generation born between 1982 and 1999, are also known as Generation Me (Gen Me), Generation Y (Gen Y) and Next Generation (nGen) (Twenge, 2010). Millennials have been labelled as such due to certain events that have characterised their lives, like globalisation, the fourth industrial revolution and demographic diversity (Ng et al., 2010). One of the distinct elements that differentiate Millennials from prior generations is their affinity to technology, having grown up with mobile devices and social media platforms (Hershatter & Epstein, 2010; Myers & Sadaghiani, 2010).

Research studies noted an increased sense of entitlement among Gen Xers and Millennials, which posited the notion of deserving materialistic items without working for it (Laird et al., 2015; Twenge & Kasser, 2013). This is plausible as the younger generation is known to exhibit traits of narcissism (Twenge & Kasser, 2013). Those individuals displaying narcissistic behaviour have inflated self-perceptions (Laird et al., 2015), are overly self-absorbed and self-confident (Myers & Sadaghiani, 2010). Furthermore, there is a widening gap between their desire for expensive goods and the willingness to work for it (Twenge, 2010; Twenge & Kasser, 2013). This implies that Millennials have a weaker work ethic than Baby Boomers and the Silent Generation. They are also perceived as being very sheltered having been guided and over-indulged whilst growing up. Therefore, performing the most basic job tasks could prove to be challenging for younger people entering the workforce as they are more immune to handholding (Hershatter & Epstein, 2010).

Prior documented research indicated that Millennials have very different work values compared to older generations (Anderson et al., 2017). Millennial workers tend to demand excessive benefits, place a greater emphasis on work-life balance and expect rapid career advancement (Anderson et al., 2017; Kowske et al., 2010; Kuron, Lyons, Schweitzer, & Ng, 2015; Lyons & Kuron, 2014; Ng et al., 2010; Twenge & Kasser, 2013). Traits of disloyalty and rebellion emerge when the organisation fails to meet their expectations, making them more susceptible to leave the company (D'Amato &

Herzfeldt, 2008; Stewart, Oliver, Cravens, & Oishi, 2017). Some academics have argued that this is not the case, and Millennials demonstrate similar values to older generations as they mature in their work life (Giancola, 2006). For instance, Hershatter and Epstein (2010) suggested that Millennials do not appear to be any more motivated by economic rewards than their predecessors.

The research presented confirms the varying personalities and attitudes across generations from a cohort perspective. The four distinct generations present in the workforce are summarised in the table below.

Table 1: Generation cohorts

Generation				
	Silent	Baby Boomer	Gen X	Millennial
Year of Birth	Before 1945	1946 - 1964	1965 - 1981	1982 - 1999
Age	73 and older	54 - 72	37 - 53	19 - 36
Experiences	Great Depression and World War II	Peace movement, civil rights, feminism	AIDS epidemic, financial crisis	Globalisation, rapid urbanisation, and technology advancement
Personality Traits	Dedicated, loyal, frugal, risk-averse	Optimistic, self-indulgent, opportunistic, career-oriented	Self-entitled narcissists, cynical, sceptical, disloyal	Materialistic, self-entitled, narcissistic, disloyal

The rise of Millennials in the workplace makes it increasingly important to understand how they perceive their work environment based on their values and life experiences. This will be further explored in the next section.

2.3.6. Work values

There have been significant changes in work-related values from the Baby Boomer generation to Millennials (Anderson et al., 2017). Therefore, it is imperative to explore the variations in work-related values across generations. It is becoming increasingly

important to understand the expectations and priorities of the younger workforce, so as to engage and effectively manage younger workers. Although there are many typologies of work values, the following classifications have been constantly explored in prior research (Kuron et al., 2015; Ng et al., 2010; Twenge et al., 2010): leisure, extrinsic, intrinsic, altruistic and social values.

2.3.7. Leisure

The younger generation tend to value work less (Twenge, 2010) and place more importance on leisure time and work-life balance (Anderson et al., 2017; Lyons & Kuron, 2014; Ng et al., 2010). Research shows that Millennials and Gen Xers show a great interest in work-life balance as opposed to Baby Boomers (Deal et al., 2010; Twenge, 2010). Work centrality – the importance of work which is a central part of a person's life – has also declined since the post war era (Twenge, 2010).

The concept of leisure is described as freedom from supervision which is valued very highly amongst the GenX cohort (Twenge, 2010). However, while Millennials value supervision in the form of feedback and support they prefer having less responsibility in job roles. Younger workers have an intense desire to work less hours and tend to place a higher value on jobs that offer more vacation time (Gilley et al., 2015; Twenge, 2010). While all employees appreciate a work-life balance, Millennials demand it from their employers by making career choices that enable them to lead a healthy and balanced lifestyle. During childhood, Millennials spent ample time in child care and after care programmes whilst their parents focussed on career progression (Hershatte & Epstein, 2010; Ng et al., 2010). Therefore, the younger generation are less willing to make the same sacrifices as that of their Baby Boomer parents and are more inclined to be family-oriented (Ng et al., 2010).

Furthermore, the evolution of technology facilitates work-life balance by empowering employees to work from remote locations and at a time that is most convenient to them (Hershatte & Epstein, 2010; Myers & Sadaghiani, 2010). Access to more free time is conceivable through shifts in proficiency with technology (Deal et al., 2010) which is expected to further advance in the workplace.

However, the appeal of working less has led to a significant decline in work ethic. Millennial workers who are less committed to working harder, portray negative attitudes toward working overtime and rarely take pride in their work deliverables (Twenge, 2010).

There is a lack of evidence relating to the reasons as to why younger workers place less value on work. This leaves another question: do longer working hours lead to decreased work centrality and work ethic?

2.3.8. Extrinsic values

Material aspects of work such as salary and benefits are considered to be extrinsic work values (Kuron et al., 2015; Lyons & Kuron, 2014; Ng et al., 2010) that focus on the tangible outcomes of work (Twenge et al., 2010). In addition, status (career advancement, recognition and authority) and respect are also categorised as extrinsic values (Lyons & Kuron, 2014). A high salary, status and respect are considered to influence Gen Xers more significantly than Baby Boomers. Furthermore, both Gen Xers and Millennials place a greater emphasis on status-related work values (Twenge, 2010).

Trends show that Millennials are entering the workforce with a demand for higher education. An increase in costs and debt associated with pursuing higher education would mean that Millennials place a higher value on work that offers extrinsic rewards (Twenge, 2010). Millennials are more likely to be motivated by extrinsic rewards than intrinsic rewards (Twenge et al., 2010) and hold inflated expectations around job promotion, salary increases and benefits (Ng et al., 2010). Although Millennials are sensitive to monetary compensation (Rigoni & Adkins, 2016); another study revealed that younger workers place less emphasis on money and promotion, and more importance on learning and development, challenging work, and tasks that changed frequently (Kultalahti & Viitala, 2015). However, Ng et al. (2010) revealed career advancement as a priority among younger workers which confirmed their outlandish expectations for rapid promotions and salary increases. The findings further disclosed a lack of association between job performance and promotion among the Millennial cohort (Ng et al., 2010), implying that younger workers expect rapid career advancement without putting in work effort, confirming Millennials sense of entitlement.

The younger generation are more inclined to expect immediate recognition at work (Weber, 2017) having received inordinate amounts of praise from their parents (Kowske et al., 2010). Millennials expect to be rewarded just for participating thereby acquiring the label, "Trophy Generation" (Gilley et al., 2015). This is because they may have been coddled while growing up and merely showing up was grounds for receiving an accolade. Hence, Millennials are overconfident and are not willing to remain in a job for years before being promoted (Gilley et al., 2015).

2.3.9. Intrinsic values

Meaningful and interesting work are intrinsic work values that are highly emphasised across generations (Twenge, 2010) and are especially important in shaping the attitudes and behaviour of the educated workforce (Winter & Jackson, 2014).

Perhaps not surprisingly, Millennials tend to forgo a high pay check for work that is meaningful and fulfilling (Ng et al., 2010). They are more inclined to stagnate in dead-end menial positions, preferring to be challenged with high impact job assignments. Millennials desire career progression, therefore they have a low tolerance for job roles that are not mentally stimulating. Therefore, work that is challenging and intellectually stimulating are inherent psychological factors that drive job satisfaction (Kuron et al., 2015; Lyons & Kuron, 2014; Ng et al., 2010). The Millennial cohort also value job mobility and the prospect of working on international assignments (Ng et al., 2010). Growing popularity among other factors related to intrinsic rewards are increased autonomy and participatory decision-making in job roles. However, the older generation is of the belief that younger workers have to “pay their dues first” before being handed more complex and challenging work (Weber, 2017).

Furthermore, younger workers expect intrinsic outcomes such as personal development, open communication and transparency, managerial support (Winter & Jackson, 2014) and immediate feedback (Kowske et al., 2010; Weber, 2017) to be fulfilled by employers. If we accept the premise that the expectations of Millennials are higher than prior generations, then we can assume that organisations need to tailor their employee performance systems to balance expectations across all generational cohorts.

Millennials are tech savvy and have a unique comfort with technology, such as, email, mobile phones, online social media, and the Internet of Things (IoT). As a result, they expect immediate access to information. This may explain why older generations are at times perturbed when working with the younger generation as Millennials are more inclined to share information through newly formed groups on social networking platforms. This is based on their penchant for less hierarchical organisational structures and more inclusive decision-making (Weber, 2017).

2.3.10. Altruistic values

Altruistic work values refer to being directly helpful to co-workers and society in a job role

(Twenge, 2010). Millennials are perceived to be individualistic and narcissistic, which implies that they will be less interested in altruistic work values (Twenge & Campbell, 2008). However, research showed that despite exhibiting these traits, Millennials are notably more ethnically and racially diverse than older generations (Weber, 2017). They have been recognised for making societal contributions (Strauss & Howe, 2000), valuing the community and undertaking civic duty (Myers & Sadaghiani, 2010).

Studies have shown that the younger generation is collaborative and fond of serving the community by volunteering (Myers & Sadaghiani, 2010). This argument makes sense because many Millennials have Baby Boomers as parents (Myers & Sadaghiani, 2010) who encourage helping others through their socialisation attributes. The Millennial generation also express a genuine concern for the environment and are willing to pay more for a product if it supports a noteworthy cause (Ng et al., 2010). Younger workers select employers that have strong values that match their own and those that are genuinely involved in making a societal contribution, through their corporate social responsibility (CSR) initiatives (Ng et al., 2010).

However, many researchers argued that Millennials do not appear to be any more altruistic and concerned about contributing to society than their predecessors (Hershatler & Epstein, 2010; Twenge, 2010).

2.3.11. Social values

The Gen X and Millennial generation tend to value close relationships at work and enjoy socialising with their work colleagues, compared to Baby Boomers (Lyons & Kuron, 2014; Twenge, 2010). There is a strong need to belong or to be connected (Twenge & Campbell, 2008) therefore, Millennials entering labour markets value good relationships with co-workers and good people to report to (Ng et al., 2010). The findings of Ng et al. (2010) confirmed that Millennials interests in job roles or tasks, pale in comparison to their preference for social relationships.

A study conducted by Myers and Sadaghiani (2010) found that frequent positive feedback from supervisors is important for developing work relationships. Younger workers tend to favour regular open communication with their managers as opposed to their older counterparts (Myers & Sadaghiani, 2010; Twenge, 2010). Workers from prior generations did not require constant affirmation of their performance nor expect frequent communication from managers (Myers & Sadaghiani, 2010). This is because the older

generation were not exposed to constant support from parents, teachers and coaches, constantly cheering from the side-lines. The study also found that Millennials prefer to work within teams because they perceive an element of fun attached to group-based work. However, a lack of research suggested that generations may place similar levels of importance on group-based work (Lyons & Kuron, 2014).

The table below illustrates a summary of the generational differences in work values explored in the study.

Table 2: Generational gaps in work values

Work Values	Summary of Research Findings
Leisure Values	
Work-life balance	Millennial>Gen X>Baby Boomer
Work Ethic	Silent>Baby Boomer>Gen X>Millennial
Work Centrality	Silent>Baby Boomer>Gen X>Millennial
Extrinsic Values	
Salary	Gen X>Millennials>Baby Boomers
Benefits	Gen X>Millennials>Baby Boomers
Career advancement	Millennials>Gen X>Baby Boomers
Recognition	Millennials>Gen X>Baby Boomers
Authority and Respect	Gen X>Millennials>Baby Boomers
Intrinsic Values	
Meaningful and interesting work	No differences
Intellectually stimulating work	No differences
Challenging work	No differences
Altruistic Values	
Societal contributions	No differences
Volunteering	No differences
Social Values	
Frequent Communication	Millennials>Gen X>Baby Boomers
Supervisory Support	Millennials>Gen X>Baby Boomers
Supervisory Feedback	Millennials>Gen X>Baby Boomers
Team-work	Millennials>Gen X>Baby Boomers

The literature review revealed similarities and differences in the work attitudes of Millennials compared to older generations through the lens of a cohort perspective. In

doing so the researcher was able to establish differences in personality traits and attitudes underpinned by the unique experiences, experienced during the developmental years of each cohort. Research indicated that leisure increased with successive generations (Anderson et al., 2017; Lyons & Kuron, 2014; Ng et al., 2010) whereas work ethic and work centrality declined (Twenge, 2010). In addition, Millennials place a higher value on career advancement and recognition and have inflated expectations about high salaries and job promotions, than did previous cohorts (Ng et al., 2010; Weber, 2017). Furthermore, younger workers desire social interaction and inclusive management practices to make them feel more connected (Lyons & Kuron, 2014; Twenge & Campbell, 2008). However, research does not point to any noteworthy differences between intrinsic and altruistic values.

The research also revealed conflicting viewpoints. Millennials are labelled as individualistic and narcissistic (Twenge, 2010) yet at the same time are known for their collaborative style and altruistic behaviour (Ng et al., 2010). Individualistic traits are not synchronised with team work nor is it aligned to volunteerism thereby dispelling the individualistic nature of Millennials. Furthermore, work is considered to be largely an individualistic goal, implying that Millennials would be more focussed on work and less interested on seeking a work-life balance. This poses another question: how are managers expected to lead such different personalities within the same cohort?

2.4. Management Competencies Explained

The research on generational differences revealed that today's workforce is very different, and this could potentially present significant challenges to managers leading Millennial workers. Therefore, past management competencies cannot be applied to the current and modern workplace (Lyons & Kuron, 2014).

Competence is one of the most significant factors in shaping a leader's effectiveness (Gaudet & Tremblay, 2017). Management competencies encompass various behaviours (Boyatzis, 2008), characteristics and skills required for superior job performance (Klemp, 1980). Therefore, in order to effectively lead the younger generation, managers need to adopt leadership styles and behaviours that align to the contextual landscape of the organisation (Anderson et al., 2017). Managers who are mindful of the individualistic growth needs and abilities of employees will have a competitive advantage in attracting and retaining the younger workforce (Lyons & Kuron, 2014; Ng et al., 2010).

2.4.1. Impact of generational differences on management competencies by leadership theory

Drawing from leadership theory, management competencies incorporating current leadership styles and behaviours may have implications for managers utilising these specific theories. Today's managers need to reconsider the effectiveness of the current leadership theories in the modern-day world as they might wane in some instances given the differences in personalities, attitudes and values of employees in the workplace.

Supporting the body of work conducted by Anderson et al. (2017), the generational differences in work values and attitudes of employees will be explored through four of the most frequently used leadership theories – Transformational Leadership, Leader-Member Exchange (LMX), Authentic Leadership and Ethical Leadership.

2.4.2. Transformational leadership

Transformational leadership comprises of four factors of leader behaviour: inspirational motivation, idealised influence, intellectual stimulation and individualised consideration (Bass & Avolio, 1993). First, transformational leaders are able to inspire employees to participate in the shared vision which supports inspirational motivation. Second, they demonstrate an idealised influence allowing leaders to attract employees who are fond of them. Third, they encourage their followers to challenge their ideas and think differently through intellectual stimulation. And finally, practicing individualised consideration allows for personal interactions with employees on their development and growth (Bass & Avolio, 1993). For these reasons, transformational leadership is one of the most effective leadership models recognised for promoting employee engagement (Breevaart et al., 2014). Leaders exhibiting transformational behaviour are able to motivate and inspire their employees to exceed expectations.

Because Millennials are digital natives they are able to better prepare companies for their digital futures. Therefore, transformational leadership style calls for strong engagement of Millennials, given their rapid progression into management positions to ensure an understanding of the future positioning of the organisation and to receive 'buy-in' into the future. However, their lack of inherent loyalty presents challenges to managers leading the younger cohort.

The Millennial workforce is highly individualistic (Twenge, 2010) therefore transformational leadership is not as effective in motivating employees toward achieving the organisation's collective goals. Although transformational leaders may fulfil the development needs of employees through individualised consideration, questions have been raised on how the unique qualities of Millennials will translate into organisational commitment (Myers & Sadaghiani, 2010). Hence, managers will struggle to motivate employees to put the organisations needs before their own. In addition, Millennials tend to place a higher value on extrinsic rewards than on intrinsic rewards (Twenge et al., 2010), making them less likely to be influenced and motivated by emotional appeals (Anderson et al., 2017). Therefore, exerting an idealised vision is unlikely to reverse the steady downward trajectory of work ethic and work centrality across generations (Anderson et al., 2017).

Leaders who apply the current model of transformational leadership to the Millennial workforce may perhaps be unsuccessful at fostering employee engagement among the younger generation, for the reasons demonstrated in the literature.

2.4.3. Leader-member exchange (LMX)

The most important relationship an employee can have is the one between supervisor and subordinate (Harris, Wheeler, & Kacmar, 2009). Leader-member exchange theory examines the quality of relationships between these two entities and the significant work outcomes associated thereof. Positive follower relationships yield outcomes such as regular feedback, communication and job promotions for employees (Gutermann et al., 2017). As a result, employees are less likely to leave the organisation because high-quality relationships lead to job satisfaction, job performance, motivation and organisational commitment (Gutermann et al., 2017; Harris et al., 2009). Job and organisational engagement are components of employee engagement that are positively related to job satisfaction and organisational commitment; and negatively related to intention to quit (Saks, 2017). Hence, failure in establishing a positive leader-member exchange and a high-quality relationship could directly impact the level of employee engagement among Millennials.

Sometimes managers require an employee to go above and beyond a job specification to be helpful. However, employees favour work-life balance and are unwilling to go the extra mile in their work tasks because it means working longer hours (Gilley et al., 2015; Twenge, 2010). The benefits derived from a high-quality leader-member exchange are

indirectly related to higher salaries. Despite the value of the relationship increasing over time, Millennials are quick to change jobs for higher extrinsic rewards and do not have the patience to cultivate these relationships. Their self-focussed nature overrides the need to seek out extrinsic rewards through their manager, with most even preferring to achieve desired outcomes by working for themselves. Therefore, building a positive leader-member exchange and a high-quality relationship would prove to be challenging for leaders managing Millennials (Anderson et al., 2017), thereby negatively impacting employee engagement levels in organisations.

Although technology provides more convenient mediums for Millennials to communicate, their managers may find that it detracts from building a relationship of trust and fostering a culture of engagement. For example, emails, text messages and social media are very effective in delivering messages however, these impersonal mechanisms could come across as being disrespectful (Anderson et al., 2017). Hence, high-quality leader-member exchanges could be further compromised through the use of technology.

2.4.4. Authentic leadership

Authentic leadership has been found to be related to both transformational leadership and ethical leadership (Brown & Treviño, 2006). Authentic leaders emphasise being true to oneself and are acutely aware of their thoughts, behaviours and values. They have strong work ethic and view work as a central part to their lives. Therefore, arriving at the office early and leaving late is considered as valuing the importance of work (Anderson et al., 2017). However, the perceived decline of work centrality and work ethic among Millennials make them less likely to resemble the work values of authentic leaders (Rudolph et al., 2018). Therefore, these leaders encounter obstacles in their attempt to appeal to intrinsic values which they so distinctly strive to embody as employees of today are driven by extrinsic rewards (Twenge, 2010).

Although authentic leaders are self-aware and authentic (Brown & Treviño, 2006), inspiring Millennials to reflect on their own values may be challenging. It is highly unlikely that Millennials will emulate the high moral character of authentic leaders as their individualistic nature may prevent them from conforming to a leader's values. This may possibly undermine the leader-follower relationship because of the incongruity in values that surface. This compromises the benefits that followers of authentic leadership experience, such as heightened job satisfaction, organisational commitment, engagement, support and trust in their leader (Anderson et al., 2017).

2.4.5. Ethical leadership

According to Brown and Treviño (2006) ethical leaders are trustworthy and honest. At a high level, ethical leadership can also be associated with the moral manager paradigm, alongside servant leadership and authentic leadership. Leaders exhibiting moral manager traits communicate ethical values and role model ethical behaviour. They also use a reward system to acknowledge and recognise ethical behaviour.

Owing to the generational gaps in the workplace, younger workers may not view a situation with the same moral intensity as that of an older worker. Because younger workers seem to be less interested in work centrality, they may fail to recognise the ethical dilemmas facing the organisation and encounter difficulty in resolving situations ethically (Anderson et al., 2017). Ethical leaders have been noted to inspire employee engagement and share positive relationships with their followers. However, they may find it exceptionally difficult to motivate and engage Millennials who are predominantly driven by tangible rewards (Hansen & Leuty, 2012; Twenge, 2010; Twenge & Kasser, 2013). This in turn could lead to value incongruence as employees may participate in unethical behaviour to reap extrinsic rewards.

The shortcomings of the leadership styles and behaviours in leading today's workforce does not signal the demise of current leadership theories. The utility of the theories can still be applied however it does identify a need to reframe and adjust the way managers lead Millennial workers. A further need to explore the behaviours managers need to show to enhance employee engagement of the younger generation is required, which aligns to the purpose of this study. Although there is limited academic literature in this research area, insight can be extracted from current literature that exists on management behaviours that promote employee engagement of the general workforce. The analysis further attempts to link management behaviours to work-related values and expectations of Millennials. Whether or not the same behaviours are applicable to the Millennial workforce will be revealed in the findings of the research study.

2.5. The Relationship between Employee Engagement and Management Competencies Required to Lead Millennials

In order to deliver superior performance, managers need to show specific behaviours that can simultaneously enhance employee engagement and drive organisational results.

Managers who are able to communicate a clear strategy and provide direction to employees are more likely to have an engaged team. When employees are confused about the direction and lack an understanding of the strategy required to achieve work plans, they become dissatisfied (Zenger & Folkman, 2017). An individual's meaningfulness is augmented when they are able to see how the company goals are impacted by their input and performance (Barrick et al., 2013). In addition, leaders are able to successfully drive business performance by setting clear goals (Giles, 2016; Wellins et al., 2005) and providing clarity of job expectations (Fiordelisi & Ricci, 2014). Therefore, regular communication regarding performance expectations is necessary to help employees understand their responsibilities and how it fits in with the wider business strategy (Harter & Adkins, 2015).

Millennials desire frequent and open communication (Myers & Sadaghiani, 2010), and experience greater job satisfaction when their managers share information. For example, Millennials expect their managers to share strategic plans formulated by senior management. The benefits realised from the anticipated action is twofold. First, having access to classified information, could make Millennials more informed and competent (Myers & Sadaghiani, 2010). Second, Millennials need to feel like they belong and are connected to a bigger purpose (Twenge & Campbell, 2008). Hence, when feelings of involvement emerge, Millennials become more attached and committed to the organisation (Myers & Sadaghiani, 2010), making them less likely to leave. Furthermore, leaders are able to increase productivity and emotional well-being of employees by cultivating a sense of belonging. Using simple gestures such as, showing an interest in their life, remembering their name and that of their family members, smiling, and setting the tone of having each other's backs in the team, can build strong connections among employees and raise employee engagement (Giles, 2016).

Increased openness enhances the opportunity for high-quality leader-member exchanges (Anderson et al., 2017) which impacts an employee's long-term relationship with the organisation (Myers & Sadaghiani, 2010). Notably, Millennials value close

relationships to people that they report to (Ng et al., 2010) and perceive frequent feedback from supervisors as a base for strengthening work relations (Myers & Sadaghiani, 2010). For example, open door policies signal to Millennials that managers are authentic in their desire for open dialogue and their willingness to assist (Winter & Jackson, 2014). Taken together, social relations related to the quality of supervisory support and feedback are antecedents to employee engagement, supported by the JD-R model (Bakker & Demerouti, 2007; Maslach & Leiter, 2008; Menguc et al., 2013; Saks, 2006; Schaufeli & Bakker, 2004).

However, managers of all generations may find a Millennials need for constant guidance and feedback draining. One way of reducing the time spent supervising is through providing structured guidelines much sooner. There are organisational outcomes associated with assignments that are framed with clarity (Hershatter & Epstein, 2010). For example, the more structure employees receive from their managers at work, the more they feel that the organisation is supporting them by providing means to work effectively (Gaudet & Tremblay, 2017). As a result, employees become more committed to the company.

Management behaviours that create ample learning opportunities through professional development, career progression and mobility are directly linked to building an engaged workforce (Bersin, 2015). Effective managers spend a considerable amount of time coaching and mentoring employees for success (Wellins et al., 2005). Not surprisingly, Millennials expect a flat hierarchical organisation structure and access to senior management whenever necessary. Therefore, mentoring programmes aimed at socialising employees and more formal interactions with higher levels of the organisation (Hershatter & Epstein, 2010) are required to engage and retain Millennials. It appears that Millennials value personal development plans tailored to their career path that makes moving from one task to another possible (Kultalahti & Viitala, 2015) which is aligned with their expectations of rapid career advancement (Twenge et al., 2010). Hence, managers need to support and facilitate job rotation (Kultalahti & Viitala, 2015), and internal mobility by allowing younger Millennials the opportunity to move across functions within the organisations. In doing so, they can make an impactful contribution toward employee engagement by moving people into roles in which they can succeed (Bersin, 2015).

Biswas and Bhatnagar (2013) found perceived organisational support (POS) and person-organisation fit (P-O fit) as predictors of employee engagement; and

organisational commitment and job satisfaction as the outcomes. When employees perceive their place of work to be collaborative they are intrinsically motivated to go above and beyond. Furthermore, employees feel safe and find their work more meaningful when their personal values align to those upheld by the organisation. Effective managers create more involvement from employees through developing collaborative processes within and across teams. Namely, by reinforcing clear organisational values regularly, providing clarity on role expectations, developing employees, initiating employee retention programmes, and encouraging team work and decentralised decision-making (Fiordelisi & Ricci, 2014). Since Millennials value working in teams (Lyons & Kuron, 2014) that are supportive, developmental and enthusiastic (Kultalahti & Viitala, 2015), they are more likely to go the extra mile and be fully committed when involved in collaborative group-based work (Myers & Sadaghiani, 2010).

A study conducted by Ng et al. (2010) found that Millennials were unsure about whether they could stay long term within an organisation. Kultalahti and Viitala (2015) supported these findings, further adding that Millennials were not motivated by long-term contracts. Hence, managers should realise that personal development, work variety and challenge are important concepts towards engaging and retaining Millennial workers over the long haul (Ng et al., (2010). Furthermore, fair distribution of work, contributes to effective decision-making especially when work is interesting and meaningful (Maslach & Leiter, 2008; Saks, 2017). Employees who are given meaningful work are able to harness their personal strengths to produce work of high-quality (Harter & Adkins, 2015). When Millennials are passionate and enthusiastic about their work, they remain loyal to the organisation (Hershatter & Epstein, 2010).

Millennials value freedom and work-life balance (Twenge, 2010) more than Baby Boomers and prefer a job that offers flexible working hours and more vacation time (Twenge et al., 2010). For that reason, Millennials could easily attribute the burnout element of exhaustion to their job (Lu & Gursoy, 2016) . Given that Millennials have lower job satisfaction and high turnover intention associated with emotional exhaustion compared to their older counterparts (Lu & Gursoy, 2016), managers need to consider incorporating work-life balance strategies into the organisation. Line managers strongly influence work-life balance as they are the main facilitators of human resource practices and policies. Unlike their predecessors, Millennials are unwilling to compromise on leisure and flexibility. Therefore, line managers need to adjust their behaviours to accommodate changes in employee expectations and commitment (McCarthy et al.,

2010). Kultalahti and Viitala (2015) posited that Millennials are more likely to be engaged when they are offered flexible working hours and are able to work remotely from the office. The authors further suggested using days off in lieu of monetary compensation when Millennials demonstrate outstanding performance as a means of motivating the younger cohort.

Research suggested that a flexible and supportive work environment is critical in harnessing an engaged workforce and leaders who empower employees to self-organise their work and time are able to drive productivity and job satisfaction (Bersin, 2015). However, managers are at times reluctant to allow employees to self-organise. They are often hesitant to relinquish control and are fearful of potential mistakes and negative consequences that may potentially arise from their subordinates' decisions (Giles, 2016). Gaudet and Tremblay (2017) suggested that individuals are most likely to be accepted as leaders when they are able to demonstrate competence and positively influence the attitudes and behaviours of employees. Furthermore, leaders are able to garner respect when they are coachable, open to feedback from their employees and make necessary improvements. Leaders are incapable of doing everything and open themselves up to mistakes when they try to do everything themselves, therefore they need to distribute power and rely on the decisions made by their subordinates (Giles, 2016). When leaders are receptive to advice, organisational mishaps are prevented as employees will not allow a mistake to be made by their leader and will openly communicate this before it occurs (Zenger & Folkman, 2017).

Demonstrating strong ethics and safety are the most effective leadership competencies according to top global leaders (Giles, 2016). These attributes encompass high moral standards and deliver clear expectations which creates a safe and trusting environment. Leaders are able to motivate, engage and retain employees by cultivating a relationship of trust and loyalty (Wellins et al., 2005). In doing so, the employee is most likely to go the extra mile and trusts that their investment toward their work will be rewarded. When a positive relationship based on loyalty and trust is established, employees tend to remain with the organisation for a longer period of time (Macey & Schneider, 2008). Another leadership behaviour regarded as highly important, is respect. When leaders demonstrate respect, they receive full commitment from employees which positively influences the organisation's engagement levels and firm performance (Porath, 2015).

2.6. Challenges of Leading the Millennial Generation

Age-related dynamics could potentially present a challenge to managers driving employee engagement. A recent study conducted by Zenger and Folkman (2017) explored the behaviours and attributes of leaders who were able to drive business performance and cultivate an engaged team at the same time. Younger leaders, under thirty years of age were found to excel in this ability and were more effective than their older counterparts. Furthermore, as managers approach age forty they become more results focussed and less dedicated to building an engaged workforce. The study also found that leaders were less reliant on interpersonal skills as they progressed to top management and became more powerful. Younger workers tend to value close relationships at work compared to Baby Boomers (Lyons & Kuron, 2014; Twenge, 2010). Perhaps this could explain why the younger generation is more capable of simultaneously driving business results and engagement.

Intergenerational conflicts are likely to occur as more Millennials are leading other Millennials in the workplace. The younger generation is climbing the management ranks at a fast pace therefore it is important to consider the leadership stance taken in light of the generational shifts (Anderson et al., 2017). Millennial managers may be less interested in cultivating relationships with their followers through LMX or transformational leadership (Anderson et al., 2017). More recently, Kunze and Menges (2017) argued that a wider age gap between younger leaders and older followers is associated with negative experiences which directly impacts organisational performance. Although, negative emotions can be mitigated if employees express their feelings to their managers. Conversely, findings on the influences of a leader's age on leadership behaviours and outcomes, proved to be inconsistent in some instances (Rudolph et al., 2018). However, this is beyond the scope of this study.

Managing the Millennial cohort can be confusing. To add to this dilemma, current leadership theories do not provide substantial guidance on how to handle conflicting work values. For example, from a young age, Millennials have been inspired by their parents to challenge authority (Myers & Sadaghiani, 2010). Because of this, they are not perceived to be oriented toward the need for direction from their supervisors, purported by their sense of entitlement (Laird et al., 2015); yet they require positive feedback and affirmation (Myers & Sadaghiani, 2010). Not surprisingly, managers who extend an LMX relationship to Millennials, may be perturbed by their expectation to receive all the benefits without putting in the effort. Similarly, transformational leaders may be

astounded at a Millennials appreciation for attention but unfortunate lack of participation in the collective toward a shared vision (Anderson et al., 2017).

Their sense of entitlement poses more challenges for other leadership theories, in that Millennials seek to redefine relationships between manager and employee. Their reluctance to see themselves as subordinate to managers is attributed to an embedded perception of being as important as any other employee. Therefore, when authentic and ethical leaders provide guidance and advice on values and ethical choices, Millennials assume that they are being criticised for their beliefs and take offense (Anderson et al., 2017).

2.7. Conclusion

The literature review supports the phenomenon of generational differences present in the workplace. As Millennials enter the workforce and take top management positions they will be better equipped to lead. Since older counterparts are less reliant on interpersonal skills, how are they able to engage and retain younger workers? The younger generation hold different expectations of work-related values compared to their older counterparts. The literature review suggested that leadership and management styles are important predictors of employee engagement (Gutermann et al., 2017). Therefore, the onus is upon managers to consider what new generation workers expect from employers today in order to keep them engaged.

A number of contradictions were examined between how current management competencies may no longer apply to the younger workforce. Generational shifts in the workforce have dictated the need to reevaluate the applicability of current leadership theories to the Millennial cohort. Therefore, managers who have applied these theories to prior generations may not encounter the same level of success today (Anderson, et al, 2017). More importantly, they may struggle to engage and retain younger workers who view work as less central to their lives (Twenge, 2010). Changing work structures without first-hand knowledge of work values exhibited by the younger workforce will result in high turnover rates and disengaged employees (Winter & Jackson, 2014).

The management competencies presented in the literature are linked with effective line management however they are still very broad and do not identify the necessary day-to-day behaviours required to engage millennials. A paradigm shift in management behaviours is essential for two reasons (Anderson et al., 2017). Firstly, managers need

to embrace and understand the different personalities and attitudes of the new generation workforce as they are more likely to quit their jobs for better prospects (Lu & Gursoy, 2016). Secondly, Millennials tend to have a stronger affiliation to managers whom they like (Twenge et al., 2010). These reasons indicate the significance of high-quality managers required to lead the Millennial generation.

These insights open up rich possibilities for research into understanding the management behaviours required to enhance employee engagement of Millennials. This leads to Chapter Three which presents the research questions of this study.

CHAPTER 3: RESEARCH QUESTIONS

3.1. Introduction

The Millennial generation is entering the workforce in droves which is why it is becoming increasingly important for employers to understand their different expectations, work values and attitudes. The workplace is changing; therefore, leadership styles will also need to evolve to maintain engaged and productive employees. The leadership behaviours that were applicable in the past may not be appropriate for managing 21st century organisations. Since leadership theories need to be adjusted to the new generation, this raises a pertinent question on what are the management behaviours required to enhance employee engagement of the younger generation? The study aims to address the business problem by exploring the specific management behaviours, along with the effective behaviours managers need to adopt and the ineffective behaviours they need to avoid, in order to enhance employee engagement.

The research questions formulated were based on the seminal article of Kahn (1990) on employee engagement presented in Chapter Two. Kahn (1990) stated that when engaged, employees immerse themselves fully by exerting physical, cognitive and emotional energies to the performance of the job task. Individuals become physically involved in tasks, cognitively vigilant and empathetically connected to their co-workers. Conversely, disengagement occurs when individuals detach themselves from their job role.

The engaging behaviours that channel these energies yield psychological presence which involves being attentive, connected, integrated and focussed on work task performances (Kahn, 1992). Therefore, the first three research questions were formulated based on the three components of employee engagement: physical, cognitive and emotional. First, the physical component of employee engagement refers to managers ability to provide direction so that employees may physically perform their job role well and act by going above and beyond what is expected of them. Second, the cognitive component of employee engagement refers to managers ability to provide employees with support so that they are able to think about how best to perform their job role. Third, the emotional component of employee engagement refers to managers ability to make employees feel positive about themselves in job role experiences. Exploring each component of employee engagement under each research question adds depth to the study and the opportunity to gather rich insights. The final research question seeks

to understand if significant differences exist in managers ability to enhance employee engagement across different management levels in the organisation, for example, between first-level line managers and more senior managers.

The research questions that were extracted from the literature review and adapted from Lewis et al. (2011), explore management behaviours required to enhance employee engagement from a Millennials perspective.

3.2. Research Questions Explained

Research Question One:

What are the specific management behaviours that line managers need to show in order to enhance employee engagement of Millennials in the workplace?

The objective is to understand the day-to-day management behaviour required to engage and manage Millennials.

Physical	The question seeks to explore managers ability to communicate and converse with employees about what constitutes success in their role and how this links to the wider organisational mission. (Giles, 2016; Harter & Adkins, 2015; Wellins et al., 2005; Zenger & Folkman, 2017). Furthermore, it is necessary to understand what tools and resources are given to employees so that they may physically perform their job role well.
Cognitive	The question seeks to understand managers ability to adapt roles to an employee's strengths and their ability to proactively explore developmental opportunities (Bersin, 2015; Wellins et al., 2005). Further investigating the extent to which they involve employees in decision-making and problem-solving so that they are focussed in work performances. Employees feel safer when they have some control in performing work tasks (Gruman & Saks, 2011). This encourages autonomous decision-making and application of a diverse skill set to the job role.
Emotional	The question seeks to identify managers ability to actively listen to

	employees input and act upon it, to reward and recognise good work and demonstrate care through their words and actions (Myers & Sadaghiani, 2010; Ng et al., 2010; Winter & Jackson, 2014).
--	--

Research Question Two:

What is perceived by Millennials to be the most effective management behaviours line managers need to adopt in order to enhance employee engagement of Millennials in the workplace?

The objective is to understand the effective day-to-day management behaviours that managers need to adopt.

Physical	This question explores managers competencies to inspire employees to go above and beyond what is expected of them.
Cognitive	This component investigates managers competencies that support employees by helping them focus in their work role.
Emotional	This question seeks to identify managers competencies in creating feelings of optimism and excitement associated with positive working experiences.

Research Question Three:

What is perceived by Millennials to be the most ineffective management behaviours line managers need to avoid in order to enhance employee engagement of Millennials in the workplace?

The objective is to understand the ineffective day-to-day management behaviours that managers need to avoid.

Physical	This question explores what managers do to put employees off going above and beyond what is expected of them.
Cognitive	This component investigates managers behaviours that are ineffective in helping employees focus in their work role.
Emotional	This question seeks to identify what managers do to make employees feel negative, despondent, and low-spirited about their role.

Research Question Four:

What are the differences between the management behaviours needed by both first-level line managers and senior managers to enhance engagement of Millennials who report directly to them?

The objective is to explore management behaviours on two levels within the organisation and to identify whether there are significant differences in behaviours needed by first-level line managers and those needed by more senior managers.

3.3. Conclusion

This chapter presented the research questions that guide the research study. By way of providing answers to these questions, managers will have a better understanding on the behaviours needed to engage the new generation. The next chapter presents the research methodology applied to the study.

CHAPTER 4: RESEARCH METHODOLOGY

4.1. Introduction

The purpose of Chapter Four is to discuss and justify the research methodology selected for the study. The present study was exploratory and qualitative in nature, aimed at gathering rich insights on the behavioural patterns of managers, from the perspective of Millennials in the workforce. Data was collected through semi-structured interviews and observations using a cross-sectional research design. The basis for the decision on conducting a qualitative research methodology was for a more nuanced and theoretical approach that analyses generation as a social force rather than a demographic variable (Lyons & Kuron, 2014). Furthermore, the qualitative study allowed for deeper probing and insights into the perspectives of participants. In doing so, the study produced contextual understandings based on the richness and depth of the data gathered (Mason, 2002).

The chapter further describes the research design, population, unit of analysis, data gathering process and collection methods. The section concludes with limitations and ethical considerations for the research study.

4.2. Research Methodology and Design

Joshi, Dencker, and Franz (2011) argued that quantitative descriptive studies on generations may be ineffective in yielding conclusive findings. The notion that generational differences can only be observed by comparing random samples of individuals born within the same period, contravenes key elements of the cohort theory (Lyons & Kuron, 2014). When generations are viewed through the cohort perspective, it follows that the personality traits should vary considerably across generations given the different historical and socio-cultural events individuals experience during their developmental years (Lyons & Kuron, 2014; Twenge & Campbell, 2008). Surprisingly, there may be more variation within generation cohorts than among them (Twenge, 2010).

Extant research studies fail to consider the historical and socio-cultural conditions experienced among generations and in doing so ignore the importance of context in manifesting generational differences in the work environment (Lyons & Kuron, 2014). Despite the study categorising respondents by Millennials, it uses the generation construct to develop a framework for describing the behaviours of line managers as they

recounted both engaging and disengaging incidents with their manager. Social occurrences could be interpreted in accordance with an individual's own personal meaning or understanding of the situation (Saunders, Lewis, & Thornhill, 2009). Therefore, it is critical to get an understanding of the meanings humans attach to events (Saunders & Lewis, 2012), thereby supporting the inductive approach to the study.

To fully assess the context of generational differences the study examined the moderating effects of organisational variables, such as large private sector organisations within the FMCG industry and individual variables, namely, full-time employees with university degrees. Exploring humans as social beings (Saunders et al., 2009) provides valuable insights into the commonalities and variations within a birth cohort (Lyons & Kuron, 2014), underpinned by the philosophy of interpretivism (Saunders & Lewis, 2012).

By incorporating the key tenets of cohort theory, such as formative experiences, has the potential to enhance the understanding of generations as a workplace phenomenon (Lyons & Kuron, 2014). These experiences shape the expectations generations have on their employing organisations (Ng et al., 2010). When organisations violate those expectations, employees fail to be psychologically present when performing job roles (Saks, 2006), leading to low levels of engagement. Lapan, Quartaroli, and Riemer (2011) argued that qualitative research places more emphasis on the study of this phenomenon from the perspective of insiders; who in this instance are Millennial employees.

Treating generation as an element of social identity leads to addressing unanswered questions on how generational differences affect attitudes and behaviours of others. Hence, to understand the viewpoints and personal opinions of Millennials a better consideration of context and qualitative research to explore the phenomenon is required. The researcher seeks to address the gap in literature on what behaviours line managers need to show younger generations in order to keep them engaged in the context of a complex workplace cohabited by individuals of various ages, holding diverse work-related values. To answer this question, qualitative methodologies such as in-depth semi-structured interviews were conducted.

4.3. Population

The population for the research study comprised of Millennials employed at large private sector organisations within the FMCG industry in South Africa. Millennials were selected

because they are entering the workforce at a rapid rate and could potentially make up 75% of the global workforce by 2025 (Gallup, 2016). From a South African perspective, youth unemployment presents added complexity to organisations because it means that fewer people with the necessary skills and expertise are entering the workforce. Although Millennials are entering the South African workforce at a slower pace, Baby Boomers are choosing to work past retirement thereby dominating the workplace (Gilley et al., 2015). Hence, the widening generational divide between Millennials and their older counterparts are presenting unique challenges to managers (Ng et al., 2010). It is becoming more important than ever for organisations to understand the expectations of Millennial workers in order to engage and retain this cohort.

4.4. Unit of Analysis

The unit of analysis selected for the study were the individual participants categorised as Millennial workers. The individual responses were articulated through opinions, insights, and experiences about their line manager behaviours acquired through in-depth semi-structured interviews.

4.5. Sampling Method and Sample Size

Purposive sampling which is a form of non-probability sampling was applied to the study. A complete list of the population was unobtainable (Saunders & Lewis, 2012) therefore the researcher's judgment was used to deliberately select a sample based on the participants' expert experience and knowledge to provide information of high quality (Denscombe, 2010). Hence, individuals who participated in the interviews were identified on the basis that they were well positioned to answer the research questions (Saunders & Lewis, 2012) more informatively than random probability sampling. If careful consideration is not applied in selecting the appropriate sample, there is unlikely to be any confidence that the findings from the sample can be extrapolated to the rest of the population (Denscombe, 2010).

The study also employed quota sampling as an additional technique. The sample included 15 Millennials born between January 1982 and December 1992, with ages ranging between 26 to 36 years. The Millennials in the research study represented a specific group of this generation who have university degrees, hold a full-time job and are employed at large (100+ employees) private sector organisations. The period of time that participants reported to their current line manager ranged between three months to

five years. The sample of Millennials interviewed were from seven large private sector companies within the FMCG industry headquartered in Johannesburg, Gauteng. A description of the sample is summarised in Table 3 below.

Table 3: Sample description

FMCG company	FMCG category	Number of participants	Year born	Age (years)	Qualification	Tenure with employer (months)
1	Food and Beverages	5	1984	34	NQF Level 6 and BCom Marketing Candidate	39
			1989	29	BCom Honours in Communications Management	16
			1984	34	BCom Marketing and PGDip Candidate	24
			1986	32	BTech and Honours in Marketing	6
			1983	35	Honours Degree in Supply Chain and Marketing	4
2	Home and Personal Care	2	1988	30	Degree in Business Management and PGDip	12
			1982	36	Diploma	36
3	Food and Beverages	1	1985	33	Undergraduate Degree and Actuarial Science Candidate	6
4	Alcohol	1	1984	34	Degree and PGDip	0
5	Home and Personal Care	1	1984	34	BA Honours Degree	10
6	Food and Beverages	4	1986	32	Chartered Accountant	6
			1987	31	Honours Degree in Marketing and Supply Chain and MBA Candidate	3
			1991	27	Honours Degree in Industrial Psychology	5
			1992	26	BCom Industrial Psychology	24
7	Food and Beverages	1	1986	32	BCom Economics	60
Total		15				
Range			1982-1992	26-36		3 - 60

A sample of this nature was selected to study Millennials from a cohort perspective which categorises Millennials according to age and socio-historic experiences, allowing the researcher to fully examine the intricacies of generational differences in the workplace

(Lyons & Kuron, 2014). The Millennials that met the sample criteria display a steady trajectory toward occupying senior manager positions. Hence, it is critical to consider their opinion of the behaviours their line managers show so as to understand what behaviours are necessary to engage, retain and manage them effectively.

The reason for selecting companies within the FMCG industry for the study is twofold. First, it has a Millennial-heavy workforce because Millennials perceive this industry to be the most flexible of all in promoting work-life balance (Deloitte, 2018) which is highly valued by this cohort (Twenge, 2010). Second, three FMCG companies which form part of the research sample, were ranked by professionals on the list of most attractive employers in South Africa, among 10 other companies in the business and commerce category. The study covered questions relating to salary expectations, training and development and work-life balance (Universum, 2018). Given that FMCG companies featured 30 percent of the list posits that they are doing something right to attract and retain talent. Gaining valuable insight on how these organisations are perceived by today's workforce in a highly competitive employment landscape aided the researcher in identifying behaviours that were effective and ineffective in engaging younger workers.

For these reasons, the sample selected aimed to be representative of the population. Furthermore, the participants' contribution of personal opinions and viewpoints and association to the research problem ensured the sample selected was relevant to the study. Millennials who could assist in describing their line managers behaviours were interviewed to understand the specific behaviours managers need to show in order to enhance employee engagement of the younger workforce.

To study line management behaviours comprehensively, the participants in the samples were divided into two groups, illustrated in Figure 1.

Group 1, consisted of 8 Millennials who had no management responsibilities. This group described behaviours shown by first-level line managers (managers of non-managerial employees), and;

Group 2, consisted of 7 Millennials who had management responsibilities. This group described behaviours shown by more senior managers (managers of managers).

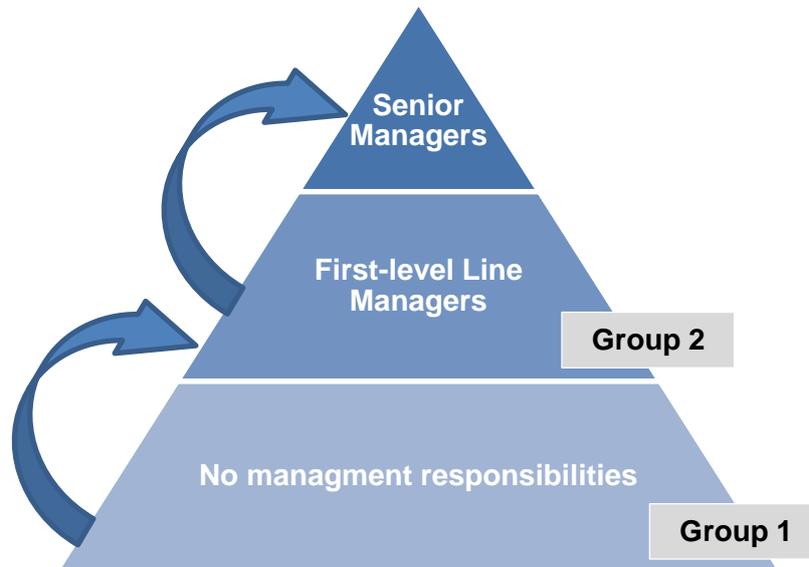


Figure 1: Sampling methodology

The researcher's strong informal network in the FMCG industry was used to establish a list of individuals who met the requirements of the sample criteria. The size of the sample was not pre-determined however saturation was reached at the twelfth interview, when no new insights or themes emerged from the interviews (Saunders & Lewis, 2012). However, the researcher conducted three additional interviews to confirm data saturation had been reached and because fifteen interviews is considered to be the smallest acceptable sample size in qualitative research (Bertaux, 1981). This was confirmed by the method adopted by Guest, Bunce, and Johnson (2006), where the researcher recorded each new code emerging for the first time. The frequency of each new code created during the data analysis was noted and plotted on a bar graph. The illustration in Figure 2 provides evidence of data saturation as it was reached during the interview process within the two participant groups: group 1 (A1 – A8) and group 2 (B1 – B7).

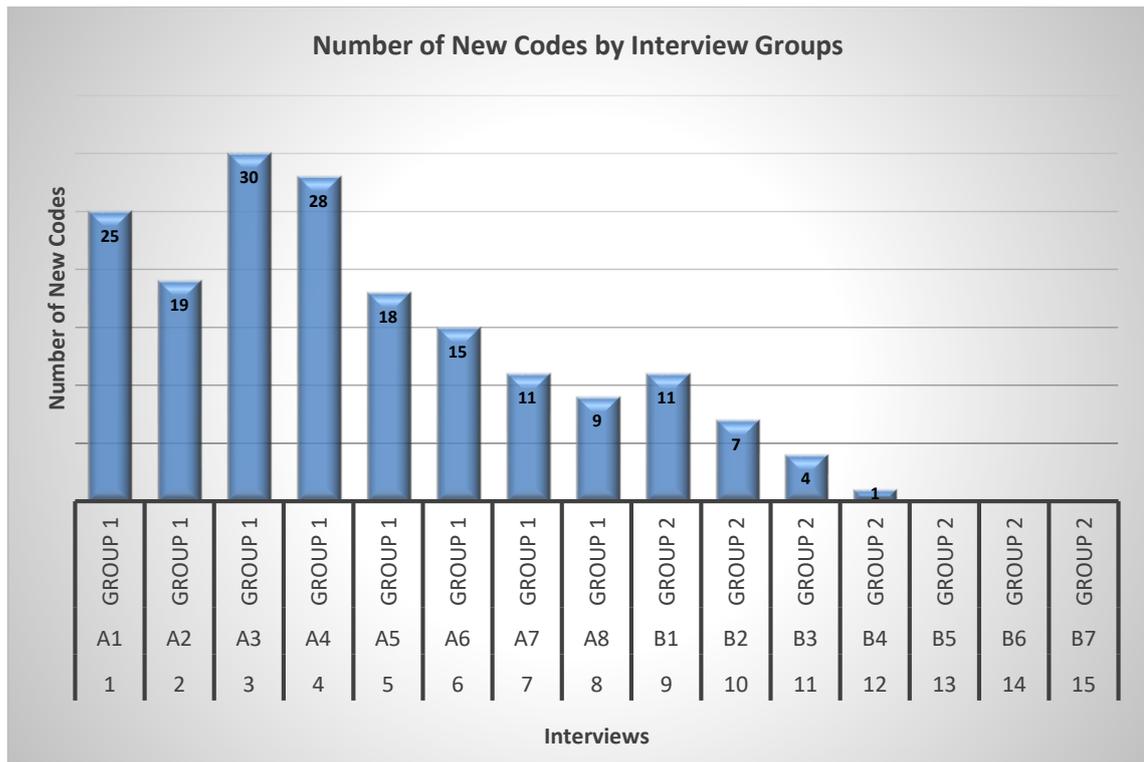


Figure 2: Code creation over the course of data analysis

4.6. Measurement Instrument and Data Collection Tool

4.6.1. Interview proformas

For the purposes of the exploratory research study, in-depth semi-structured interviews were conducted, guided by an interview proforma. The semi-structured interviews enabled the interviewer to ask a predetermined set of open-ended questions from an interview proforma based on relevant themes extracted from the literature review in Chapter Two. The research instrument also provided flexibility to pose more relevant questions depending on the responses, thereby exploring research objectives in more depth (Saunders & Lewis, 2012). In-depth semi-structured interviews were selected as a data collection tool because it allowed for intensive open-ended individual interviews which deeply explored the respondents point of view, feelings and perspectives.

A set of biographical questions were used to open the interview, demonstrated in Table 4. This allowed the researcher to assess the individuals work-life and understand the biographical realities that shaped the participants responses (McCracken, 1988). The preliminary questions confirmed the sample criteria requirements and ensured information was readily on-hand during the data analysis. It also built contrast in the respondent pool to create distance (age, education, occupation). The order in which the

questions were asked varied (Saunders & Lewis, 2012), therefore these questions, in particular preliminary interview question five and question six were designed to partially answer Research Question Four.

Posing questions to the participants on their level of management in the organisation helped the researcher distinguish between behaviours needed by first-level line managers and senior managers. For example, if a respondent had no management responsibilities (i.e. does not supervise anybody) then they were regarded as junior level staff reporting on behaviours of their first-level line managers. And, if a respondent had management responsibilities (i.e. supervisory duties) then they were regarded as first-level line managers reporting on behaviours of more senior managers.

Table 4: Preliminary interview questions

1. When were you born?
2. What is your highest level of education?
3. What is your occupation and job title?
4. How long have you been in the current position?
5. Are you supervised? If yes, what is the management level of the person that supervises you?
6. Do you supervise anybody? If yes, what is the level of the person that you supervise?

As noted in section 3.1 the interview proforma created was based on Kahn's (1990) definition of employee engagement which focussed on the psychological state-of-mind when performing a job role. Research Question One, Two and Three were analysed under each component of employee engagement: physical, cognitive and emotional, illustrated in Table 5. Before the interview commenced, the researcher explained the term employee engagement and proceeded to further explain the three components of employee engagement.

Table 5: Alignment between research questions and interview questions in the interview proforma

Physical	Research Question 1: What are the specific management behaviours that line managers need to show in order to enhance employee engagement of Millennials in the workplace?	
	1	When last did your manager have a conversation with you about what constitutes success in your role or on a specific project?
	2	How does your manager communicate with you about your role and its connection to the organisational mission?
	3	To what extent does your manager ask you about what tools or resources that you need to engage more effectively in your work?
	Research Question 2: What is perceived by Millennials to be the most effective management behaviours line managers need to adopt in order to enhance employee engagement of Millennials in the workplace?	
	4	Can you tell me about a time when your manager has inspired you to go above and beyond what is expected of you (i.e. going the extra mile)?
Cognitive	Research Question 3: What is perceived by Millennials to be the most ineffective management behaviours line managers need to avoid in order to enhance employee engagement of Millennials in the workplace?	
	5	Can you tell me about a time when your manager has put you off going above and beyond what is expected of you (i.e. not going the extra mile)?
	Research Question 1: What are the specific management behaviours that line managers need to show in order to enhance employee engagement of Millennials in the workplace?	
Cognitive	6	In what ways has your manager adapted your role or delegation of projects according to your strengths?
	7	To what extent does your manager directly involve you in the success of the organisation i.e. involves you in decision-making and problem-solving?
	8	How does your manager proactively explore developmental

	opportunities with you?	
	Research Question 2: What is perceived by Millennials to be the most effective management behaviours line managers need to adopt in order to enhance employee engagement of Millennials in the workplace?	
9	Can you tell me about a time when your manager was effective in helping you focus in the work you were doing?	
	Research Question 3: What is perceived by Millennials to be the most ineffective management behaviours line managers need to avoid in order to enhance employee engagement of Millennials in the workplace?	
10	Can you tell me about a time when your manager was ineffective in helping you focus in the work you were doing?	
Emotional	Research Question 1: What are the specific management behaviours that line managers need to show in order to enhance employee engagement of Millennials in the workplace?	
	11	To what extent does your manager actively listen to your ideas and act upon your input?
	12	To what extent does your manager converse with you on a job well done i.e. more than say 'you did a good job'?
	13	How does your manager demonstrate care for you through their words and actions?
		Research Question 2: What is perceived by Millennials to be the most effective management behaviours line managers need to adopt in order to enhance employee engagement of Millennials in the workplace?
	14	Can you tell me about a time when your manager has made you feel positive about your role (i.e. excited, inspired, optimistic, confident challenged)?
		Research Question 3: What is perceived by Millennials to be the most ineffective management behaviours line managers need to avoid in order to enhance employee engagement of Millennials in the workplace?
	15	Can you tell me about a time when your manager has made you feel negative about your role (i.e. despondent, oppressed,

		discourage, hopeless, low-spirited)
Research Question 4: What are the differences between the management behaviours needed by both first-level line managers and senior managers to enhance engagement of Millennials who report directly to them?		

The interview questions posed under Research Questions Two and Three were designed using the critical incident technique and adapted from Lewis et al. (2011). A planned prompt strategy was used to guide this technique which prompted respondents to recall critical incidents (Flanagan, 1954; McCracken, 1988). Respondents were required to describe specific incidents that elicited effective and ineffective behaviours from their line managers (Flanagan, 1954). This afforded both the researcher and respondent to think of critical incidents as ‘turning points’ that influence the context of complex lived experiences (Halquist & Musanti, 2010). In doing so, Millennials were encouraged to ‘tell their story’ and include incidents experienced in the workplace by giving greater consideration to context, satisfying the tenet on social and historical conditions of generational theory (Lyons & Kuron, 2014; Twenge et al., 2010). The collection of these responses made it possible to formulate specific management behaviours required to lead Millennials in the workforce. Research Question Four was analysed through an amalgamation of all interview responses received from group 1 and group 2 participants.

Specific interview questions were developed for each component (physical, cognitive and emotional) to fully examine the intricacies of employee engagement, constructed from the research questions in Chapter Three. This was done to ensure consistency between the literature reviewed and the research questions. The complete interview proforma in Appendix 4, was verified through the use of a consistency matrix in Appendix 1.

The intended use of the interview proforma was to guide the interviewer during the interview process. Participants were not privy to the questions beforehand as the researcher did not want the responses to be pre-empted. Specific manager behaviours observed needed to be reported from memory (Flanagan, 1954). Fluid, non-hesitant responses ensured that manager behaviours observed were highly impactful and could easily be remembered. However, an introductory email (Appendix 2) was sent to selected recipients which detailed the purpose of the research study and a request to

participate in the interview. The email was accompanied by a consent letter (Appendix 3) which explained the terms and confidentiality clauses pertaining to the interview (Zikmund, Babin, Carr, & Griffin, 2016).

4.6.2. Pilot test

The interview proforma was piloted on two Millennials, one who had management responsibilities and one who had no management responsibilities. This was done to ensure that the interview questions were understood by the participants, not leading for qualitative research and well-constructed to collect information to successfully address the research questions (Saunders & Lewis, 2012). The pilot testing conducted found the interview questions posed in Research Question One too broad. The questions were redesigned to be less ambiguous and support interviewees in identifying specific manager behaviours and incidents. This reduced the risk of a flawed study.

4.7. Data Gathering Process and Collection Method

The semi-structured interviews were conducted face-to-face with the participants over a four-week period. By conducting one-on-one interviews, the researcher was able to focus on one individual thereby harnessing the thoughts and ideas of the participant with ease and control as opposed to group interviews (Denscombe, 2010). Interviews were mostly held at mutually convenient venues and in most instances, it was the participants place of work. All interviews were conducted in a quiet environment with no disturbances. Interviews were indicated to last an hour however the length of the shortest interview was 00h: 19m: 52s and the longest lasting 01h: 24m: 47s.

Before commencement of the interview, the purpose of the research study along with the objectives of the project were discussed. Those participants who did not email a signed consent form were asked to sign the consent form before commencement of the interview. Details on the form regarding confidentiality of information shared and the right to withdraw at any stage of the interview were explained. In addition, permission to record the session was granted by all participants.

The biographical questions helped the respondents ease into the interview and create an environment of face-safety. The interview was divided into three sections. Therefore, the interviewee explained the meaning of each component of employee engagement before proceeding to the main interview questions applicable to that component. The

interviewer also used body posture and facial gestures to signal assent (McCracken, 1988) as interviewees are sometimes hesitant to reveal information when met with an unsympathetic response. The aim was to establish trust and create an atmosphere where participants felt comfortable with sharing their opinions and insights on the research topic (Denscombe, 2010).

The interviews were recorded on a Voice Memo audio recording software programme and immediately synced to Google Drive after the interview. The interviewer also documented jotted notes on observations made on the interviewees attitude, emotions and conduct.

4.8. Data Analysis Approach

Neuman (2014) explains that “to analyze data means to systematically organize, integrate, and examine” (p. 477).

The data analysis entailed, the identification of patterns and trends to form associations to various concepts from the data collected. Saunders and Lewis (2012) highlighted that emergent themes can be identified through developing codes or categories, deciding on the appropriateness of the unit of data and then attaching relevant categories to the unit of data. Similarly, Neuman (2014) suggested that qualitative research involves organising raw data into categories to create themes.

The data approach adopted for the study was based on three types of qualitative data coding: open coding, axial coding and selective coding (Neuman, 2014). Figure 3 illustrates the data analysis procedure used for the study. Data 1 in the figure, highlighted the raw data collected and the experiences of the researcher and Data 2 indicated methods used for recording the data. Both Data 1 and Data 2 are detailed in section 4.7 on the data gathering process and collection method. Data 3 included the analysis of data based on the selected themes and categories that emerged which are presented in the findings.

Thematic analysis, widely recommended for its flexibility as a research tool, was used as a qualitative approach to analyse the data (Braun & Clarke, 2006). The different stages and relevant coding methods applicable to the study is further discussed.

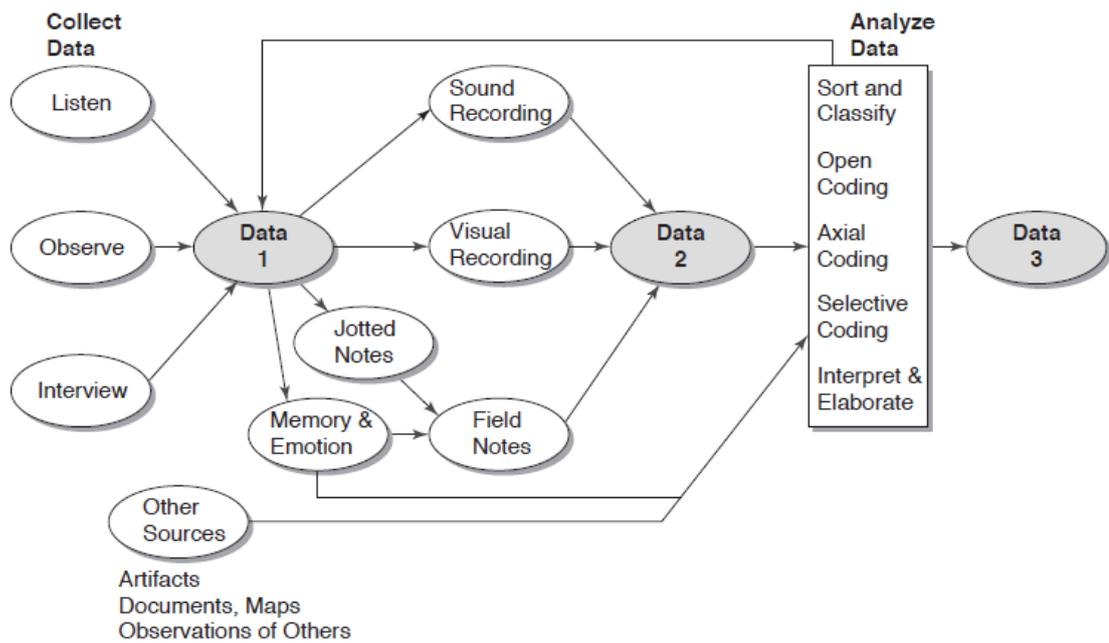


Figure 3: Data analysis in qualitative research

Source: Adapted from Neuman (2014:488)

4.8.1. Open coding

Open coding is the first stage of analysing the information to condense the data into categories and themes (Neuman, 2014).

The interviews were transcribed by the researcher using Microsoft Excel so that information could be analysed as text data. A structured matrix was built in excel to include the overarching research questions and sub-interview questions in a table format. The responses for each participant were captured alongside each interview question. The participants were assigned identifying codes based on their biographical data acquired in the preliminary interview. The researcher listened to the audio recordings twice to ensure verbatim transcriptions were captured accurately. Jotted notes on observations and prompt questions were compared to each transcript to ensure consistency in information and were also summarised in the corresponding area of the matrix. Code labels were assigned to every response for each interview question, captured per row in Excel. The code labels created were informed by the literature review and through the inductive approach. Key themes that emerged from the data were highlighted, following which, codes were then assigned to each of the identified themes.

4.8.2. Axial coding

The second stage involved organising the codes assigned in the first stage in order to identify key concepts (Neuman, 2014).

Relevant patterns emerged that allowed the researcher to group related codes to key themes identified in open coding. A thematic mind map was used to organise codes into overarching themes (Braun & Clarke, 2006). The visual representation of the mind map enabled the researcher to identify clear relationships between codes and themes.

This stage of the analysis was supported by the use of enumeration, where the number of interviewees who mentioned each code and the number of times each code was mentioned were counted, using Microsoft Excel. Frequency analysis was then used to identify the percentage of the sample that referred to each code and percentage frequency of mentions. The method used to conduct frequency analysis was adopted from a similar approach used by the CIPD research study on management competencies and employee engagement (Lewis et al., 2011). This was done by dividing the number of interviewees who mentioned each code by the total sample; and by dividing the number of times each code was mentioned by the total number of mentions for all codes, respectively. The same process was followed for each participant group i.e. group 1 and group 2 described to in section 4.5.

4.8.3. Selective coding

The final stage in coding the data involves scanning previous codes to select data that supports the categories that were developed (Neuman, 2014).

The themes identified in stage two guided the search process. Themes which were identified in earlier coding were reorganised. For example, in some instances there was not enough data to support candidate themes. In addition, separate themes collapsed into each other to form one theme (Braun & Clarke, 2006). Initially 23 themes emerged, however upon further analysis it was decided to merge similar themes that overlapped with the content, thereby resulting in 11 themes. In doing so, this required the researcher to refer back to the original data set and field notes to ensure that themes were consistent and formed a coherent pattern. This also ensured alignment between the themes and the data to essentially answer the research questions. The 11 themes that emerged were then grouped into the three themes; each linked to a component of employee

engagement: direction and shared purpose (physical), growth opportunity (cognitive), and interpersonal skills and integrity (emotional).

The competency framework was created using the 11 themes identified, classified as management competencies. The development of the framework was based on a similar method utilised by the CIPD research study (Lewis et al., 2011). While the CIPD study researched management competencies for enhancing employee engagement, this study further builds on the research by exploring management competencies to enhance employee engagement of the Millennial workforce.

4.9. Strategies to Ensure Data Integrity

Whilst quantitative studies use statistic data methods for establishing validity and reliability, qualitative researchers apply methodological strategies in pursuit of establishing 'trustworthiness' of findings (Shenton, 2004). An equivalent concept in qualitative research is credibility (Saunders & Lewis, 2012; Shenton, 2004) which is considered to be one of the most critical factors in establishing trustworthiness to ensure congruency of findings (Shenton, 2004).

An element of researcher bias exists in the study as the researcher is the main instrument for data collection. Therefore, the study is subject to the researcher's interpretation of events, observations and responses from interviewees. To eliminate or minimise this bias, member checks were performed as they are considered to be one of the most important provisions to reinforce credibility of the study (Shenton, 2004). Interviewees were requested to check the accuracy of the interview transcripts. This was done by emailing the transcribed interview to each participant to ensure that the dialogue between interviewer and interviewee was accurately captured. A voice recorder had been used therefore interviewees had to confirm if their words matched what they actually intended to communicate.

In addition, to minimise the impact of subject bias and ensure that findings were dependable and consistent (Neuman, 2014; Shenton 2004), participants were ensured confidentiality. Therefore, they were more forthcoming to tell the truth and open to interviews being voice recorded. As a result, rich and thick verbatim descriptions of the respondents lived experiences supported the findings, therefore data saturation was reached at the twelfth interview. Furthermore, research was conducted on two different groups (non-managers and managers) to explore differences and similarities between the patterns of responses and to ensure different perspectives were represented. Finally,

an interview proforma was used to guide the interview process and standardised terms were used to describe each component of employee engagement.

4.10. Research Ethics

To ensure that research data was collected in an ethical manner, ethical clearance was obtained from the University's Ethics Committee before commencement of the data gathering process (Appendix 5). Subsequently, informed consent was obtained from all participants prior to the interview. Participants were required to sign a consent form that requested permission to voice record the interview and were guaranteed confidentiality of information shared in the session. Furthermore, to ensure anonymity, participants were assured that their names and employers will not be mentioned in the study and that data will be reported without identifiers. The researcher ensured that these ethical principles were adhered to in the study.

4.11. Research Limitations

Given the explorative nature of the qualitative study there are several limitations and delimitations that narrow the scope of the study (Creswell, 2009). Qualitative research is subjective in nature and research findings are at risk of being influenced by biases (Saunders & Lewis, 2012) mentioned in section 4.9. However, the study aimed to minimise these biases through the alignment of the data collection methods and analysis techniques utilised.

The decision for selecting a study of this nature was based on a more nuanced and theoretical approach to understanding generation as a social force rather than a demographic variable (Lyons & Kuron, 2014). Millennials were probed in the study to yield rich insights on management behaviours from their perspective. Whilst the study contributed to understanding the perceived management behaviours required to enhance employee engagement from a Millennials point of view, the study does not provide empirical evidence on the influence of these behaviours. A quantitative study is required to explore the validity of the competency framework and to demonstrate the relationship between management behaviours and employee engagement levels in organisations.

Furthermore, the sample was restricted to the geographic scope of consumable goods

companies present in the Gauteng region. Although a Gauteng study, is likely to be markedly different from the rest of the country, it was selected as it is the location of the head offices of the respective consumable goods companies. In addition, the use of the purposive sampling technique is based on the judgement of the researcher to select participants limited to consumable goods organisations within the FMCG industry as it has a Millennial-heavy workforce. This is because Millennials are attracted to FMCG employers as they are perceived to offer flexibility and more work-life balance (Deloitte, 2018). For these reasons, the research findings cannot be generalised by extending or applying the same conclusions to other workplaces, industries and geographical regions. Further research is required to test the applicability of the findings in other work environments.

4.12. Conclusion

Chapter Four justified the qualitative research methodology selected for the study. Cross-sectional research was used to capture a current snapshot of generational differences in the workplace thereby providing a unique perspective of the phenomenon (Lyons & Kuron, 2014). The research was deigned to elicit responses from participants that would answer the research questions. Despite limitations, the trustworthiness of data provided methodological rigor.

CHAPTER 5: RESULTS

5.1. Introduction

This chapter presents an analysis of the results obtained from the semi-structured interviews that were conducted face-to-face with 15 Millennials, for the purpose of answering the research questions defined in Chapter Three. The layout of Chapter Five includes a description of the sample and data analysis followed by the findings for each research question. The results are presented by overarching themes and further expanded into sub-themes, for each component of employee engagement. This section also presents a proposed management competency framework for guiding managers on behaviours to adopt and avoid in order to enhance employee engagement based on the insights derived from this research study.

This chapter begins by presenting a description of the participants in the study and the data analysis, followed by the presentation of the results from the qualitative analysis.

5.2. Description of Sample

Interviews were conducted with 15 Millennials with university degrees, in full-time employment across seven large private sector organisations within the FMCG industry. The sample was divided into group 1 and group 2, and a code was created for each research participant to ensure confidentiality, demonstrated in Table 6. Group 1 comprised of eight Millennials with no management responsibilities, identified as participants between A1 to A8. This group described management behaviours of first-level line managers. Group 2, included seven Millennials with management responsibilities, identified as participants between B1 to B7. These individuals described management behaviours of senior managers (managers of managers).

Table 6: Participants represented in group 1 and group 2

Group	Participant Code	Job Title	Number of direct reports	Generation of current line manager
Group 1	A1	Business Development Specialist	0	Baby Boomer
	A2	Financial Analyst	0	Gen X
	A3	Business Development Specialist	0	Baby Boomer
	A4	Senior Creative Strategist	0	Gen X
	A5	Business Development Lead	0	Gen X
	A6	Trainee Human Resource Specialist	0	Baby Boomer
	A7	Human Resource Specialist	0	Millennial
	A8	Key Account Lead	0	Millennial
Group 2	B1	National Key Accounts Manager	3	Baby Boomer
	B2	National Key Accounts Manager	2	Baby Boomer
	B3	Sales Administration Manager	6	Baby Boomer
	B4	Brand Manager	3	Baby Boomer
	B5	New Products Development Manager	1	Baby Boomer
	B6	Ecommerce Manager	4	Gen X
	B7	Operations Manager	8	Gen X

5.3. Data Analysis

The interview process spanned approximately four weeks. The in-depth semi-structured interviews were conducted face-to-face with all participants in quiet locations. The interviews were also supported with additional notes made on observations of the participants, illustrated in Table 7. The environment was carefully selected to ensure participants felt safe and comfortable to share their personal experiences and opinions. A total of 16 interviews were conducted, however, one interview was removed when it emerged that the participant did not meet the sample criteria of a full-time employee.

All interviews were audio recorded and were expected to last an hour. However, the length of the shortest interview was almost 20 minutes and the longest lasted just over 90 minutes. Verbatim transcription of the research data captured the 15 recorded interviews. The researcher transcribed the interviews to provide clarity on the context of discussions and used thematic analysis to analyse the content of the data. A summary of the interview statistics is presented in the Table 8.

Table 7: Behavioural observations of participants during interviews

Group	Interview	Participant	Behaviour	Location
Group 1	1	A1	Highly emotional, unhappy	Meeting room at researchers office
	2	A2	Very reflective, forthcoming	Meeting room at participants office
	3	A3	Outspoken, candid, assertive, extrovert	Meeting room at researchers office
	4	A4	Argumentative	Meeting room at researchers office
	5	A5	Talkative, enthusiastic	Meeting room at participants office
	6	A6	Passive, introvert	Meeting room at participants office
	7	A7	Sensitive, submissive	Meeting room at participants office
	8	A8	Outspoken, self-assured	Meeting room at researchers office
Group 2	9	B1	Motivated, ambitious	Cafeteria at participants office park
	10	B2	Highly energetic, motivated, enthusiastic	Cafeteria at participants office park
	11	B3	Shy, reticent, nervous	Meeting room at researchers office
	12	B4	Cautious	Cafeteria at participants office park
	13	B5	Guarded, cautious, introvert	Meeting room at researchers office
	14	B6	Friendly, ambitious	Meeting room at participants office
	15	B7	Affable, easy-going	Participants private office

Table 8: Interview statistics

Description	Result
Total number of participants	16
Total number of completed interviews	15
Total length of interviews	8 hours, 54 minutes, 33 seconds
Average length of interviews	35 minutes, 33 seconds
Shortest length of interview	19 minutes, 52 seconds
Longest length of interview	1 hour, 24 minutes, 47 seconds

5.4. Presentation of Results

Thematic analysis was used to extract 424 management behavioural indicators from the verbatim transcription of interview data. This was supported by a computer software programme, Microsoft Excel, which was used to count explicit words and phrases. The

management behaviours were grouped into 11 sub-themes, classified as management competencies. The sub-themes were subsequently grouped into three overarching themes (direction and shared purpose; growth opportunity; interpersonal skills and integrity) related to each component of employee engagement (physical; cognitive; emotional), illustrated in Figure 4.

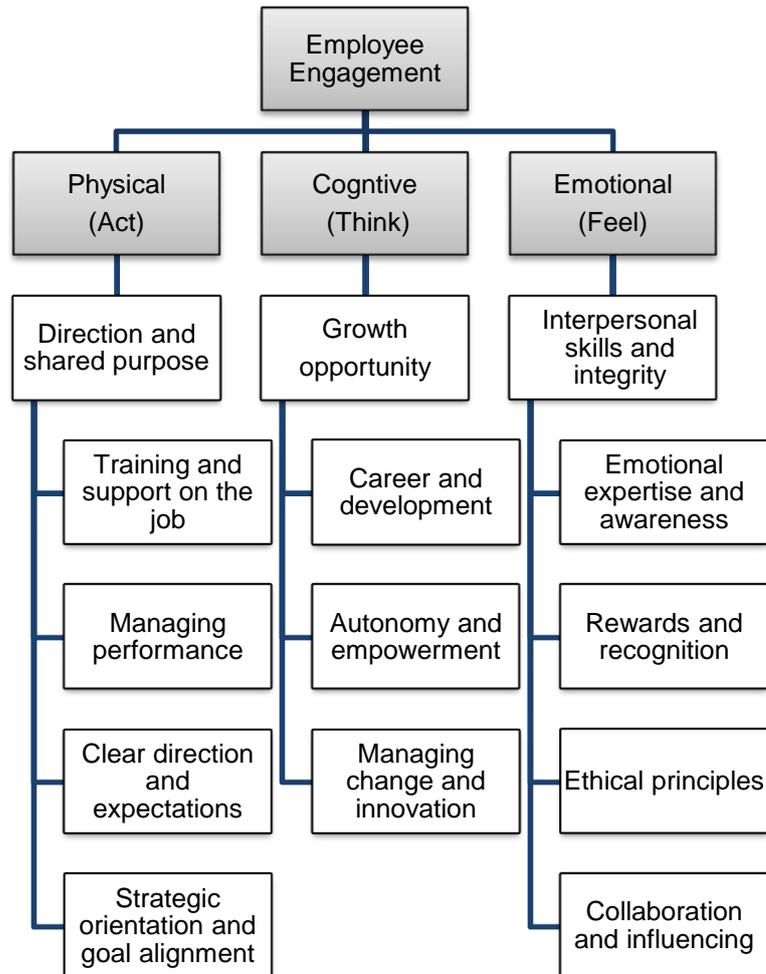


Figure 4: Management competencies enhancing employee engagement of Millennials

Table 9 below, explains the day-to-day management competencies line managers need to show in order to enhance employee engagement, from a Millennials perspective. The management competencies, along with effective and ineffective behaviours are detailed in a comprehensive framework derived from the results of the study, presented in Table 22. The framework is broken down into three parts relevant to each component of employee engagement and presented under the overarching themes within a context that gives it meaning and relevance.

Table 9: Management competency framework with explanations

Employee Engagement Component	Theme	Management Competency	Explanation
Physical (Act)	Direction and shared purpose	Training and support on the job	Offers support by providing tools and resources, on the job training, and is available when needed
		Managing performance	Has regular performance reviews and provides high-impact feedback
		Clear direction and expectations	Clearly communicates work tasks and expectations; provides process frameworks and guidelines to achieve work plans
		Strategic orientation and goal alignment	Helps employee understand what constitutes success in their role and how this links to the wider organisational mission
Cognitive (Think)	Growth opportunity	Career and development	Proactively explores developmental opportunities; aligns employee's strengths with their roles
		Autonomy and empowerment	Involves employee in problem-solving and decision-making
		Managing change and innovation	Demonstrates support for organisational changes and technology; encourages new ideas
Emotional (Feel)	Interpersonal skills and integrity	Emotional expertise and awareness	Shows inherent care; promotes flexibility and work-life balance
		Rewards and recognition	Lavish in praise and appreciation; rewards good work; cultivates intrinsic motivation
		Ethical principles	Highly ethical and leads by example; treats employees with respect and fairness
		Collaboration and influencing	Creates a diverse and inclusive environment; encourages knowledge sharing and cross-team collaboration

Frequency analysis was used to determine the percentage of the sample that referred to each management competency; and the percentage frequency of mentions for each management competency described in section 4.8.2. Overall the results in Table 10 reveal emotional expertise and awareness, rewards and recognition, career development, and training and development as competencies most referred to by the

sample of Millennials (80 - 95 percent). These competencies were also more frequently mentioned by participants (12 – 19 percent). The frequency analysis also showed that for most management competencies there were mainly mentions related to effective behaviours than ineffective behaviours.

Table 10: Percentage of the sample that referred to each competency, and percentage of frequency mentions for each competency

Management competency	Sample who referred to competency (%)	Frequency of mentions (%)	Effective behaviour mentions (%)	Ineffective behaviour mentions (%)
Emotional expertise and awareness	95	19	67	33
Rewards and recognition	92	14	47	53
Career and development	89	14	67	33
Training and support on the job	80	12	53	47
Autonomy and empowerment	72	9	77	23
Managing performance	68	8	75	25
Ethical principles	57	8	18	82
Clear direction and expectations	49	5	54	46
Collaboration and influencing	47	4	83	17
Strategic orientation and goal alignment	41	3	40	60
Managing change and innovation	27	3	33	67

5.5. Physical Component of Employee Engagement: Direction and Shared Purpose

The physical component of employee engagement refers to a manager’s ability to provide direction so that employees may physically perform their job role well and act by going above and beyond what is expected of them. The management competencies that reflect the physical component of employee engagement are training and support on the job; managing performance; clear direction and expectations; and strategic orientation

and goal alignment. The four competencies were grouped into a main theme referred to as direction and shared purpose.

5.5.1. Findings for research question one

Research question one sought to identify the specific management behaviours that line managers need to show in order to enhance employee engagement of Millennials in the workplace. The data gathered from questions one, two and three of the interview proforma that related to the physical component shown in section 4.6.1, were analysed and the results presented in sub-themes, identified as management competencies.

The competency relating to training and support on the job was most referred to by Millennials and received the highest frequency of mentions. Millennials who referred to this competency represented 80 percent of the sample compared to managing performance (68 percent), clear direction and expectations (49 percent), and strategic orientation and goal alignment (41 percent) indicated above, in Table 10.

Training and support on the job received 12 percent of total mentions making this the highest number of mentions compared with the other competencies within the theme of direction and shared purpose. Managing performance, clear direction and expectations, and strategic orientation and goal alignment received eight percent, five percent and three percent of total mentions, respectively.

5.5.2. Findings for research question two

The aim of research question two was to explore the most effective management behaviours that line managers need to adopt in order to enhance employee engagement of Millennials in the workplace. Millennials described personal experiences in response to question four of the interview proforma, where participants were asked to recall a time when their manager inspired them to go above and beyond. The results are presented in the following sections.

5.5.2.1. Training and support on the job

Of the total number of frequency mentions related to training and support on the job, 53 percent were examples of effective management behaviours. Some of the examples referred to managers providing tools and resources to reduce workload, being accessible

when needed and teaching employees' new skills.

The following are examples of managers who have offered effective training and support on the job to Millennials:

“He asks us that quite often because he is aware that we do need more resources and admin assistants in the division. Currently we have only one admin assistant and his been looking at hiring more, so it is a constant...he is fighting for more resources.” (B1)

“It is often asked if I need access to a particular system or people. I am well supported in this area.” (B6)

“There has not ever been a time where I have asked for his attention on something and he hasn't said come and sit let's go through it.” (A2)

“He helped me create my business strategy from an operational view. He helped me break down the strategy into strengths and opportunities. He has been quite instrumental in helping me craft that. I had limited sales knowledge so he helped me.” (A5)

“When he is performing a task that he knows I have not done then he will call me up to his desk whilst doing it to show me how it is done.” (A6)

5.5.2.2. Managing performance

Managing performance received 75 percent of total frequency mentions on effective management behaviours, the highest within the theme of direction and shared purpose. Examples of the management competency included regular performance reviews and constructive feedback.

“We have regular gate sessions - a performance evaluation process. I have a weekly session with my line manager - it's a 30-minute session to discuss what is good and what's not and what I need help with and it helps the working process and relationship. We have sat down and identified six areas for development considering my role and personality. Which is discussed in the weekly sessions. He gives me regular feedback. If he didn't appreciate what I said in a meeting or if there is something that I did well, then he lets

me know. So, this is how we formulate what success looks like for me from a development and performance objective view point.” (A5)

“We have an informal check in every month that allows her to tell me what she thinks I am doing well and what I am not doing well and what would success look like for the short-term. And I can also influence that by agreeing or disagreeing so it’s very much a conversation. We leave knowing what I need to focus on and what I am doing well.” (B6)

“I did a massive presentation to a retailer and he gave me feedback after, which was constructive but some negative feedback too, nonetheless it was constructive.” (B1)

5.5.2.3. Clear direction and expectations

Participants described clear direction and expectations as receiving clear communication and explanations on what is expected. Millennials found managers to be effective when they provided direction on work tasks and set goals that were achievable and within reach. Fifty-four percent of the responses were examples of effective management behaviours.

“I have not been exposed to tender offers. I had to put this together and had no idea how to go about it. I was quite open about it to my manager about not knowing how to approach this as it was my first time dealing with a task like this. He was very much involved in helping me - he documented steps, provided me with a template...he took me through the entire process...I managed this easily because he has set the framework and he has given me examples and documentation.” (A8)

“My manager provides insight as to whether I am heading in the right direction, and guidance on what to focus on. So, every month we are on the same page on what I am working on.” (A2)

5.5.2.4. Strategic orientation and goal alignment

The competency strategic orientation and goal alignment received 40 percent of total mentions pertaining to effective behaviours, indicating that the majority of Millennials (60

percent) shared more ineffective examples of management behaviours. According to Millennials, effective manager behaviours related to the competency include a manager's ability to collectively align individual or team goals with the strategic direction of the business.

“When the business or his senior management gives him feedback on how the business is performing (volume growth/decline), he is the first manager to share that with his team and at team meetings. In order for all of us to get a bonus we need to increase brand performance in Africa to unrest the decline. These are roles we need to play, and this is what we need to do to figure this out. We really do feel that we have the bigger picture and that we are empowered to do our part within the bigger picture to perform our own roles.” (B4)

5.5.3. Findings for research question three

Research question three sought to understand the management behaviours Millennials considered as ineffective in fostering a culture of engagement. Question five on the interview proforma required participants to give their personal account of situations in the workplace which prevented them from going the extra mile because of the behaviours displayed by their line manager. The results revealed ineffective management behaviours that line managers need to avoid in order to enhance employee engagement of Millennials in the work environment.

5.5.3.1. Training and support on the job

Forty-seven percent of ineffective behaviours mentioned were examples of limited support and availability along with inadequate training.

A group 1 participant stated, *“when my manager does not want to address a specific issue then he will divert. For example, he asks me to ask someone else for help...I don't know if he is just tired, busy or distracted. That is why I am more comfortable with asking the team for assistance rather than him.” (A6)*

Similarly, a group 2 participant went on to say that her manager is not always available to offer support because *“often you ask for things and you don't always get what you*

want due to him being busy and in demand.” (B2). However, this participant mentioned that she has taken a direct approach with her manager and does not wait for one-on-one meetings to discuss urgent matters, stating, “I believe that you need to be the CEO of your own desk and take ownership.”

Another participant from group 2 asserted that on the job training is expected to close the gap from a knowledge perspective. The participant stated that *“there is not a lot of trainings available for my particular role because it is new, and the company does not have a playbook for this,”* further adding, *“the solutions are very text book and I have to continuously research myself or seek global help because the training is not addressing the gap directly.” (B6)*

5.5.3.2. Managing performance

The majority of behaviours mentioned within this competency were examples of effective management (75 percent). Of the 25 percent of ineffective behaviours mentioned by Millennials, inconsistent and irregular conversations on performance and feedback were most prevalent in depicting negative management behaviours.

A participant in group 1 mentioned that performance reviews were not conducted frequently and formal meetings had to be arranged in advance to discuss feedback and performance. The participant stated that the *“performance appraisal should not be that closed off. It should be very frequent and face-to-face. Not only on a one-on-one basis.” (A5)*

5.5.3.3. Clear direction and expectations

The competency clear direction and expectations comprised 46 percent of total mentions associated with ineffective management behaviours. Examples provided by Millennials included managers setting targets that were too high, and displaying a lack of clarity on relaying goals and expectations.

A group 1 participant appeared to be quite perturbed when they recalled a situation where their current line manager provided an unclear directive. The participant revealed, *“my gross profit (GP) level on one order was not enough so we had to give the customer a price increase and then after the increase the GP levels were still not enough so we had to implement another price increase...my manager actually told me ‘how could you*

allow for two price increases on the order?’ when he was the one who told me we cannot sell at these prices and we have to do another price increase. So, he is literally going against his own words...,” further adding, “I look like the one who doesn't know what I am doing but I am just following instructions and that makes you negative because you don't want to go back to the customer and explain the situation because now you look like the bad guy.” (A1)

A lack of clear direction on expectations made Millennials feel negative in their roles and were common examples featured across the two groups. A participant in group 2 explained, *“we had a meeting very recently, where we were told to do one thing but what was actually expected was completely different and it made us look like we didn't know what we were doing...and that made me feel negative about the plan.”* The participant went on to say that setting overstretched targets in a tough economic were considered as unrealistic expectations, explaining, *“in the economic pressures of today's time and climate that we are in, I feel that they should be a bit more lenient because targets cannot be as high as they usually were. Sometimes you feel negative especially when you push so much toward the end of the month and it's kind of a sink or swim type thing.” (B1)*

5.5.3.4. Strategic orientation and goal alignment

Of all the competencies grouped under the overarching theme of direction and shared purpose, strategic orientation and goal alignment received the highest mentions of ineffective behaviours (60 percent). Participants indicated that the wider business strategy was not always communicated to them and they were unsure on how their role fit into the organisational mission. A few participants explained the reason for this to be misalignment on strategic goals between their manager and his or her senior executive management team.

“It's very important as leaders to be focussed and have an idea of where you want to go in the next 6-12 months but if you can't communicate that effectively, then your team will not have enough confidence in you. Communication is important especially when there are so many leaders involved in a project. So there has to be alignment on a leadership level. For me alignment is important...there have been numerous occasions where I was given a directive but I didn't feel that I knew what I was doing.” (A8)

“I do not feel that my current role has any link to the bigger business. I feel that everyone drives their own agenda, which constantly changes. In your

day-to-day life everyone wants to be part of the bigger cause and scope of business...it is delinked from what the overall mission of the company is. I am open to change and challenges but at the end of the day you still need to link it back to a unified mission. This is not the case...the area that we work on...the priorities change on a daily basis. It's fine for objectives, deliverables to change but goals cannot change because that is long-term.” (A3)

The results revealed that managers fail to cascade information down to direct reports from top management, and as a result of the lack of communication, employees are uncertain of what constitutes success in their role.

“If I know she is working on something...not a lot of stuff gets cascaded. It's an issue from our directors not just a line manager level. We know what the big picture is but things are not really broken down. For example, if they want to do A B C then explain this is how it feeds into the big picture. We have a lot of team meetings. So, the entire department knows what the top priorities are but into how I feed in... it's just about getting your job done.” (A7)

5.5.4. Findings for research question four

Research question four was aimed at understanding whether differences existed between the management behaviours needed by both first-level line managers and senior managers to enhance engagement of Millennials who report directly to them. To reiterate, group 1 participants described behaviours of their first-level line managers while group 2 participants described behaviours of their senior managers. Hence, research question four was analysed through an amalgamation of responses received from all interview questions.

Frequency analysis was used to determine if there were different outcomes to the responses received from the two groups when comparing the sample who referred at least once to each competency and the frequency of mentions for each competency.

The results demonstrated in Table 11 below, indicate that group 1 participants were more likely to refer to manager behaviours associated with training and support on the job, and clear direction and expectations. However, group 2 participants were more likely to refer to behaviours relating to managing performance, and strategic orientation and goal alignment.

Table 11: Percentage of the sample that referred to each competency within the theme of direction and shared purpose

	Sample Mentions		
Management competency	Sample who referred to competency (%)	Group 1 participants (%)	Group 2 participants (%)
Training and support on the job	80	59	41
Managing performance	68	42	58
Clear direction and expectations	49	57	43
Strategic orientation and goal alignment	41	40	60

It follows that as more participants in group 1 referred to training and support on the job, and clear direction and expectations (Table 11), Millennials in group 1 also mentioned these competencies more frequently than those in group 2, illustrated in Table 12. Despite more individuals in group 2 referring to managing performance, and strategic orientation and goal alignment, both management competencies were mentioned more frequently in group 1.

Table 12: Percentage of frequency mentions for each competency within the theme of direction and shared purpose

	Frequency of Mentions		
Management competency	Total (%)	Group 1 participants (%)	Group 2 participants (%)
Training and support on the job	12	51	49
Managing performance	8	55	45
Clear direction and expectations	5	60	40
Strategic orientation and goal alignment	3	62	38

5.5.5. Summary of findings

The management competency framework derived from the findings and illustrated in Table 13 below, highlights competencies managers need to show in order to enhance the physical component of employee engagement. The framework includes examples of both effective behaviours that managers need to adopt and ineffective behaviours they need to avoid by providing direction and cultivating shared purpose.

Table 13: Competency framework showing effective and ineffective management behaviours relating to direction and shared purpose

Theme	Management Competency	Effective management behaviours	Ineffective management behaviours
Direction and shared purpose	Training and support on the job	Makes time to help resolve uncertainty and advises on the best way forward	Suggests common solution to solve problems
		Available for one-on-one meetings	Not easily accessible or available; cancels meeting without providing valid reason
		Teaches employee new skills and shows them how to perform new tasks	Does not promote on-the-job training or show employee the ropes
		Provides employee with tools and resources to reduce workload and improve efficiency	Does not action employee's request for essential resources
		Reviews work and provides suggestions for improvement	Does not help employee identify quick-wins
		Helps employee navigate through difficult challenges	Diverts problem or challenge to another department or person; does not help employee identify the root cause of the problem
		Provides support by helping employee breakdown complex work tasks into achievable tasks	Does not assists employee with prioritising work load or identify gaps in information
		Reachable in the event of a crisis or emergency	Does not inform employee on how to contact them when out of the office
Managing performance		Conducts ongoing performance reviews and appraisals	Does not initiate regular performance conversations
		Provides constructive and regular feedback	Does not express disagreement constructively; too busy to provide feedback

Theme	Management Competency	Effective management behaviours	Ineffective management behaviours
		Has formal and informal discussions with employee on progress and performance	Does not address problems immediately to prevent escalating into a crisis
		Seeks to understand the work that keeps employee motivated	Disinterested in employee's work
		Sets areas of development that integrate employee's personal goals with the goals of the organisation	Does not bring to employee's attention areas of improvement
Clear direction and expectations		Clarifies expectations	Does not provide guidance on work deliverables, as a result employees do not know what is expected of them
		Cognisant of tough economic climate and sets achievable targets	Sets objectives that are unachievable
		Ensures that clear goals are set and translated into concrete milestones	Does not provide clarity on roles and responsibilities; changes work deliverables and priorities on a daily basis
		Provides direction on tasks to focus on and explains the purpose of the task	Duplicates tasks by requesting the same deliverables from different employees
		Provides guidelines and frameworks to achieve work plans	Does not provide structure and a work plan
		Communicates face-to-face	Uses digital communication and messages are often lost in translation which causes stress and impacts productivity
		Strategic orientation and goal alignment	
Clearly articulates directives and briefs from senior management	Conveys inconsistent and incorrect messages from senior management; confused about deliverables		
Helps employee prioritise and focus on work that is aligned with organisational goals	Delegates work that is not meaningful and interesting		

Theme	Management Competency	Effective management behaviours	Ineffective management behaviours
		Shares updates on business performance	Does not cascade information from senior management to employee
		Communicates exactly what constitutes success in an employee's role	Conveys ambiguous directives

5.6. Cognitive Component of Employee Engagement: Growth Opportunity

Growth opportunity was the main theme selected to best describe the cognitive component of employee engagement. The findings in this section relate to a manager's ability in providing employees with support so that they are able to think about how best to perform their job role. The associated management competencies are career and development; autonomy and empowerment; and managing change and innovation.

5.6.1. Findings for research question one

Research question one sought to identify the specific management behaviours that line managers need to show in order to enhance employee engagement of Millennials in the workplace. The data gathered from questions six, seven and eight of the interview proforma (section 4.6.1) that related to the cognitive component, were analysed and the results presented as sub-themes, identified as management competencies.

Career and development, was mentioned the most, with 89 percent of participants referring to management behaviours relating to the competency under the overarching theme of growth opportunity. This was followed by autonomy and empowerment, and managing change and innovation which comprised 72 percent and 27 percent of interviewees who referred to each competency, respectively. On the other hand, career and development received the highest frequency of mentions at 14 percent compared to autonomy and empowerment (nine percent), and managing change and innovation (three percent). The percentage of the sample that referred to each management competency and frequency of mentions is demonstrated in Table 10, above.

5.6.2. Findings for research question two

Research question two aimed at exploring the most effective management behaviours

that line managers need to adopt in order to enhance employee engagement of the younger generation. Participants were encouraged to describe a specific time when their manager was effective in helping them focus in the work that they were doing, in response to question 9 indicated on the interview proforma. The following section presents extracts from interviews for the three competencies to demonstrate the types of manager behaviours observed and experienced by Millennials.

5.6.2.1. Career and development

The majority (67 percent) of behaviours mentioned relating to career and development were examples of effective management. Millennials described behaviours exhibited by their managers as proactively exploring developmental opportunities, encouraging them to discover and develop their strengths, and coaching and mentoring on a daily basis.

A group 2 participant maintained that their manager encouraged open discussions on career aspirations, and explained this, saying, *“he will ask us what we want to do, how long do we want to be in our current role, what our aspirations are and then actively have discussions with HR to make sure it’s on other people’s radar, so when those positions become available, they would think about us to fill those.”* (B4)

Another group 2 participant expressed that his manager involved him in projects that were usually out of his job scope yet provided unique learning opportunities to develop his capabilities and skillset. As a result of this, the participant viewed his manager as a mentor, stating, *“when I submit reports, he can see the bigger picture and then he gives his input... not just dictate on how it should be done, but instead what do you think it would look like if we look at it from this perspective. He is coaching me in a very subtle way...I need a mentor and a coach, not a boss. As soon as you try to boss me, you get very little out of me.”* (B7)

In another context, a group 1 participant felt that Millennials require more mentorship than their older counterparts and explained this saying, *“it’s all about relationships. If I have a good mentoring relationship with somebody that will help me grow to the quickest of my ability, which will nurture me, I think that’s the best thing. I don’t think that the older generation need that. They do not require the same. They come to work, they get the work done and then they go home. They know what is expected of them.”* (A2)

A participant from group 1 said that her manager had very open discussions about how

he foresees her role within the company developing. The participant went on to say that she would consider leaving the company if her development plan and career objectives agreed with her manager were not fulfilled and explained this, saying, *“my manager has been very clear on expectations in terms of my involvement with the company and training and how do I succeed and get to the next level...I will leave if I am promised something but in the next year I am unable to reach it because he leaves; if there is no training and development; or no proper catch ups and one-on-one’s; if I feel stunted and there is no room to grow.”* (A8).

One participant revealed that her manager maximised her chance to use her strengths by adapting her role according to her strengths. She said, *“I previously worked in a boutique type of environment so he knew that. Because this was my strength, he used that in order to make sure I took on a project that required an exclusive launch into a retailer. So using my strength of my background he kind of used that into something else and he knew that I could then take on that project...also handing me some more work to do for the retailer when someone resigned, because he trusted me and knew I had a good relationship with the retailer.”* (B1)

5.6.2.2. Autonomy and empowerment

Seventy-seven percent of behaviours mentioned that related to autonomy and empowerment were examples of effective management. Many of these examples referred to managers involving employees in decision-making and problem-solving, and providing a safe environment in which to make mistakes, fail and learn.

A participant from group 2, recently entered a newly created position within her organisation. To her disdain, there were not many people with the depth of knowledge or functional expertise to provide her with direction. Furthermore, there was no pre-described notion of what success entailed within the new role. However, her manager was aware of this and allowed her the freedom to liaise with her global counterparts for guidance and support. She went on to say, *“this was quite intimidating but the thing that helped me is that she provided a lot of support in saying that while South Africa is not advanced in this area, these are the global contacts you can liaise with - you do not need to go via us, just pick up the phone or Skype and bring back the job description for this role and what are the resources and financial resources you need to set this up and succeed.”* (B6)

The same participant revealed that she felt empowered because her manager gave her latitude to make decisions and take ownership of her role within the organisation, stating, *“I have a lot of freedom to operate and define for myself which I really enjoyed but she was there as a backbone to provide support if I struggle. She even arranged a market visit and global induction. The exposure was phenomenal and I acquired knowledge that I now need to disseminate to the company. So, to have the ability to say that I actually know what others’ don’t...I have a responsibility to start filtering down that information. I find that very inspiring and empowering.”*

Allowing employees the freedom to self-organise and time their work is an important manager behaviour, expressed by a participant in group 1 who said, *“my manager does not constantly follow up on my progress to meet my target, but does monitor my progress. There is no micro-management which does not work for me. The biggest motivation is knowing what the number is, allowing me freedom to pursue my target without continuous badgering about where I am.”* (A3)

5.6.2.3. Managing change and innovation

Managing change and innovation received the lowest frequency of mentions (three percent) within the overarching theme of growth opportunity. Of the thirty-three percent of effective behaviours mentioned within the competency, most examples referred to managers demonstrating support for organisational changes and technology, encouraging innovative thinking and ideas, and efficient ways of working.

When a participant in group 1 was asked to describe a time when their manager was effective in helping them focus in the work that they were doing, the participant elaborated on the use of technology as an enabler to think about how best to perform their job role. For example:

“I think organisations are slowly evolving to address the new types of people entering the workforce but I think more needs to be done in terms of Millennials and how they work and how they perform. In that, do not give me a tailored approach to do things because I do not like to come to you for everything. I like to try it on my own. I google stuff. With the evolution of digital technology and social media that is so readily accessible you do not need to go to your manager to ask him for everything. You already have the answer and you tailor your approach and solutions accordingly and you just get

approval from your line manager.” (A5)

Another participant in group 1 mentioned that her manager was very receptive to new ideas and explained this saying, *“sometimes I just mention an idea and before I know it, it has turned into something bigger than I expected. Currently I am working on a project...what a physical environment can do to enhance productivity and I am trying to introduce co-lab spaces in the organisation. So, when I presented the idea to her she was very supportive of it. She said that I should present at the monthly meeting and get peoples buy-in and what they think.” (A7)*

A participant from group 2 maintained that her manager *“does workshops across the business to look at more efficient ways of doing things.” (B4)*

5.6.3. Findings for research question three

Research question three sought to understand the management behaviours Millennials considered as ineffective and should be avoided in the pursuit of cultivating an engaged work environment. Question ten on the interview proforma required participants to describe a time when their line manager was ineffective in helping them focus in the work they were doing. The following section presents extracts from interviews for the three competencies mentioned within the theme of growth opportunity.

5.6.3.1. Career and development

Career and development received 33 percent of mentions pertaining to ineffective management behaviours. Participants described the behaviours of their current line manager as showing a lack of commitment to their growth and development, being averse to career advancement opportunities and providing work that was not challenging nor intellectually stimulating.

A participant described not being given the opportunity to explore more complex work tasks that would enable them to use their strengths each day by saying, *“there are a lot of times where I feel that my skill set is more advanced, I don’t think my experience is more advanced but my skill set is, when it comes to excel or maths is more advanced. I would really like my manager to help me get more involved in more high-level work. Even if it means that they do not give me responsibility for the work or they are not going to promote me, to just include me on projects would be great as a Millennial.” (A2)*

In another example, a group 2 participant revealed that his manager gave him additional work under the pretext of developing his career and stated that *“as a business we have being going through a tough time with retrenchments. We are very lean at the moment and people are leaving due to uncertainty. So, my manager says, ‘I think we need to broaden your scope, can you look after X Y Z for us as well?’ In my opinion it is not broadening your scope, it is the same work, just more of it. Do not tell me that you need to broaden my scope. Just be honest and tell me that we are going through a tough time and ask if I don't mind taking on more work until they get someone to fill in that position. Be clear and transparent about where you see me going in my career.”* (B7)

5.6.3.2. Autonomy and empowerment

Autonomy and empowerment received 23 percent of mentions associated with ineffective management behaviours. Many of these examples referred to managers prohibiting employees from making decisions in their own job role, and were considered to be highly risk-averse and opposed to failure. For example:

“If you put something on the table and think that it is a generic exercise...I am an individual and need to be treated as such. When you give out tasks, I will not be doing it in the same way that everyone else does. I will be doing it my way. Allow me to have my own opinion and way of doing things as I consider myself an expert in my specific market. Acknowledge that I have the knowledge to back my decisions so give me the authority to do so. Treat me as an individual and acknowledge that I am different. On a recent trip to my market... I gave my ideas on how things should be done but they said no. I would like my manager to allow me big stuff-ups because if you don't allow for that then the possibility of bigger rewards isn't there. I can't focus on risk all the time and be turned down.” (A3)

“Give me responsibility and take a risk on me...give me the opportunity to fail.” (B7)

A participant in group 2 said that the organisation was largely influenced by the Baby Boomer generation who did not encourage a test and learn work environment. The following is another example of a manager who offered ineffective autonomy and empowerment to their employee:

“They do not have the test and learn mentality from a Baby Boomer

generation of management within the company and it's something that is acknowledged openly where the managers' will say we are averse to risk, we do not have the test and learn mentality, we need guaranteed ROIs, we need something that has been tried and tested. Now and again you do get someone giving you traction...we are getting a few managers' now who have their eyes open through their teams but the majority not so much.” (B6)

5.6.3.3. Managing change and innovation

Managing change and innovation received the majority of mentions relating to ineffective management behaviours (67 percent). Participants mainly mentioned that managers were inflexible and unwilling to adopt more efficient practices and ways of working in the organisation.

Interviewees further mentioned that their managers were resistant to challenge the status quo, especially among their older peers. For example, a group 1 participant stated, *“my line manager is a Millennial but the team that she is on does not have Millennials. I question why things are done a certain way and she says it's the way it has always been done. She gets my thinking but the people who she interacts with.... their thinking sometimes comes into play. There is a lot of ambiguity and it's both frustrating and challenging.” (A6)*

A participant in group 2 said that her manager did not encourage new methods of solving problems. She said, *“you generally have Millennials in the role that I am in and usually managers who are not in the same generation. The views that they try to implement are usually views that you will take under normal circumstances. The times that they are ineffective is when you go to them with a problem and they provide you with a solution you already know of but that solution was relevant 15 years ago. The dynamics of the consumer has changed so drastically. We have so many more options as a company in which to communicate and engage and get that equity we are looking for. It comes from 'I have done this, I know it's worked' and that's ineffective for someone who knows that the world has changed... I can't do the same thing and expect the same results when the consumer is open and receptive to so many new things.” (B6)*

Some participants revealed that despite having access to technology that enabled them to work from remote locations, their managers were opposed to this idea. A group 1

participant went on to say, *“it is completely ridiculous for a company to think that you are only efficient if you are working 60-70 hours a week. I have a Wi-Fi operated cell phone and I am capable of using technology to stay connected to the work. If I am in a meeting and looking at my phone - it does not mean I am on Facebook or social media. I am chatting to a customer; fixing an order. I can use my cell phone for other purposes other than social media. I was reprimanded in a meeting for using my cell phone. You lose efficiency when you cannot use phone for business activities.”* (A3)

Another major concern was the lack of change management, where managers provided inadequate communication on an employee’s role after a structural change. A group 2 participant said, *“I went on maternity leave and did not know what I was coming back to because the business had made changes. For me it was the hanging fruit on what are you coming back to”* (B2). Similarly, another participant in group 2 revealed, *“we recently went through a restructuring and we were all invited to participate in an interview for a new job however no job description was provided. I went into an interview without knowing what I was being interviewed for and no clear direction as to what you want from me. Some of my responsibilities have been taken away from me as a result of the restructure, so I feel that I have been put on the back foot. Taking away responsibility without even notifying me is unacceptable. There is a lack of clarity and lots of corridor talk. I am coming to work and doing my thing and just going home.”* (A3)

5.6.4. Findings for research question four

Research question four sought to identify if there were significant differences in management behaviours exhibited by both first-level line managers and senior managers which were described by group 1 and group 2 participants, respectively. In doing so, this enabled the researcher to understand whether manager behaviours needed to enhance engagement of Millennials who report directly to them were different at the various management levels.

The results showed that there was very little difference between the two participant groups who referred to manager behaviours relating to career and development, and autonomy and empowerment. However, group 1 participants were more likely to refer to managing change and innovation, illustrated in Table 14 below.

Table 14: Percentage of the sample that referred to each competency within the theme of growth opportunity

	Sample Mentions		
Management competency	Sample who referred to competency (%)	Group 1 participants (%)	Group 2 participants (%)
Career and development	89	50	50
Autonomy and empowerment	72	46	54
Managing change and innovation	27	60	40

Although participants in both groups referred to career and development equally, group 1 mentioned the competency more frequently, illustrated in Table 15. It follows that as more participants in group 2 referred to autonomy and empowerment, Millennials in group 2 also mentioned these competencies more frequently than those in group 1. Similarly, group 1 participants who referred to managing change and innovation also mentioned this competency more frequently.

Table 15: Percentage of frequency mentions for each competency within the theme of growth opportunity

	Frequency of Mentions		
Management competency	Total (%)	Group 1 participants (%)	Group 2 participants (%)
Career and development	14	53	47
Autonomy and empowerment	9	44	56
Managing change and innovation	3	59	41

5.6.5. Summary of findings

The management competency framework developed from the findings, provides examples of both effective and ineffective manager behaviours, within the theme of

growth opportunity, explained in Table 16. Growth opportunity relates to the cognitive component of employee engagement which refers to a manager's ability to provide employees with support so that they are able to think about how best to perform their job role.

Table 16: Competency framework showing effective and ineffective management behaviours relating to growth opportunity

Theme	Management Competency	Effective management behaviours	Ineffective management behaviours
Growth Opportunity	Career and development	Helps employee discover their strengths and set goals accordingly	Does not position employee to use their strengths each day
		Volunteers and encourages employees to attend training programmes	Does not openly disclose training programmes available
		Open to job mobility to gain experience and exposure to different areas of the business	Reluctant toward employee exploring other roles in the organisation
		Gives employee assignments that will help develop their capabilities and skill set	Gives the employee more work under the pretext of expanding scope and development
		Has open discussions with relevant business units and HR to ensure that the employee is considered for a position that aligns to their career growth plan	Expects employee to lead their own growth and does not offer career guidance
		Mentors and coaches employee to become a next generation leader	Shows no commitment to employee's growth and development
		Has open conversations with employee on how they see their role developing	Does not communicate career advancement opportunities
		Expresses confidence and trust in employee's ability to take on challenging tasks as learning opportunities	Gives repetitive and boring work, resulting in stagnation
Autonomy and empowerment	Involves employee in problem solving by seeking their input in the process	Involves employee to a certain extent; does not convey the outcome or solution once problem has been resolved	

Theme	Management Competency	Effective management behaviours	Ineffective management behaviours
		Gives employee latitude to make decisions in their own sphere of work	Intrudes in employees work and cannot relinquish control
		Provides safety for test and learn environment	Highly risk-averse and not open to trial and error
		Allows employee to self-organise their time and work	Micro-manages employee
		Avoids prescribing a solution to a problem; expresses trust and confidence in their ability to solve the problem on their own	Does not provide direction on how to solve the problem
		Gives employee the platform to present ideas and suggestions to senior management	Gives employee the platform to present ideas and suggestions only to achieve personal motives and receive recognition in front of senior management
	Managing change and innovation	Encourages new ideas that promotes change and innovation	Bars employee's ideas without providing valid reasons and facts as to why it cannot work
		Helps employee manage anxiety associated with organisational change	Creates uncertainty through inadequate communication of a vision post structural change
		Allows employee to implement faster and more efficient working processes	Very rigid to adopt or incorporate more efficient practices into the organisations
		Conducts workshops on opportunities for continuous improvement across the business	Prefers to apply tried and tested traditional methods of working
		Uses social media as an empowering tool to gather insights	Discourages the use of technology for networking and staying abreast of new trends
		Encourages creativity within a process driven role	Resistant to change in mind-sets, structures and processes
		Challenges the status quo and encourages employees to exemplify the same behaviour	Does not encourage employees to think "out-of-the-box"; raise questions and identify solutions
		Understands the benefits of embracing new technology	Adverse to innovative technology and associated efficiencies

Theme	Management Competency	Effective management behaviours	Ineffective management behaviours
		advancements to remain relevant and future-fit	
		Cognisant of the modern and dynamic workforce and implements policy changes to enhance workplace flexibility	Opposed to the idea of working from remote locations or having flexi time; tracks employees hours

5.7. Emotional Component of Employee Engagement: Interpersonal Skills and Integrity

The emotional component of employee engagement refers to a manager's ability to make employees feel positive about themselves in job role experiences. The emotional component is represented by the overarching theme of interpersonal skills and integrity. Four competencies were found to reflect management behaviours associated with interpersonal skills and integrity: emotional expertise and awareness; rewards and recognition; ethical principles; and collaboration and influencing.

5.7.1. Findings for research question one

The aim of research question one was to identify specific management behaviours that line managers need to show in order to enhance employee engagement of Millennials in the workplace. The questions posed sought to understand the extent to which managers demonstrated care through words and actions, conversed with employees on a job well done, acted in an ethical manner and cultivated an environment of collaboration and diversity. The data gathered from questions 11, 12 and 13 on the interview proforma that related to the emotional component presented in section 4.6.1, were analysed and the results presented in themes identified as management competencies.

Of the four competencies that were mentioned, emotional expertise and awareness; and rewards and recognition, were most referred to by the highest percentage of interviewees in the sample (92 – 95 percent). These competencies were also mentioned more frequently by participants in both groups (14 – 19 percent). Millennials who referred to behaviours relating to ethical principles; and collaboration and influencing, comprised 57 percent and 47 percent of the sample, respectively, demonstrated in Table 10 above.

5.7.2. Findings for research question two

Research question two sought to understand what Millennials consider as the most effective management behaviours to enhance employee engagement in the workplace. Question 14 on the interview proforma was designed to unearth positive experiences from interviewees in situations where their manager was able to make them feel excited, inspired, positive and optimistic about their job roles. The following section presents vignettes extracted from interviews to demonstrate the types of manager behaviours observed and experienced by Millennials relating to the four competencies.

5.7.2.1. Emotional expertise and awareness

Millennials described manager behaviours associated with emotional expertise and awareness as showing inherent care and genuine interest, allowing flexibility and work-life balance, and taking the time to really get to know the employee. This competency received 19 percent of frequency mentions, making it the most frequently mentioned of all eleven competencies. Sixty-seven percent of examples provided below related to effective manager behaviours.

A group 2 participant mentioned that his manager was very receptive to his feelings and stated, *“sometimes he pulls me aside and asks, ‘you’re not looking good today, what’s going on?’ I will give my manager five stars for this. For instance, I felt I was stagnating on a project. We did a great job and got the rewards but it was the same thing over and over. If you want me to leave do not keep me excited. He swapped people around and moved me into another role just to get me back to being positive.”* (B7)

Managers who showed behaviours relating to genuine care and empathy toward an employee’s plight were expressed by many participants. A group 1 participant explained this behaviour by saying, *“last year I was involved in an accident and I sent her a message at 10pm to let her know that I was still waiting for the tow truck. So, I was not necessarily sure how I was going to get to work the next morning because I did not have my car. She called me back and asked if she should come get me. She wanted to know if I was safe and okay. Basically, she was on the phone with me until the tow truck arrived. And she wanted to know when I was home. I got home really late and I told her I would not be able to come into work. She told me to take as much time as I need.”* (A7)

A participant from group 2 said, *“if I am sick, he tells me to stay at home. He is very*

sympathetic because it is always through a phone call to check on me and then an SMS will be a follow-up. But the first encounter is always through a phone call” (B5). Similarly, another group 2 participant mentioned, “if I am running late with getting my daughter to school or when she is sick and I message my manager, she responds by saying, ‘take care of your daughter.’ This makes me feel cared for and I want to be honest... it makes me want to go to work.” (B3)

On the topic of work-life balance and flexibility, a participant said, *“emotions are taken away from the caring side out of things. He understands work-life balance and you are able to do your admin if you need to. It comes down to a trust thing, because if you are trusted and they know that you get your work done then it’s easier to show care and compassion in that way. If you are not trustworthy and do not get your work done efficiently then they can see that and they don’t take action as easily as another person who is more trustworthy.” (B1)*

5.7.2.2. Rewards and recognition

Fourteen percent of the total number of behaviours mentioned fell within the competency of rewards and recognition. Forty-seven percent of the behaviours mentioned were examples of effective management. These examples referred to managers rewarding exceptional contribution, praising employees openly for good work and cultivating intrinsic motivation.

A participant from group 1 revealed that her manager trusts her to self-manage and regularly converses with her on a job well done and explained this by saying, *“she is someone who likes to give you the reigns and when the job is done very well she rewards. For example, she gives me the afternoon off.” (A7)*

Another participant mentioned that her manager was lavish with his praise and went on to say, *“he is the first guy to tell anyone in this business that any person that works on his team has done something well. So, he doesn’t just congratulate you, he does it in front of senior management and loves to boast about his teams’ abilities.” (B4)*

A group 2 participant said that his manager gives him plenty of recognition and *“celebrates even the small successes.”* When probed on rewards, he professed, *“I would not say that it is that important. I would like a bonus because that’s why I put in that extra effort but it is not all about the money. They must value me and give me the opportunity*

to grow myself” (B7). Similarly, a group 1 participant stated, “salary does not mean that much but definitely the environment. When I got this job, I said more so than the money I need to know that I can fit in. Because if I come to work every day and I earn a massive salary but I am miserable, I cannot do that. I cannot come to work every day and feel like I am failing or that I cannot connect with anybody or that I am not giving people what they need or adding value. It’s much more important to me to know that I am adding value and that I am growing than to actually take home a huge pay check. Obviously, that is awesome but being able to have the freedom to do what I want and not stressing about money, sure. But the environment is more important than a huge pay check.” (A2)

5.7.2.3. Ethical principles

Management behaviours described under the competency of ethical principles received the lowest percentage (18 percent) of effective behaviour mentions from all 11 competencies. Some of the examples mentioned by interviewees included managers acting in an ethical manner, holding themselves and others accountable, being transparent and open, and treating employees with respect and fairness.

A group 2 participant revealed that her manager has taught her how to hold herself and others accountable. For example, the participant stated, *“I really like that he is able to say to the business, ‘I don’t see why you are pitching it this way, it doesn’t make sense to me.’ He questions stuff, unpacks. He does it very respectfully. But he questions stuff and has a very inquiring mind. He wants everyone to excel and have the right approach to the business case on hand. He has taught me to speak up when a number on the spreadsheet doesn’t look right or to question things on a PowerPoint that do not necessarily make sense. Unless you know where those numbers are coming from you cannot buy into it and if you cannot buy into it then you cannot deliver.” (B4)*

The importance of having transparent and open conversations was demonstrated by a group 1 participant who said, *“currently I have just a vague job scope but he has had open and transparent conversations with me. In terms of the company vision he lets me know where the organisation is expected to be. He tells me where he sees me in terms of management in the next year, year and a half. Having these inspirational conversations help but also on a personable level...just having those talks help me take it to the next level.” (A8)*

5.7.2.4. Collaboration and influencing

Collaboration and influencing, was mentioned the least (4 percent) among the four competencies under the overarching theme of interpersonal skills and integrity. The majority (83 percent) of examples mentioned related to effective management behaviours such as, cultivating a diverse and inclusive environment, encouraging knowledge sharing and cross-functional collaboration.

Collaborating with teams across different functions within the business was widely advocated by a group 1 participant's manager. The participant explained this saying, *"my manager encourages me to get involved with other divisions and that is where I see the impact of my work and what I do. It's not really so much about him and what he is telling me is good and not good, it the fact that he allows me to infiltrate the rest of the company and then from there I can see what I do and how that effects different sections of the business."* (A2)

Another participant spoke of the contributions her manager and the wider organisation make toward the society, saying, *"this business is all about societal good. That behaviour comes from senior management which encourages every brand to do something good within society such as speaking up about violence against women."* (B4)

An example of manager behaviours mentioned on knowledge sharing and using influence to remove obstacles were explained by a group 1 participant who said, *"I am not a sales expert, my functional competency is Finance so I am new to the sales environment. So, he is extremely supportive and knowledgeable from a customer facing sales environment, and he is very helpful in clearing my path and clearing the red tape or any issues that I have. He is my go-to person when I need level up advice."* (A5)

5.7.3. Findings for research question three

Research question three aimed at understanding what Millennials perceived as ineffective management behaviours that prevented an engaged work environment. Question fifteen on the interview proforma required participants to give their personal account of situations in the workplace where their line manager made them feel despondent, oppressed, low-spirited and discouraged. The results revealed ineffective management behaviours that line managers need to avoid in order to enhance employee engagement of Millennials in the workplace.

5.7.3.1. Emotional expertise and awareness

Emotional expertise and awareness received 33 percent of mentions relating to ineffective behaviours. Millennials described ineffective manager behaviours associated with this competency as displaying a lack of effort in helping employees feel a sense of purpose and belonging, showing resistance toward healthy work-life balance, disregarding the needs of employees, and being disrespectful of their time. For example:

“If you are on holiday you cannot be expected to take your laptop with on annual leave. That was expected from my manager which really put a lot of strain on my relationships with my family, husband and friends. I needed to pull out my laptop at the poolside and that for me was just disrespectful. I put in leave and now you expect me to work whilst on leave. It happened on a few occasions with me and other team members. I was also expected when I go home to resolve pricing issues at 10pm/11pm at night and received WhatsApp’s from my manager to say sort pricing out. It was invasion of privacy and downtime with my family.” (A8)

“At 15.50pm he would send an email and ask for something to be done by COB today. I am the type of person that will sit until 21.00pm and get it done. This happened on a daily basis. I would get no requests until its 4 - 4.30pm and I am getting ready to go home, then a request will come through. That was very draining for me. It made me feel demotivated because I used to come home and take it out on the people I love.” (B7)

“I am going to be very open here and tell you that everyone preaches work-life balance but at the end of the day it’s up to the individual and line manager to drive it. The fact that you are not physically here is a traditional mindset that needs to break. You don’t need to be physically here to be working. You find that younger people come to HR (because I sit next to HR so I am able to hear these conversations) and ask, ‘do I always have to be online or on Skype to show that I am working? Where is the level of trust?’” (A5)

“She is an old school manager who has set times. If she needs me to be here and we have a really big project which is critical and I need to work I will do it, but I do believe there are days where I can say that it is 5pm and I am going home. And I hate that mentality of when someone gets off at 5pm then you are working a half day. I am more for pay for performance. With my team

if you leave at 2pm that is fine if you have delivered all your work. But we also have a lot of Baby Boomers who have been here for years and their work ethic is taken quite personally when you say that you have to go at 5pm then it becomes an issue.” (B6)

“It took him 6 months to remember my baby’s name but I know the name of his oldest cat. I heard it once. Surely, he could take the time to remember my daughter’s name.” (A3).

5.7.3.2. Rewards and recognition

Fifty-three percent of interviewees described ineffective manager behaviours relating to rewards and recognition. Examples mentioned were mainly related to managers seldom doling out praise and expecting positive reinforcement through the indiscriminate use of praise and compliments.

Praising both ordinary performance and exceptional performance the same way was regarded as ineffective behaviours. This was demonstrated by a participant in group 2 who said, *“I think there should be a little more recognition... I am on the top accounts of my company and if everyone gets the same recognition then how are people meant to strive to actually be on the top accounts when we are all getting the same recognition. Whether or not that be a ‘great well done for the month,’ that’s it... I think there should definitely be more recognition given” (B1).* Similarly, another participant from group 2 mentioned, *“recognition is important for me. So, whether I was right or wrong in my previous role... I was still treated the same so it was very discouraging. It made me not want to do anything. My manager did not appreciate me.” (B3)*

A group 1 participant went on to say, *“I would like more recognition from my manager, a person of authority to say, ‘well done kid, you are doing fine.’ I think she is just a hard person. I feel I need to do something super exceptional for me to get a nobby badge from her. It might be an ego thing.” (A4)*

On the other hand, a group 2 participant said *“it’s not that they are not rewarding me and not giving me benefits, I do not think it’s on par... I also don’t want to be stagnant because as Millennials we are paying bonds, cars and you have to look at those things, especially when you want to have kids and making sure that we are financially stable.” (B1)*

5.7.3.3. Ethical principles

Ethical principles received the highest number of mentions relating to ineffective manager behaviours (82 percent). Acting in a manner that was not trustworthy and honest, and showing a lack of transparency, respect and accountability, were some examples mentioned by Millennials.

A participant in group 1 disclosed that his manager was not straightforward and led him to believe that a promotion was within reach given his exceptional performance over the past few years. He said, *“you start thinking, why do I have to give my everything if this company and manager is not playing open cards with me. And if he was just straight to the point with open cards then it would have been a totally different story,”* implicitly stating, *“don’t put a carrot in front of my nose and make empty promises and then not deliver.”* (A1)

Another participant expressed that her manager was disrespectful and often handed her work that was unfairly distributed, saying, *“my manager would call me to do work alongside her which took away from my time. So, the focus became about her and what work she needed to produce and there was never a question about my work, or what I was working on. I became unimportant to her. That was really ineffective and I was not as motivated to give my best anymore because it stopped me from doing the work I really wanted to do. She was taking up a lot of my time with work that should have been her work and handing me work that I also felt was duplication of work that I had already done. It was not a team effort. My work suffered, it went by the wayside.”* (A2).

A participant in group 1 mentioned that her manager belittled her in meetings in the presence of her team members. She said, *“I was called and shouted at in front of people. I feared going to work. I was bullied. He managed by fear.”* (B3)

5.7.3.4. Collaboration and influencing

Collaboration and influencing received the lowest number of mentions for behaviours associated with ineffective management (17 percent). Millennials described behaviours for this competency as managers withholding information, placing limitations on working interdependently across teams, and inhibiting a culture of diversity and inclusivity. The following are examples of managers who have offered ineffective collaboration and influencing to their employees:

“I knew women were not paid the same as men. I do not have the numbers but there are ways of finding out.” (A8)

“To me, management should realise that it is more of a partnership that goes on with your employees than I am better than you, I am older than you, I know more than you. I feel that there should be more knowledge sharing. But people are egotistical and afraid. Once you break down those emotions, you start understanding why people do the things they do. You realise that people are afraid to share knowledge because they might think you want to take their job.” (A4)

5.7.4. Findings for research question four

Research question four aimed at understanding whether differences existed between management behaviours needed by both first-level line managers and senior managers, to enhance engagement of Millennials who report directly to them. The results presented in Table 17 below, show very minor differences between group 1 and group 2 participants who referred to manager behaviours relating to emotional expertise and awareness, rewards and recognition and ethical principles. However, group 1 participants were more likely to refer to the competency of collaboration and influencing than group 2 participants.

Table 17: Percentage of the sample that referred to each competency within the theme of interpersonal skills and integrity

Management competency	Sample Mentions		
	Sample who referred to competency (%)	Group 1 participants (%)	Group 2 participants (%)
Emotional expertise and awareness	95	54	46
Rewards and recognition	92	45	55
Ethical Principles	57	55	45
Collaboration and influencing	47	67	33

It follows that as more Millennials in group 1 referred to manager behaviours relating to emotional expertise and awareness, ethical principles and collaboration and influencing, these competencies were also mentioned more frequently by Millennials in group 1 than in group 2, demonstrated in Table 18. Interestingly, while group 2 participants referred more to rewards and recognition, group 1 participants mentioned the competency more frequently.

Table 18: Percentage of frequency mentions for each competency within the theme of interpersonal skills and integrity

Management competency	Frequency of Mentions		
	Total (%)	Group 1 participants (%)	Group 2 participants (%)
Emotional expertise and awareness	19	57	43
Rewards and recognition	14	58	42
Ethical Principles	8	63	38
Collaboration and influencing	4	71	29

5.7.5. Summary of findings

The resultant management competency framework provides examples of both effective behaviours and ineffective manager behaviours, within the theme of interpersonal skills and integrity, shown in Table 19. Interpersonal skills and integrity relate to the emotional component of employee engagement which refers to a manager's ability to make employees feel positive about their job role experiences.

Table 19: Competency framework showing effective and ineffective management behaviours relating to interpersonal skills and integrity

Theme	Management Competency	Effective management behaviours	Ineffective management behaviours
Interpersonal skills and integrity	Emotional expertise and awareness	Relaxes inflexible working structures and hours	Creates a perception that the amount of time spent at the office is indicative of how hard an employee works; believes performance and quality of work is dependent on hours worked

Theme	Management Competency	Effective management behaviours	Ineffective management behaviours
		Promotes healthy work-life balance	Preaches work-life balance but does not model that behaviour; makes cynical comments when employee leaves at a respectful time
		Shows empathy by understanding the employee's perspective	Does not take employee's needs and reality into consideration
		Makes employee feel optimistic and positive about their job role	Nonchalant and unenthusiastic about making employee feel positive about their job role
		Listens attentively to employee's inputs; receptive to suggestions	Unfocussed and easily distracted
		Shows inherent care and genuine interest; remembers employee's family members names; checks in with a phone call and text message when employee is faced with a personal dilemma	Makes no effort to build a connection; treats social interaction and events as inconsequential
		Is aware that it is not a one-size fits all approach and treats employee as an individual	Too immersed in work to have a general conversation to understand and get to know employee
		Respectful of employee's personal time	Sends messages after hours or while employee is on vacation requesting urgent information
		Helps employee feel a sense of purpose and belonging	Makes no effort to promote belonging among employees or strengthen relationships
		Able to notice and interpret the way others' are feeling	Does not exhibit interpersonal awareness
	Rewards and recognition	Praises employee achievements in front of team and senior management	Praises both ordinary performance and exceptional performance the same way
		Recognises individual contributions	Hands out praise indiscriminately

Theme	Management Competency	Effective management behaviours	Ineffective management behaviours
		Provides positive reinforcement and frequent validation	Does not motivate employee to excel; fails to reward or appreciate hard work and effort
		Establishes clear expectations regarding recognition of successful performance	Does not convey what successful performance is and how it is measured
		Expresses gratitude and boasts about employee's abilities openly	Seldom doles out praise
	Ethical principles	Delivers on promises and facilitates transparent and open conversations	Does not uphold commitment
		Calls attention to employee's mistakes indirectly	Belittles employee in front of work colleagues
		Maintains confidentiality of information shared	Does not honour employee's privacy on concerns shared
		Treats people with equal respect and fairness	Shows favouritism; does not distribute work fairly or carry share of the workload
		Acts in an ethical manner	Acts in a manner that is not trustworthy and honest
		Exhibits behaviour that is consistent with the organisations values	Does not embody the values of the organisation
		Holds themselves and employees accountable	Avoids taking responsibility and accountability for one's own actions; blames employee for mistakes and failures
	Collaboration and influencing	Shares knowledge and resources	Withholds information
		Helps employee to build relationships with key stakeholders	Excludes employee from discussions with stakeholders
		Encourages cross-team collaboration	Refrains from working interdependently across teams; does not encourage unity as a team
		Creates an exciting and motivating work environment that inspires employee to contribute and participate	Does little to boost morale and productivity of the team; does not arrange or participate in team build activities

Theme	Management Competency	Effective management behaviours	Ineffective management behaviours
		Advocates position to achieve societal good	Makes no effort toward positive contributions to society
		Promotes diversity and inclusivity in the workplace	Does not create a culturally diverse workplace nor challenges bias
		Resolve conflict and addresses differences of opinion	Does not consider different perspectives
		Removes obstacles outside an employee's direct influence	Expects employee to fend for themselves; does not defend and protect employee in difficult situations
		Adapts personal style to the appropriate situation	Fails to understand the contextual landscape and the need to model a range of behaviours
		Uses personal influence to nurture strong relationships	Instils fear in employee and uses position of power to secure organisational commitment

5.8. Conclusion

The findings derived from the four research questions generated aggregated results of significance and trustworthiness. The results were supported with frequency analysis which was used to identify the percentage of the sample that referred to each competency and the percentage of frequency mentions for each competency, illustrated in Table 20 and Table 21, respectively. Notably, there were differences in the percentage of frequency mentions between the two groups, however, competencies mentioned were the same across group 1 and group 2 participants. Furthermore, no competencies were mentioned by only a single group. Hence, for these reasons a single management competency framework was developed rather than separate frameworks for first-level line managers and senior managers. The consolidated employee engagement management competency framework is presented in Table 22.

Table 20: Percentage of the sample that referred to each competency

	Sample Mentions		
	Sample who referred to competency (%)	Group 1 participants (%)	Group 2 participants (%)
Management competency			
Emotional expertise and awareness	95	54	46
Rewards and recognition	92	45	55
Career and development	89	50	50
Training and support on the job	80	59	41
Autonomy and Empowerment	72	46	54
Managing performance	68	42	58
Ethical principles	57	55	45
Clear direction and expectations	49	57	43
Collaboration and influencing	47	67	33
Strategic orientation and goal alignment	41	40	60
Managing change and innovation	27	60	40

Table 21: Percentage of frequency mentions for each competency

	Frequency of Mentions		
	Total (%)	Group 1 participants (%)	Group 2 participants (%)
Management competency			
Emotional expertise and awareness	19	57	43
Rewards and recognition	14	58	42
Career and development	14	53	47
Training and support on the job	12	51	49
Autonomy and Empowerment	9	44	56
Managing performance	8	55	45
Ethical principles	8	63	38
Clear direction and expectations	5	60	40
Collaboration and influencing	4	71	29
Strategic orientation and goal alignment	3	62	38
Managing change and innovation	3	59	41

Table 22: Employee engagement management competency framework with examples of effective and ineffective management behaviours relating to each competency

Theme	Management Competency	Effective management behaviours	Ineffective management behaviours
Direction and shared purpose	Training and support on the job	Makes time to help resolve uncertainty and advises on the best way forward	Suggests common solution to solve problems
		Available for one-on-one meetings	Not easily accessible or available; cancels meeting without providing valid reason
		Teaches employee new skills and shows them how to perform new tasks	Does not promote on-the-job training or show employee the ropes
		Provides employee with tools and resources to reduce workload and improve efficiency	Does not action employee's request for essential resources
		Reviews work and provides suggestions for improvement	Does not help employee identify quick-wins
		Helps employee navigate through difficult challenges	Diverts problem or challenge to another department or person; does not help employee identify the root cause of the problem
		Provides support by helping employee breakdown complex work tasks into achievable tasks	Does not assists employee with prioritising work load or identify gaps in information
		Reachable in the event of a crisis or emergency	Does not inform employee on how to contact them when out of the office
Managing performance		Conducts ongoing performance reviews and appraisals	Does not initiate regular performance conversations
		Provides constructive and regular feedback	Does not express disagreement constructively; too busy to provide feedback
		Has formal and informal discussions with employee on progress and performance	Does not address problems immediately to prevent escalating into a crisis
		Seeks to understand the work that keeps employee motivated	Disinterested in employee's work

Theme	Management Competency	Effective management behaviours	Ineffective management behaviours
		Sets areas of development that integrate employee's personal goals with the goals of the organisation	Does not bring to employee's attention areas of improvement
	Clear direction and expectations	Clarifies expectations	Does not provide guidance on work deliverables, as a result employees do not know what is expected of them
		Cognisant of tough economic climate and sets achievable targets	Sets objectives that are unachievable
		Ensures that clear goals are set and translated into concrete milestones	Does not provide clarity on roles and responsibilities; changes work deliverables and priorities on a daily basis
		Provides direction on tasks to focus on and explains the purpose of the task	Duplicates tasks by requesting the same deliverables from different employees
		Provides guidelines and frameworks to achieve work plans	Does not provide structure and a work plan
		Communicates face-to-face	Uses digital communication and messages are often lost in translation which causes stress and impacts productivity
	Strategic orientation and goal alignment	Embeds a shared vision by collectively aligning team goals with the strategic direction of the business	Expects employee to connect the dots on how their role relates to the organisations mission
		Clearly articulates directives and briefs from senior management	Conveys inconsistent and incorrect messages from senior management; confused about deliverables
		Helps employee prioritise and focus on work that is aligned with organisational goals	Delegates work that is not meaningful and interesting
		Shares updates on business performance	Does not cascade information from senior management to employee
		Communicates exactly what constitutes success in an employee's role	Conveys ambiguous directives

Theme	Management Competency	Effective management behaviours	Ineffective management behaviours
Growth Opportunity	Career and development	Helps employee discover their strengths and set goals accordingly	Does not position employee to use their strengths each day
		Volunteers and encourages employees to attend training programmes	Does not openly disclose training programmes available
		Open to job mobility to gain experience and exposure to different areas of the business	Reluctant toward employee exploring other roles in the organisation
		Gives employee assignments that will help develop their capabilities and skill set	Gives the employee more work under the pretext of expanding scope and development
		Has open discussions with relevant business units and HR to ensure that the employee is considered for a position that aligns to their career growth plan	Expects employee to lead their own growth and does not offer career guidance
		Mentors and coaches employee to become a next generation leader	Shows no commitment to employee's growth and development
		Has open conversations with employee on how they see their role developing	Does not communicate career advancement opportunities
		Expresses confidence and trust in employee's ability to take on challenging tasks as learning opportunities	Gives repetitive and boring work, resulting in stagnation
Autonomy and empowerment		Involves employee in problem solving by seeking their input in the process	Involves employee to a certain extent; does not convey the outcome or solution once problem has been resolved
		Gives employee latitude to make decisions in their own sphere of work	Intrudes in employees work and cannot relinquish control
		Provides safety for test and learn environment	Highly risk-averse and not open to trial and error

Theme	Management Competency	Effective management behaviours	Ineffective management behaviours
		Allows employee to self-organise their time and work	Micro-manages employee
		Avoids prescribing a solution to a problem; expresses trust and confidence in their ability to solve the problem on their own	Does not provide direction on how to solve the problem
		Gives employee the platform to present ideas and suggestions to senior management	Gives employee the platform to present ideas and suggestions only to achieve personal motives and receive recognition in front of senior management
Managing change and innovation		Encourages new ideas that promotes change and innovation	Bars employees ideas without providing valid reasons and facts as to why it cannot work
		Helps employee manage anxiety associated with organisational change	Creates uncertainty through inadequate communication of a vision post structural change
		Allows employee to implement faster and more efficient working processes	Very rigid to adopt or incorporate more efficient practices into the organisations
		Conducts workshops on opportunities for continuous improvement across the business	Prefers to apply tried and tested traditional methods of working
		Uses social media as an empowering tool to gather insights	Discourages the use of technology for networking and staying abreast of new trends
		Encourages creativity within a process driven role	Resistant to change in mind-sets, structures and processes
		Challenges the status quo and encourages employees to exemplify the same behaviour	Does not encourage employees to think "out-of-the-box"; raise questions and identify solutions
		Understands the benefits of embracing new technology advancements to remain relevant and future-fit	Adverse to innovative technology and associated efficiencies
		Cognisant of the modern and dynamic workforce and implements policy changes to enhance workplace flexibility	Opposed to the idea of working from remote locations or having flexi time; tracks employees hours

Theme	Management Competency	Effective management behaviours	Ineffective management behaviours
Interpersonal skills and integrity	Emotional expertise and awareness	Relaxes inflexible working structures and hours	Creates a perception that the amount of time spent at the office is indicative of how hard an employee works; believes performance and quality of work is dependent on hours worked
		Promotes healthy work-life balance	Preaches work-life balance but does not model that behaviour; makes cynical comments when employee leaves at a respectful time
		Shows empathy by understanding the employee's perspective	Does not take employee's needs and reality into consideration
		Makes employees feel optimistic and positive about their job role	Nonchalant and unenthusiastic about making employee feel positive about their job role
		Listens attentively to employees inputs; receptive to suggestions	Unfocussed and easily distracted
		Shows inherent care and genuine interest; remembers employee's family members names; checks in with a phone call and text message when employee is faced with a personal dilemma	Makes no effort to build a connection; treats social interaction and events as inconsequential
		Is aware that it is not a one-size fits all approach and treats employee as an individual	Too immersed in work to have a general conversation to understand and get to know employee
		Respectful of employee's personal time	Sends messages after hours or while employee is on vacation requesting urgent information
		Helps employee feel a sense of purpose and belonging	Makes no effort to promote belonging among employees or strengthen relationships
		Able to notice and interpret the way others' are feeling	Does not exhibit interpersonal awareness
Rewards and recognition	Praises employee achievements in front of team and senior management	Praises both ordinary performance and exceptional performance the same way	

Theme	Management Competency	Effective management behaviours	Ineffective management behaviours
		Recognises individual contributions	Hands out praise indiscriminately
		Provides positive reinforcement and frequent validation	Does not motivate employee to excel; fails to reward or appreciate hard work and effort
		Establishes clear expectations regarding recognition of successful performance	Does not convey what successful performance is and how it is measured
		Expresses gratitude and boasts about employee's abilities openly	Seldom doles out praise
	Ethical principles	Delivers on promises and facilitates transparent and open conversations	Does not uphold commitment
		Calls attention to employee's mistakes indirectly	Belittles employee in front of work colleagues
		Maintains confidentiality of information shared	Does not honour employees privacy on concerns shared
		Treats people with equal respect and fairness	Shows favouritism; does not distribute work fairly or carry share of the workload
		Acts in an ethical manner	Acts in a manner that is not trustworthy and honest
		Exhibits behaviour that is consistent with the organisations values	Does not embody the values of the organisation
		Holds themselves and employees accountable	Avoids taking responsibility and accountability for one's own actions; blames employee for mistakes and failures
	Collaboration and influencing	Shares knowledge and resources	Withholds information
		Helps employee to build relationships with key stakeholders	Excludes employee from discussions with stakeholders
		Encourages cross-team collaboration	Refrains from working interdependently across teams; does not encourage unity as a team

Theme	Management Competency	Effective management behaviours	Ineffective management behaviours
		Creates an exciting and motivating work environment that inspires employee to contribute and participate	Does little to boost morale and productivity of the team; does not arrange or participate in team build activities
		Advocates position to achieve societal good	Makes no effort toward positive contributions to society
		Promotes diversity and inclusivity in the workplace	Does not create a culturally diverse workplace nor challenges bias
		Resolve conflict and addresses differences of opinion	Does not consider different perspectives
		Removes obstacles outside an employee's direct influence	Expects employee to fend for themselves; does not defend and protect employee in difficult situations
		Adapts personal style to the appropriate situation	Fails to understand the contextual landscape and the need to model a range of behaviours
		Uses personal influence to nurture strong relationships	Instils fear in employee and uses position of power to secure organisational commitment

The following chapter provides a comprehensive discussion of the results presented in Chapter Five.

CHAPTER 6: DISCUSSION OF RESULTS

6.1. Introduction

The results of the four research questions were presented in Chapter Five. The research questions were understood through narrative interviews based on the personal experiences of 15 Millennial workers, employed at large private sector organisations within the FMCG industry. The study sought to identify specific management behaviours for enhancing employee engagement, and to understand the most effective behaviours managers need to adopt, and the most ineffective behaviours managers need to avoid, from a Millennials perspective. Furthermore, the study explored whether significant differences in behaviours were evident among first-level line managers and more senior managers. Finally, the aim of the research study was to develop a management competency framework to use as a guideline for managers.

In this chapter, the research findings are discussed in detail as they relate to the research questions. The results are analysed and interpreted with the extant literature presented in Chapter Two. Further insights that support the findings and the subsequent development of the management competency framework in Chapter Five are provided. The results of the research study intend to contribute to the existing body of academic literature relating to managerial competencies for enhancing engagement among younger employees.

6.2. Discussion on the Presentation of Results

Kahn (1990), along with numerous other authors suggested that people who are personally engaged, simultaneously exert physical, cognitive and emotional energies in the performance of a job role (Christian et al., 2011; Rich et al., 2010). Hence, it was important to understand manager behaviours required to enhance all three energies which are essential in cultivating employee engagement among Millennials. The results revealed 11 engaging management competencies categorised into both effective and ineffective behaviours. The competencies were further grouped into three overarching themes applicable to each component of employee engagement: direction and shared purpose (physical), growth opportunity (cognitive), and interpersonal skills and integrity (emotional). The results of the four research questions are discussed in the sections below.

6.3. Physical component of Employee Engagement: Direction and Shared Purpose

Direction and shared purpose, was established as a distinct theme that reflected management competencies required to enhance the physical component of employee engagement. Employees were able to perform well and give discretionary effort toward their job role, when their managers provided them with direction and aligned their individual goals to the organisations mission. The discussion of the results below pertains to a manager's ability to enhance employee engagement by showing behaviours that enable an employee to exert physical energy in a job role.

6.3.1. Discussion of results for research question one

Research question one explored the specific management behaviours that line managers need to show in order to enhance employee engagement of Millennials in the workplace. The results showed that Millennials mostly referred to manager behaviours relating to competencies on training and support on the job, managing performance, clear direction and expectations, and strategic orientation and goal alignment.

These findings are supported by Bakker and Demerouti (2007) who maintained that job resources such as supervisory support buffers the impact of job stresses and is an antecedent of employee engagement. Other qualifiers of employee engagement include supervisory feedback (Menguc et al., 2013; Schaufeli & Bakker, 2004) through managing performance which fosters learning and encourages employees to perform their job role. Furthermore, engagement levels are raised in the organisation when employees are clear about their job role and expectations, and how it connects to the wider organisation mission and the strategic direction of the business (Harter & Adkins, 2015; Menguc et al., 2013; Schaufeli & Bakker, 2004; Zenger & Folkman, 2017).

6.3.2. Discussion of results for research question two

Research question two sought to identify manager behaviours perceived by Millennials to be most effective in enhancing employee engagement. Participants were encouraged to recall a time when their manager inspired them to go above and beyond what was expected of them. Each management competency identified in research question one is critically analysed below to understand the most effective behaviours needed to promote employee engagement.

6.3.2.1. Training and support on the job

Within the overarching theme of direction and shared purpose, the competency training and support on the job received the greatest number of mentions from Millennials (80 percent) and the highest frequency of mentions (12 percent). From this the author can infer that day-to-day manager behaviours reflected in training and support on the job, promotes employee engagement among Millennial workers. Furthermore, frequency analysis highlighted that participants were more likely to mention effective manager behaviours (53 percent) within the competency.

Millennials are inspired by their managers to go above and beyond when they feel supported. Therefore, Millennials felt that their managers showed effective behaviours when they were available to help them resolve uncertainty associated with work tasks and provided advice on the best way forward. This reason makes sense because Millennials were constantly supported by their parents, teachers and coaches through their formative years (Myers & Sadaghiani, 2010) and expect the same support from their managers in the form of open communication and guidance.

Furthermore, participants considered their managers as displaying effective behaviours when they were able to help employees navigate through difficult challenges and breakdown complex tasks into achievable tasks. Additionally, Millennials perceived managers as portraying effective behaviours when they taught employees new skills and showed them how to perform new tasks. The finding is consistent with the work of Hershatter and Epstein (2010) who found that performing the most basic job tasks could prove to be challenging for younger people entering the workforce as they are so immune to handholding. This explains why training and support on the job received the highest number of mentions from Millennials.

6.3.2.2. Managing performance

Managing performance was ranked as the second highest competency to receive the greatest number of mentions (68 percent) in the sample within the theme of direction and shared purpose. Seventy-five percent of Millennials mentioned effective manager behaviours related to this competency.

The majority of Millennials interviewed said they were able to go the extra mile when their managers took responsibility for their performance by providing regular and

constructive feedback and initiating frequent performance reviews. Millennials mentioned that frequent informal performance conversations helped to strengthen the relationship with their manager. The findings are consistent with LMX theory which posited that positive follower relationships between managers and subordinates yield outcomes such as regular feedback for employees, which leads to job performance and organisational commitment (Gutermann et al., 2017; Harris et al., 2009). Notably, Millennials value close relationships to people that they report to (Ng et al., 2010), and perceive frequent feedback from supervisors as a base for strengthening work relations (Myers & Sadaghiani, 2010). This is further supported by Kowske et al. (2010) and Weber (2017) who suggested that younger workers are highly motivated by intrinsic outcomes such as regular and immediate feedback. The research findings confirmed that Millennials preferred feedback that was constructive, irrespective of it being positive or negative. This is inconsistent with the findings by Myers and Sadaghiani (2010) who asserted that mainly frequent positive feedback from supervisors was important for developing work relationships.

6.3.2.3. Clear direction and expectations

The majority of Millennials perceived the behaviours of their managers to be effective when they offered clear direction and expectations. Participants explained that they were able to perform their job well when their managers set clear goals and provided direction on work tasks. These findings confirm that leaders are able to successfully drive business performance by setting clear goals (Giles, 2016; Wellins et al., 2005) and providing clarity on job expectations (Fiordelisi & Ricci, 2014).

Millennials highlighted that they were able to achieve work plans and targets when managers provided structured guidelines and frameworks. These findings are consistent with Myers and Sadaghiani (2010) who stated that when employees receive structure and clarity on work tasks from their managers, they are more likely to feel that the organisation is supporting them and become more committed to the company. To successfully drive business results and enhance employee engagement simultaneously, managers need to communicate a clear strategy and provide direction to employees (Zenger & Folkman, 2017). Harter and Adkins (2016) confirmed that individuals need to understand how their work responsibilities contribute to the wider strategy, therefore regular communication on performance expectations is necessary for achieving organisational performance.

6.3.2.4. Strategic orientation and goal alignment

Millennials perceived a manager's ability to communicate how their role connects to the organisational mission as effective. These findings confirm that Millennials need to feel like they belong and are connected to a bigger purpose (Twenge & Campbell, 2008). Participants also considered managers to display effective behaviours when they openly communicated information received from senior management on the performance of the business and collectively aligned the team's goals to the strategic direction of the business. Myers and Sadaghiani (2010) confirmed that Millennials expect their managers to share the strategic plans formulated by senior managers with them. This expectation exists because Millennials intrinsically value open communication and transparency (Kowske et al., 2010; Myers & Sadaghiani, 2010) and expect their managers to exhibit the same work values. In addition, the findings are supported by Weber (2017) who explained that Millennials are able to access information almost instantaneously using digital technology therefore they expect immediate access to information from their managers.

Participants expressed feeling empowered when they were assigned meaningful work and they could clearly see how their role contributed toward achieving organisational goals. Barrick et al. (2013) confirmed that an individual's meaningfulness is augmented when they are able to see how the company goals are impacted by their input and performance. As a result an individual's level of engagement rises when they find their work meaningful and they become more dedicated and absorbed in their job role (Menguc et al., 2013).

6.3.3. Discussion of results for research question three

Research question three sought to understand manager behaviours Millennials perceived as most ineffective in enhancing employee engagement. Participants were encouraged to recall a time when their manager put them off going above and beyond what was expected of them. The results are discussed according to the themes presented in research question one.

6.3.3.1. Training and support on the job

Participants revealed managers are often ignorant of job demands that require physical and/or psychological effort (Bakker & Demerouti, 2007) and do not provide tools and resources to reduce their workload. Schaufeli et al. (2009) maintained that sustained job

demands eventually lead to burnout and health impairment. As a result, employees become disengaged and are more likely to leave the organisation. However, Gruman and Saks (2011) found that managers who offer support are able to lessen the discomfort of job demands and negate the early signs of disengagement.

Millennials also cited a lack of availability for one-on-one meetings and inadequate on-the-job training as ineffective manager behaviours. Interestingly, the majority of Millennials asserted that they were able to counter their manager's lack of availability by not waiting to discuss urgent matters, often entering their manager's office without a scheduled meeting. Understandably, managers are not at all times available to assist; however, it is imperative that they create the perception that they are always accessible. This is important because open door policies signal to Millennials that managers are authentic in their desire for open dialogue and their willingness to assist (Winter & Jackson, 2014).

Furthermore, when managers provided on-the-job training that was not helpful, Millennials took ownership by finding training solutions to close the gap from a knowledge perspective, which explains their confident and optimistic nature (Laird et al., 2015). However, this may also explain why managers do not provide the necessary training and support on the job, as they assume Millennials are confident enough to handle a difficult situation. Yet, research indicates that Millennials are immune to handholding (Hershtatter & Epstein, 2010) and desire managerial support.

6.3.3.2. Managing performance

Twenty-five percent of Millennials mentioned examples of ineffective behaviours relating to managing performance. The examples mainly described managers providing infrequent feedback and performance discussions. Two possible reasons could be attributed to ineffective manager behaviours associated with managing performance. First, authentic and ethical leaders may find providing guidance and advice to younger workers challenging (Anderson et al., 2017). For example, if a Millennial worker were given feedback on values and ethical choices, they may take offense. This is because Millennials are perceived as self-entitled individuals (Laird et al., 2015) who struggle to see themselves as subordinate to managers and see themselves as important than any other employee (Anderson et al., 2017). Hence, managers are hesitant to provide feedback as they do not want younger workers to feel that they are being criticised.

Second, Hershatter and Epstein (2010) pointed out that managers may find the need for constant guidance and feedback draining. This may explain why managers are more inclined to arrange formal meetings instead of having constant and unscheduled feedback sessions with younger workers. The research findings indicate that Millennials dislike scheduled formal discussions that are conducted on a one-to-one basis and prefer to have regular informal conversations to ensure both parties are constantly aligned to performance objectives. Findings also revealed that after a performance review, Millennials want to know exactly what to focus on, the areas in which they are excelling and those areas that need more attention.

These findings are consistent with Myers and Sadaghiani (2010) who found that younger workers favour regular and open communication as opposed to their older counterparts. Workers in prior generations were not exposed to constant support from their parents, teachers and coaches (Lyons & Kuron, 2014) therefore they did not require constant affirmation on their performance nor expect frequent communication from managers (Myers & Sadaghiani, 2010). This confirms why older managers may not provide feedback as often as Millennials would ideally prefer. In doing so, this creates a barrier to employee engagement, preventing employees from approaching their jobs with energy, enthusiasm and creativity (Markey, 2014).

6.3.3.3. Clear direction and expectations

Millennials perceived behaviours exhibited by their managers to be ineffective when they failed to consider the economic climate and contextual landscape when setting targets. As a result, objectives were mainly described as unrealistic and unachievable. While it may appear as if Millennials are not willing to go the extra mile to exceed expectations of overstretched targets, owing to their perceived lack of work ethic (Twenge, 2010), the findings unveil a surprising discovery. Although research points to declining work ethic and work centrality amongst younger generations (Rudolph et al., 2018), the findings reveal that these work values may emerge due to a lack of clear direction and expectations received from managers.

The findings showed that participants were often confused about work directives and expectations communicated to them by their managers. This may explain why they felt challenged in their pursuit to achieve higher targets. Participants highlighted that they became negative when their managers failed to clearly articulate work deliverables, further exacerbated by providing incorrect instructions on how to go about work tasks.

Zenger and Folkman (2017) argued that an organisations peak results are dependent on how engaged employees actually are, and asserted that employees become quickly dissatisfied when they are confused. Therefore, it is imperative that employees attain clarity on direction and understand the strategy to achieve the work plan.

Furthermore, in order to engage and retain Millennials it is imperative to communicate structured guidelines sooner. The benefits are twofold, in that managers are able to reduce the time spent providing constant guidance; and Millennials feel supported which reinforces their commitment to the organisation, making them less likely to leave (Hershatler & Epstein, 2010).

6.3.3.4. Strategic orientation and goal alignment

Interestingly, participants found behaviours relating to strategic orientation and goal alignment as highly ineffective. The competency received the highest mentions of ineffective behaviours (60 percent) compared to the other three competencies mentioned within the theme of direction and shared purpose. Millennials expressed feelings of dissatisfaction surfacing because of their managers inability to help them understand how their role fits into the organisational mission. Millennials disclosed that their managers constantly shifted the goalpost. Although they had no qualms about organisational priorities changing, they still needed to link their role to a unified mission.

Furthermore, participants mentioned that in most instances they were uncertain about what constitutes success in their role as managers refrained from cascading information on the performance and strategic direction of the business. In addition, participants acknowledged that at times their managers were misaligned on strategic goals and directives received from senior management. Consequently, they conveyed incorrect information that resulted in organisational mishaps. Myers & Sadaghiani (2010) argued that Millennials are much more competent and likely to make informed decisions when they have access to classified information. Hence, withholding information not only prevents Millennials from feeling connected to a bigger purpose (Twenge & Campbell, 2008), but it also impacts organisational performance and the quality of the relationship shared with their manager. This may potentially influence a Millennial employee's decision to quit, since positive follower relationships influences outcomes such as job satisfaction and organisational commitment (Gutermann et al., 2017; Harris et al., 2009) which are positively related to employee engagement (Saks, 2017).

6.3.4. Discussion of results for research question four

Research question four sought to understand whether differences existed in the behaviours both first-level managers and senior managers needed to show in order to enhance employee engagement of Millennials who report directly to them. Frequency analysis was used to explore the variations in patterns of responses that emerged from the two participant groups.

Group 1 participants consisted of Millennials with no management responsibilities. This group described behaviours shown by first-level line managers, who were responsible for supervising non-managerial employees. The findings showed that these participants were more likely to refer to behaviours relating to training and support on the job, and clear direction and expectations. The results suggest that these competencies are more important to employee engagement of non-managers. On the other hand, group 2 participants comprised of Millennials who had management responsibilities and were reporting on behaviours shown by more senior managers. Group 2 participants were more likely to refer to behaviours relating to managing performance, and strategic orientation and goal alignment. The results show that behaviours relating to these two competencies are more relevant to employee engagement of managers.

Similarly, the percentage of frequency mentions revealed differences between the two groups. Although, more group 2 participants referred to managing performance, and strategic orientation and goal alignment, these competencies were mentioned more frequently among group 1 participants. This evidence suggests that in order to enhance employee engagement it is more important for first-level line managers to demonstrate behaviours relating to managing performance, and strategic orientation and goal alignment.

6.3.5. Summary of discussion of results

Within the theme of direction and shared purpose, frequency analysis revealed that participants mentioned more effective behaviours for training and support on the job, managing performance, and clear direction and expectations. On the contrary, strategic orientation and goal alignment received more mentions relating to ineffective behaviours, highlighting the need for managers to develop this competency. In order to engage and effectively manage Millennials it is important for managers to display behaviours that help employees understand what constitutes success in their role and how this links to

the wider organisational mission.

6.4. Cognitive Component of Employee Engagement: Growth Opportunity

Growth opportunity was established as a distinct theme that reflected management competencies required to enhance the cognitive component of employee engagement. Employees were able to focus and think about how best to perform their job role when their managers provided them with support, and opportunities to grow and develop their career. The discussion of the results below pertains to manager behaviours that enhance an employee's cognitive energy exerted in a job role.

6.4.1. Discussion of results for research question one

Research question one explored the specific management behaviours that line managers need to show in order to enhance employee engagement of Millennials in the workplace. Career and development received the highest number of mentions (89 percent) from the sample of interviewees, followed by autonomy and empowerment (72 percent) and managing change and innovation (27 percent).

Career and development, and autonomy and empowerment were the most prominent competencies derived from interview questions six, seven and eight of the proforma interview. The findings are supported by the assumptions underpinning the JD-R model, which maintains that job resources may play two significant roles. It may play an intrinsic motivational role, in that it fosters an employee's growth, learning and development; or an extrinsic motivational role because they influence the achievement of work goals. In either role, job resources cultivate employee engagement (Bakker & Demerouti, 2007). Research suggested that Millennials are extrinsically motivated by tangible outcomes of work, such as rapid career advancement (Lyons & Kuron, 2014). Since younger workers desire career progression, they expect intrinsic outcomes such as autonomous decision-making (Ng et al, 2010) and personal development to be fulfilled by their managers (Winter & Jackson, 2014). Management behaviours that create ample learning opportunities through professional development, career progression and mobility are directly linked to building an engaged workforce (Bersin, 2015).

Furthermore, research confirmed that younger workers are having a catalytic effect on evolving organisational cultures, advancing new technology, reinventing employment

value propositions and discovering new ways to flourish in a complex environment (Hirsh & Coelho, 2016). Therefore, Millennials expect managers to adopt innovative practices and, embrace and manage organisational change effectively.

6.4.2. Discussion of results for research question two

Research question two sought to understand manager behaviours Millennials perceived as most effective in enhancing employee engagement. Participants were encouraged to describe a time when their manager was effective in helping them focus on the work that they were doing. Each of the management competencies identified in research question one above is intricately examined to understand the most effective behaviours needed to promote employee engagement.

6.4.2.1. Career and development

The findings revealed that Millennials were able to excel at work tasks when managers adapted their role or delegation of projects to their strengths. Participants were especially motivated by challenging work assignments and considered these as learning opportunities in that it enabled them to develop their capabilities and skill set. These findings are supported by Harter and Adkins (2015) proposition that employees who are assigned meaningful work are able to harness their personal strengths to produce work of high quality.

The majority of participants mentioned that their managers were effective in providing learning opportunities in the form of job mobility and exposure to projects that were out of their scope. In doing so, they perceived their managers to be mentors who were committed to their development and growth. Because of this, a participant considered his manager to be a coach and *“not a boss.”* This was reaffirmed by another participant who mentioned the importance of having a *“good mentoring relationship with somebody that will help me grow to the quickest of my ability.”*

Millennial workers believe that their predecessors do not need mentorship and guidance because they *“know what is expected of them.”* If this is true for this group, the researcher may assume that since older workers do not require mentorship, they are highly unlikely to provide mentorship. This is an important revelation, as Baby Boomers in managerial positions have a strong presence in today’s workforce and their self-absorbed nature (Kowske et al., 2010) may detract from their responsibility toward coaching and

developing the younger generation. Managers who are cognisant of the expectations Millennials have on rapid career advancement (Twenge et al. 2010) can successfully engage and retain the younger cohort by dedicating time to coaching and mentoring (Wellins et al., 2005), and developing plans to suit their career path (Kultalahti & Viitala, 2015). Managers can build an engaged workforce by supporting and facilitating internal job mobility and allowing Millennials the option to move across functions and into roles that enable them to maximise their capabilities and strengths (Bersin, 2015).

Having just joined the company and in the role for three months, a participant expressed that she would consider leaving the company in the next year, if her career objectives and development plan agreed with her manager had not been fulfilled by then. Various studies conducted found that Millennials will leave within two years of starting a job if they are not promoted within this period (Deloitte, 2018; Ng et al., 2010). This makes sense because career advancement is considered a priority for Millennials (Ng et al., 2010) supporting the notion that disloyalty and rebellion emerge among younger workers when organisations fail to meet their expectations, making them more susceptible to leave the company (D'Amato & Herzfeldt, 2008; Stewart et al., 2017). The participant mentioned that her manager was very clear on expectations and assisted her with developing a plan to meet her career objectives, supporting the assertions by Kultalahti and Viitala (2015) that Millennials value personal development plans tailored to their career path.

6.4.2.2. Autonomy and empowerment

Autonomy and empowerment received the highest number of mentions relating to effective behaviours (77 percent). Participants perceived behaviours to be effective when their managers awarded them latitude to make decisions in their own sphere of work which fostered a safe learning environment. This finding was supported by Gruman and Saks (2011) who asserted that engagement levels are raised when employees feel safe knowing that they have some control in performing work tasks which gives rise to autonomous decision-making. A participant mentioned that her manager encouraged her to take ownership of her new role, and in doing so she was able to apply a diverse set of skills to the job role. These insights affirm the literature which brings to the fore the importance of employee autonomy in enabling individuals to approach their roles in a way that supports their skills (Gruman & Saks, 2011).

Participants mentioned that they were better able to focus on their work tasks because

their managers provided them with support by allowing them the freedom to self-organise their time and work. This confirms the finding that a supportive environment is critical in harnessing an engaged workforce (Bersin, 2015). Furthermore, Giles (2016) found that managers who empower employees to self-organise are able to drive productivity and job satisfaction.

6.4.2.3. Managing change and innovation

Participants considered the use of digital technology, social media and the internet as enablers for workplace productivity. Managers who allowed employees to freely access and utilise the information available on these platforms were able to help employees focus on their work and enable them to think about how best to perform their job. A participant explained that it was inefficient to consistently approach their manager for information because *“with the evolution of digital technology and social media that is so readily accessible you do not need to go to your manager to ask him for everything...you already have the answer.”* Other participants shared similar insights therefore these findings confirm that Millennials are tech savvy, having grown up with mobile phones, social media and the Internet of Things (IoT) (Hershatter & Epstein, 2010; Myers & Sadaghiani, 2010). As a result, they have a unique comfort with technology and are able to access information almost instantaneously (Weber, 2017).

Effective management behaviours were also reflected in managers who promoted change and innovation by encouraging and supporting employee ideas. The result was found to be consistent with transformational leadership behaviours in which managers who inspire employees to challenge their ideas and think differently through intellectual stimulation, are able to foster employee engagement (Breevaart et al., 2014).

6.4.3. Discussion of results for research question three

Research question three sought to understand manager behaviours Millennials perceived as most ineffective in enhancing employee engagement. Participants were encouraged to describe a time when their manager was ineffective in helping them focus on the work they were doing. The management competencies specified in research question one is analysed to understand the most ineffective behaviours that may possibly inhibit employee engagement.

6.4.3.1. Career and development

Exposure to challenging work tasks was identified as an important aspect underpinning the overarching theme of growth opportunity. Participants found managers to exhibit highly ineffective behaviours when they assigned work that was repetitive and boring. These findings echo the sentiments shared by Weber (2017) who argued that the older generation expect Millennials to “pay their dues first” before being handed work that was deemed challenging and complex. This may possibly explain why older managers assign monotonous work to younger workers under the pretext of broadening their job scope to advance their development. This revelation was supported by a participant who exclaimed that his manager cajoled him into taking on more of the same work as it was presented as an opportunity to develop his capabilities. However, it turned out that the organisation was short-staffed in light of recent retrenchments and did not have the available resources on hand to fulfil the pending tasks.

Interestingly, a participant expressed that their skills set was underutilised in their current role and was willing to take on more challenging assignments with no intention of being promoted. These findings are consistent with Ng et al. (2010) who found that Millennials tend to forgo a higher salary for work that is meaningful and fulfilling. This is further supported by Kultalahti and Viitala (2015) who maintained that younger workers place less emphasis on money and promotion, and were rather motivated by varied tasks and challenging work. However, the findings refute the claims made by Gilley et al. (2015) and Twenge (2010) whom inferred that Millennials prefer having less responsibility in job roles. The participant clearly expressed their desire to get “*involved in more high-level work,*” which naturally comes with my more responsibility.

6.4.3.2. Autonomy and empowerment

The management competency on autonomy and empowerment received the least number of mentions on ineffective behaviours (23 percent) when compared to the other competencies within the theme of growth opportunity. However, the majority of examples provided by participants related to the inability of managers to relinquish control in decision-making, and displaying tendencies toward too much risk aversion.

The results indicated that Millennials were disgruntled at not being treated as individuals and were expected to apply a uniform approach to work projects. Participants explained that when tasks were assigned to them they were not given the freedom to apply their

own knowledge, skills and expertise to the job task. As such, employees sensed that their managers showed no trust and confidence in their ability to accomplish the work. Furthermore, participants described work scenarios where their suggestions were not supported because it was considered too risky. This argument makes sense because managers are fearful of potential mistakes and negative consequences that may potentially arise from their subordinates' decisions (Giles, 2016) which further explains why they may be reluctant to allow autonomous decision-making. However, preventing employees from self-organising their work may well result in loss of productivity and job satisfaction which directly impacts an organisations engagement levels (Bersin, 2015; Giles, 2016).

Research suggested that Millennials hold over confident and optimistic views of themselves (Kosterlitz & Lewis, 2017; Laird et al., 2015). When managers show a lack of trust and confidence in their ability to make decisions and solve problems, they may perhaps find their work unfulfilling and meaningless as a result of their dented ego. Kumar and Pansari (2016) argued that an employee's intention to leave is reduced when they feel a sense of ownership toward their responsibilities and the organisation. These findings confirm that managers need to offer employee autonomy and empowerment, and effectively manage a safe learning environment.

6.4.3.3. Managing change and innovation

Participants were concerned that their managers were rigid and inflexible to change. Millennials explained that their managers were hesitant to incorporate more efficient practices in the organisation because it meant challenging the status quo. As a result, they preferred to apply tried and tested methods to ways of working. Interestingly, Millennial managers were reluctant to challenge the mindset of their older counterparts who were hell-bent on using traditional structures and outdated processes. Keating and Heslin (2015) confirmed that a fixed mindset is toxic to engagement, suggesting that the organisational environment, and managerial behaviours and actions play an instrumental in cultivating employee engagement.

Participants also expressed their discontent regarding behaviour that discouraged the use of innovative technology and the associated efficiencies. Anderson et al. (2017) posited that while technology provides more convenient mediums for Millennials to communicate with their managers, it detracts from building a relationship of trust. For example, although emails and text messages are effective in delivering messages, they

are perceived to be impersonal and disrespectful, especially among LMX leaders. This may explain why managers are indisposed to the idea of employees working from remote locations.

Furthermore, participants found behaviours to be ineffective when managers failed to deliver transparent communication during structural changes within the organisation which created anxiety and stress. Saks (2006) argued that positive work experiences lead to good health and emotional well-being; while anxiety, depression and stress negatively impacts an employee's level of engagement. This is further supported by Schaufeli et al. (2009) who argued that employees become disengaged when they feel a sense of insecurity and uncertainty in their job role which leads to job stress and health issues.

6.4.4. Discussion of results for research question four

Research question four sought to understand whether significant differences existed between behaviours needed by first-level line managers and more senior managers in order to enhance employee engagement of Millennials who report directly to them. Frequency analysis was used to explore the differences in responses that emerged between non-managers in group 1, and managers in group 2.

The findings revealed that the same number of individuals in both groups referred to manager behaviours relating to career and development, suggesting that the competency may be equally important to employee engagement of non-managers and managers. Group 2 participants who comprised of individuals with management responsibilities were more likely to refer to behaviours relating to autonomy and empowerment, indicating that this competency may be more relevant to employee engagement of managers. Group 1 participants consisting of individuals with no management responsibilities, referred more to managing change and innovation. The evidence indicates that this competency may possibly be important to employee engagement of non-managers.

The percentage of frequency mentions revealed differences between participants in both groups. Interestingly, despite the two groups referring equally to career and development, group 1 participants mentioned the competency more frequently. This may suggest that while it is equally important for all managers to show effective career and development to their employees, it is particularly important for first-level line managers

to display these behaviours in order to foster an engaged environment. Furthermore, it followed that group 2 participants who referred more to autonomy and empowerment also mentioned the competency more frequently. Similarly, group 1 participants who referred to managing change and innovation also mentioned this competency more frequently. This may perhaps indicate that in order to enhance employee engagement among the Millennial generation, it is fundamental for senior managers to exhibit behaviours associated with autonomy and empowerment. Furthermore, it might be more important for first-level line managers to manage change and innovation more effectively.

6.4.5. Summary of discussion of results

Frequency analysis showed that participants mentioned more effective behaviours than ineffective behaviours for career and development, and autonomy and empowerment. However, participants mentioned more ineffective behaviours for managing change and innovation. The findings may suggest that management competencies are needed for engaging, retaining and motivating Millennials, with opportunities for professional growth at work.

6.5. Emotional Component of Employee Engagement: Interpersonal Skills and Integrity

The overarching theme of interpersonal skills and integrity, best described the specific management competencies required to enhance the emotional component of employee engagement. Employees were able to bring passion to their job role and organisation, when their managers made them feel positive about work experiences. The discussion of the results below pertains to the managerial behaviours that are needed to enhance a Millennial employee's emotional energy exerted in a job role.

6.5.1. Discussion of results for research question one

Research question one explored the specific management behaviours that line managers need to show in order to enhance employee engagement of Millennials in the workplace. Millennials perceived behaviours relating to emotional expertise and awareness, rewards and recognition, ethical principles, and collaboration and influencing as specific managerial competencies for enhancing employee engagement.

The competencies emotional expertise and awareness, and rewards and recognition,

received the highest percentage of frequency mentions (14 -19 percent) and were also referred to by the greatest number of interviewees (92 - 95 percent). Manager behaviours that showed inherent care for employees, and promoted flexibility and work-life balance were related to emotional expertise and awareness. Participants found managers demonstrated genuine care and interest when they were cognisant of others' feelings and concerns, and communicated this awareness empathetically. Millennials value close relationships (Lyons & Kuron, 2014; Twenge, 2010) confirming that empathetic connections between co-workers cultivates employee engagement (Kahn, 1990).

The findings of the study are consistent with academic literature that suggested Millennials place a higher value on jobs that offer work-life balance (Anderson et al., 2017; Lyons & Kuron, 2014; Ng et al., 2010). However, the findings are not aligned with Twenge (2010) who argued that Millennials intense desire for leisure has largely impacted their commitment to their job, insinuating that the younger cohort lacks work-ethic. The results of this study indicated that while Millennials seek flexibility, they are willing to sacrifice leisure and work hard to fulfil their individualistic goals.

Conflicting research exists on Millennials and their desire for extrinsic rewards. Research suggested that Millennials are more inclined to work at organisations that offer attractive extrinsic benefits, such as high salaries increases and rapid job promotions (Ng et al., 2010; Twenge et al., 2010). However, the research findings revealed that while Millennials are sensitive to monetary compensation, they place a higher value on intrinsic rewards such as professional growth opportunities and exposure to varied and challenging tasks, thereby supporting the work of numerous authors (Kultalahti & Viitala, 2015; Rigoni & Adkins, 2016). Furthermore, participants highlighted their desire for immediate recognition which is supported by Weber (2017). However, they expected meaningful recognition and praise that was not doled out indiscriminately.

Participants considered managers to be ethical when they treated others with respect and fairness, showed accountability and responsibility in their actions, and delivered transparent and open communication. Acting in an ethical manner is considered to be one of the most effective leadership competencies (Giles, 2016), therefore is not surprising that more than half of the sample (57 percent) referred to behaviours relating to ethical principles.

Finally, the competency on collaboration and influencing involved management behaviours that fostered a diverse and inclusive environment, encouraged knowledge

sharing, and cross-functional collaboration. Millennials are perceived as being helpful to co-workers and society (Myers & Sadaghiani, 2010; Stauss & Howe, 2000) and enjoy working in teams and collaborative based groups (Lyons & Kuron, 2014; Myers & Sadaghiani, 2010) which explains why almost half the sample (47 percent) referred to this competency.

6.5.2. Discussion of results for research question two

Research question two sought to understand manager behaviours perceived by Millennials as being most effective in enhancing employee engagement. Participants were encouraged to describe a time when their manager made them feel positive about their role. The responses that formulated the resultant management competencies identified in research question one above, are critically analysed below to understand the most effective behaviours that line managers need to show on a daily basis.

6.5.2.1. Emotional expertise and awareness

Participants maintained that managers who were receptive and could interpret the feelings of others', demonstrated behaviours related to emotional expertise and awareness. A participant mentioned that he felt frustrated as he was stagnating in his job role yet did not verbalise his concerns to his manager. He explained that his manager was able to accurately interpret his feelings and acted by changing the profile of the job which made him feel positive and optimistic about his role. This supports the assertion by Saks (2017) and Menguc et al. (2013) that positive work experiences lead to employee engagement. As a result, employees become more dedicated, focussed and absorbed in their job role.

Interestingly, other participants explained that their managers displayed emotional expertise and awareness when they were open to flexibility and work-life balance. This speaks to the argument presented by Schaufeli and Bakker (2010) who maintained that engagement is not a fad, and a "one-size-fits-all" approach cannot be applied to all employees. The findings are supported by several authors who maintained that younger generations place more emphasis on work-life balance compared to older generations (Anderson et al., 2017; Lyons & Kuron, 2014; Ng et al., 2010) and are more likely to be engaged when they are offered flexible working hours (Kultalahti & Viitala, 2015). However, a participant added that flexibility is granted when a certain level of trust has been established between a manager and employee. For example, her manager shows

care and compassion by allowing her flexibility in her work role because he trusts that her work will always be delivered on time. This finding is further supported by Macey and Schneider (2008) who maintained that when a positive relationship of loyalty and trust is established, organisations are more likely to retain employees.

6.5.2.2. Rewards and recognition

The participants were unanimous in maintaining that effective behaviours displayed in the management competency rewards and recognition, involved rewarding hard work and recognising individual contributions.

Surprisingly, while the majority of participants appreciated rewards in the form of tangible benefits such as salary increases or bonuses they preferred professional development opportunities. A participant explained that even though he put in extra effort for a bonus, he would rather prefer feeling valued for his contribution by being rewarded with career growth opportunities because *“it is not all about money.”* Another participant expressed similar sentiments explaining that feeling a sense of belonging and connection to the organisation is more important than a *“huge pay check.”*

Despite Millennials being sensitive to monetary compensation (Rigoni & Adkins, 2016) they tend to forgo a high pay check for work that is challenging and meaningful. This assertion is further supported by Kultalahti and Viitala (2015) who maintained that the younger cohort places less emphasis on money and more on the importance of learning and development. However, the results of the study refute the findings by Twenge et al. (2010) who claimed that Millennials are more likely to be motivated by extrinsic rewards than work that offers intrinsic rewards.

Millennials also considered a day off work as a befitting reward for hard work and effort. This makes sense because they value freedom and more vacation time (Twenge et al., 2010). Using days off in lieu of monetary compensation when Millennials demonstrate outstanding performance can be very motivating to Millennials (Kultalahti & Viitala, 2015). This can also be a preventative measure adopted by organisations to avoid burnout and emotional exhaustion on the job (Lu & Gursoy, 2016).

Participants mentioned that their managers often expressed gratitude and openly boasted about their accomplishments in front of the entire team and senior management. This positive reinforcement and frequent validation made participants feel motivated and

valued. These findings make sense because Millennials expect immediate recognition (Weber, 2017) having received inordinate amounts of praise from their parents during their development years (Kowske et al., 2010) which explains why they are referred to as the “trophy generation.”

Trends indicate that rewards and recognition is the biggest driver of employee engagement (Aon Hewitt, 2018), which are aligned with the findings in the study, as rewards and recognition received the second highest percentage of frequency mentions (14 percent). Managers should recognise that the need for frequent praise and recognition among Millennials are critical job resources required to enhance employee engagement (Maslach & Leiter, 2008; Menguc et al., 2013; Saks, 2006; Schaufeli & Bakker, 2004).

6.5.2.3. Ethical principles

Participants perceived effective manager behaviours relating to ethical principles as being highly ethical, leading by example, and treating employees with respect and fairness. This finding is especially important for managers that want full commitment from employees. Because when leaders demonstrate respect they are able to positively influence both engagement levels and organisational performance (Porath, 2015). Managers who delivered on promises and facilitated transparent conversations were considered to act in an ethical manner. This finding makes sense since younger workers are intrinsically motivated by open communication and transparency (Myers & Sadaghiani, 2010; Twenge, 2010; Winter & Jackson, 2014).

Managers led by example when they held both themselves and employees accountable. Participants found these behaviours highly inspirational because their manager held them personally responsible for results. For example, one participant explained that her manager encouraged her to question outputs and *“speak up when a number on a spreadsheet doesn’t look right... and if you cannot buy into it then you cannot deliver.”* Furthermore, Millennials are more inclined to select employers that have strong values that match their own (Ng et al., 2010) therefore participants also found managers to be highly effective when they exhibited behaviours that were consistent with the organisations values.

6.5.2.4. Collaboration and influencing

The majority of participants perceived collaboration and influencing as effective management behaviours to enhance employee engagement in the workplace. Managers were considered to display effective behaviours when they were able to create a diverse and inclusive environment, encourage knowledge sharing, and cross-functional collaboration.

Participants mentioned that their managers encouraged them to work with employees from other divisions to derive functional expertise and expand their skill set. One participant explained that her manager supported collaboration with teams across different functions within the business and this allowed her to “*see the impact of my work and what I do... and how that effects different sections of the business.*” When Millennials get involved in collaborative group-based work they are most likely to be fully committed and go the extra mile (Myers & Sadaghiani, 2010) because Millennials value working in teams that are intellectually stimulating, supportive, and enthusiastic (Kultalahti & Viitala, 2015; Lyons & Kuron, 2014).

Millennials found their managers to display highly effective behaviours when they made societal contributions and valued the community. This finding is consistent with Myers and Sadaghiani (2010) who found that the younger generation is fond of serving the community made visible through the manifestation of socialisation attributes acquired from their Baby Boomer parents. In order to attract, engage and retain Millennials, managers need to get genuinely involved in making a societal contribution through corporate social responsibility initiatives. This is because Millennials are more likely to select employers based on their CSR programmes, philanthropy and volunteer efforts (Ng et al., 2010).

Millennials experience greater job satisfaction when managers share information (Myers & Sadaghiani, 2010). One participant said that she found her manager to be “*extremely supportive and knowledgeable*” when he shared information and gave her advice on an area that was not her functional competency. She also mentioned that “*he is very helpful in clearing my path and clearing the red tape.*” When managers remove obstacles outside an employee’s direct influence it sets the tone of having each other’s back (Giles, 2016). These behaviours build a strong foundation for connection and increases employee engagement.

6.5.3. Discussion of results for research question three

Research question three sought to understand manager behaviours perceived by Millennials as being most ineffective in enhancing employee engagement. Participants were encouraged to describe a time when their manager made them feel negative about their role. The responses that formulated the resultant management competencies identified in research question one above is critically analysed below to further understand the most ineffective behaviours to avoid on a daily basis.

6.5.3.1. Emotional expertise and awareness

Many participants described their managers as disrespectful because they were expected to work long hours, after hours and on vacation. A participant described working on holiday as an *“invasion of privacy and downtime with my family.”* Although, most organisations encouraged work-life balance, participants were hesitant to adopt the work policy, as their line managers were opposed to flexible working hours. An interviewee further explained that being at the office meant that you were working therefore managers were reluctant to allow employees to work remotely, further expressing that this is a *“traditional mindset that needs to break.”* Despite leaving the office at a respectful time and having completed all deliverables for the day, managers were still cynical, with one manager remarking *“you are working a half day.”*

These findings are supported by Anderson et al. (2017) who asserted that managers who lead with an authentic style of leadership perceive work ethic as working long hours which is indicative of the value one places on the importance of work. This is especially true for Baby Boomers who possess a strong work ethic (Hansen & Leuty, 2012) and are willing to work long hours and sacrifice time for their careers (Cahill & Sedrak, 2012). This may explain why managers, particularly the older generation show ineffective behaviours relating to flexibility and work-life balance.

Participants were displeased when managers made no effort to build a connection or make employees feel cared for. A participant expressed that despite her showing an interest in her managers life, he could not remember the name of her daughter. This finding supported the assertion by numerous authors made about Millennials on their desire to feel a sense of connection and belonging, and the high value they place on cultivating close relationships with co-workers (Lyons & Kuron, 2014; Ng et al., 2010; Twenge, 2010; Twenge & Campbell, 2008). Furthermore, managers who show an

interest in an employee's life and make an effort to remember the names of their family members, can raise employee well-being and engagement (Giles, 2016).

6.5.3.2. Rewards and recognition

More than half of the sample referred to ineffective behaviours relating to rewards and recognition. Some participants explained that they would appreciate more praise for their hard work and it should not be doled out indiscriminately. For example, one participant expressed that outstanding individual contributions should be recognised differently because *“how are people meant to strive to be on one of the top accounts since we are all getting the same recognition.”* While other participants maintained that they had to demonstrate exceptional performance before receiving appreciation or acknowledgment for their efforts. Another participant who worked for a global conglomerate mentioned that although her organisation rewarded her and gave her benefits, she did not feel that it was on par to that of the industry.

It is important for managers to realise that Millennials are not motivated by long-term contracts (Kultalahti & Viitala, 2015) and are unsure about whether they could remain in the organisation for a long period of time (Ng et al., 2010). Given that Millennials desire immediate recognition (Weber, 2017), managers need to display behaviours relating to this competency in order to engage and retain the younger cohort. Research also suggested that insufficient rewards lead to burnout and high turnover. Therefore managers need to reward employees fairly and equitably, to avoid job stress associated with burnout (Maslach & Leiter, 2008; Saks, 2006).

6.5.3.3. Ethical principles

Research suggested that strong ethics is one of the most effective leadership competencies (Giles, 2016). Surprisingly, Millennials in the study mentioned mostly ineffective behaviours (82 percent) relating to ethical principles. Participants considered managers to behave unethically when they lacked transparency and failed to uphold their commitment. A participant said that he was highly disappointed when his manager promised him a promotion but did not deliver. He further questioned *“why do I have to give my everything if this company and manager is not playing open cards with me?”* Employees are most likely to go the extra mile when they trust that their investment toward their work will be rewarded (Macey & Schneider, 2008). The participant said that if his manager *“was just straight to the point...then it would be a totally different story.”*

Managers who cultivate a relationship of trust and loyalty are able to engage and retain employees (Macey & Schneider, 2008, Wellins et al., 2005). This may explain why the participant felt negative about the job experience because he believed that his manager acted dishonestly by not upholding his commitment.

Many participants mentioned that they felt disrespected when their manager distributed work unfairly. A participant mentioned that her manager not only gave her work that was unmeaningful but made her carry her share of the workload. As a result, she was not motivated to give her best anymore because *“it stopped me from doing work that I really wanted to do. She was taking up a lot of my time with work that should have been her work and handing me work that I felt was duplication of work that I had already done.”* Fair distribution of work, especially work that is meaningful allows employees to produce work of high quality (Harter & Adkins, 2015; Maslach & Leiter, 2008; Saks, 2017). This may explain why the participant said that as a result of this ineffective behaviour her work suffered and *“went by the wayside.”* It is important for managers to recognise that when Millennials are passionate and enthusiastic about their work, they remain loyal to the organisation (Hershatter & Epstein, 2010). Therefore, managers leading the younger cohort need to focus their attention on demonstrating high ethical standards and moral behaviour.

6.5.3.4. Collaboration and influencing

Participants perceived ineffective behaviours relating to collaboration and influencing as showing no interest toward promoting equality and creating a culturally diverse workplace. Millennials are considered to be more racially and ethnically diverse than older generations (Weber, 2017). This explains why older managers may lack this managerial competency and why Millennials perceive these specific behaviours as ineffective in fostering an engaged environment.

Managers were considered to display ineffective behaviours when they withheld information, prevented unity among employees and collaboration across teams. Managers need to recognise that these behaviours should be avoided and more collaborative processes such as team work, need to be adopted. Because Millennials are intrinsically motivated to go above and beyond when they believe that their work environment is collaborative (Fiordelisi & Ricci, 2014).

Furthermore, participants perceived ineffective managerial behaviours as failing to boost

employee morale and productivity of the team, and neglecting to arrange or participate in team build activities. People are social species and thrive in environments where they feel a sense of connection and belonging (Giles, 2016). This applies to a greater extent to Millennials who value close relationships and enjoy socialising with co-workers, more so than their older counterparts (Lyons & Kuron, 2014; Twenge, 2010). Therefore, falling short in creating an exciting and motivating environment that inspires employees to contribute and participate may possibly lead to disengagement.

6.5.4. Discussion of results for research question four

Research question four sought to understand whether significant differences existed between behaviours needed by first-level line managers and more senior managers in order to enhance employee engagement of Millennials who report directly to them. Frequency analysis was used to explore the differences in responses that emerged from the two participant groups.

Group 1 participants consisted of Millennials with no management responsibilities. This group described behaviours shown by first-level line managers, who were responsible for supervising non-managerial employees. The findings showed that these participants were more likely to refer to behaviours relating to emotional expertise and awareness, ethical principles, and collaboration and influencing. The results suggest that these competencies are more important to employee engagement of non-managers. On the other hand, Group 2 participants comprised of Millennials with management responsibilities, who were reporting on behaviours shown by more senior managers. Group 2 participants were more likely to refer to behaviours relating to rewards and recognition. The results show that this behavioural competency is more relevant to employee engagement of managers.

Similarly, the percentage of frequency mentions revealed differences between the two groups. Although, more group 2 participants referred to rewards and recognition, this competency was mentioned more frequently among group 1 participants. This evidence suggests that in order to enhance employee engagement of Millennials it may be more important for first-level line managers to demonstrate behaviours relating to rewards and recognition.

6.5.5. Summary of discussion of results

Frequency analysis highlighted that participants mentioned more effective behaviours for emotional expertise and awareness, and collaboration and influencing. However, participants mentioned more ineffective behaviours relating to rewards and recognition, and ethical principles. The findings may suggest that management behavioural competencies that focus on developing interpersonal skills, undertaking actions with integrity, and promoting a culture of rewards and recognition can enhance employee engagement among the younger generation.

6.6. Conclusion

The growing influx of Millennials and their vastly different expectations of the workplace have presented numerous challenges to managers and has raised the question on how best to engage and manage the younger cohort. The resultant framework from the qualitative research study aimed at addressing this core research problem by identifying specific management competencies to enhance employee engagement of a younger generation, further providing examples on effective behaviours to adopt and ineffective behaviours to avoid. Although there were expectations of highlighting differences between behaviours needed by both first-level line managers and more senior managers, the results revealed consistency in the description of competencies provided by both participant groups. All 11 competencies were referred to by group 1 and group 2 participants hence, a single management competency framework was developed which is applicable to both levels of management.

The author confirms that the research questions identified in Chapter One have been answered based on the analysis of the literature review and in-depth insights gathered from the interviewees. The following chapter presents a summary of the principal findings, implications for human resource practitioners and line management, identifies opportunities for further research, reconsiders limitations of the research and provides an overall conclusion to the research study.

CHAPTER 7: CONCLUSION AND RECOMMENDATIONS

7.1. Introduction

Chapter Six presented an interpretation of the findings and a discussion of the results. The management competency framework presented in Chapter Five was discussed in combination with the existing literature reviewed in Chapter Two and the business problem described in Chapter One.

Chapter Seven provides an assessment of the competency framework as a tool to support and guide management effectiveness. This chapter provides a summary of key findings, followed by recommendations to line managers and human resource practitioners, further highlighting limitations in the research, and finally presenting suggestions for future research.

7.2. Research Background and Objectives

The research problem identified was based on uncertainty regarding specific management competencies required to promote employee engagement among the emerging younger workforce. The Millennial generation have vastly different expectations of the work environment and view work as less central to their lives. Their values are reasonably distinct from their older counterparts, leading to a generational divide between them and their predecessors (Anderson et al., 2017). This presents unique challenges to managers, particularly on how to engage younger workers, as current leadership theories and management practices may no longer be applicable to an ever-changing environment.

In order to provide insight into the business problem, the study required an exploratory investigation to identify specific management competencies for enhancing employee engagement of the younger generation, from the perspective of Millennials. Further highlighting the most effective behaviours to adopt and the most ineffective behaviours to avoid, and exploring the differences between first-level line managers and more senior managers within this context. The aim of the research was to develop a framework to serve as a guideline for managers to develop core competencies and skills required to cultivate an engaged workforce. It follows that the study has successfully addressed the research problem and answered the research questions set out in Chapter One. The principal findings are summarised in the following section.

7.3. Principal Findings

In-depth, semi-structured interviews were conducted face-to-face with 15 Millennials, within seven consumer goods companies, across Johannesburg. The sample comprised of eight participants who had no management responsibilities, and seven participants who had management responsibilities. The non-managers in group 1 described behaviours displayed by first-level line managers while managers in group 2 described behaviours exhibited by senior managers. The qualitative research study posed open – ended questions to interviewees and utilised the critical incident technique to explore the research questions derived from the literature review. The research findings supported elements of existing literature however there were areas of conflict between practice and theory. New evidence emerged on specific day-to-day line management behaviours needed to engage and manage the Millennial workforce.

Overall the principal findings revealed that Millennials advocate work-life balance, seek opportunities for career growth, prefer collaborative group-based work, and find remote work and flexible hours appealing. They expect coaching and immediate feedback in the workplace. This cohort tends to stagnate when presented with work that is not challenging and meaningful. As a result, they become disengaged, making them more likely to leave the organisation. Having grown up with mobile phones, they rely on digital communication tools and platforms. Their affinity to technology, has allowed them to learn quickly and apply digital solutions to everyday work problems. Notably, they are more progressive and optimistic than previous generations, so businesses must adapt their management competencies to the work values of the new generation workforce.

This led to the development of a management competency framework, shown in Table 22, thereby contributing to the existing body of knowledge and expanding the subject matter by providing effective and ineffective behavioural indicators for each competency.

7.3.1. Management competency framework for employee engagement of Millennials

The research study identified 11 management competencies, grouped into three broader themes which formed the resultant framework. Each theme related to a component of employee engagement: direction and shared purpose (physical), growth opportunity (cognitive), interpersonal skills and integrity (emotional). The framework identified specific behaviours managers need to show under each component of employee

engagement. This was done to ensure that managers display behaviours that enable Millennial workers to simultaneously invest their physical, cognitive and emotional energies into the performance of their job role (Kahn, 1990).

Despite expectations of highlighting distinct behaviours at different management levels, competencies mentioned were consistent across group 1 and group 2 participants. Hence, a single management competency framework was developed rather than separate frameworks for first-level line managers and senior managers.

7.3.2. Frequency analysis

Two methods of frequency analysis were applied to the data set. First, to highlight the percentage of sample that referred to each management competency. Second, to ascertain the percentage frequency of mentions for each management competency. The four competencies, emotional expertise and awareness, rewards and recognition, career and development, and training and support on the job were mentioned by the greatest number of participants (80 – 95 percent) and received the highest percentage of frequency mentions (12 – 19 percent). Overall, the frequency analysis showed that there were more effective behaviours than ineffective behaviours for most management competencies. The competencies that received more mentions pertaining to ineffective behaviours were ethical principles (82 percent), managing change and innovation (67 percent), and strategic orientation and goal alignment (60 percent).

On the whole, there was little difference between the participants who referred to each competency. However, there were two notable differences in the pattern of responses that emerged from the two participant groups. Group 1 participants who were reporting on first-level line manager behaviours were more inclined to refer to competencies collaboration and influencing, and managing change and innovation. Whereas, group 2 participants who were reporting on senior manager behaviours referred more to strategic orientation and goal alignment. While the evidence may suggest that behaviours relating to collaboration and influencing, and managing change and innovation are more applicable to employee engagement of non-managers and behaviours relating to strategic orientation and goal alignment are more relevant to employee engagement of managers, it is risky to make these assumptions. This is because, the differences in frequencies may not necessarily imply that any one competency is more meaningful than the other, for the two groups. Therefore, further research is required to identify meaningful differences between competencies across various organisational levels to

ascertain its relevancy for enhancing employee engagement (Lewis et al., 2011).

The percentage of frequency mentions also presented differences in the pattern of responses from the two groups. Despite the same number of participants referring to the competency career and development, group 1 participants mentioned the competency more frequently. This may suggest that in order to enhance employee engagement of Millennials, it is necessary for first-level line managers to offer effective career and development opportunities. Furthermore, while group 2 participants referred to rewards and recognition, managing performance, and strategic orientation and goal alignment, these competencies were mentioned more frequently by group 1 participants. This may perhaps suggest that it is more essential for first-level line managers to show behaviours associated with these competencies. Once again, one cannot assume meaningful differences between the two groups, however frequency analysis highlights that certain competencies make take precedence over others at different levels of management in the organisation. Although all competencies derived from the results of the study are fundamental to both levels of management, further research is required to determine which competencies are more applicable to managing employee engagement at various organisational levels.

7.4. Implications for Line Managers

The aim of the research was to develop a tool to support management effectiveness in enhancing employee engagement among Millennials in the workplace. The management behavioural competency framework identifies specific day-to-day manager behaviours required to engage younger workers. Although this approach may be considered as general people management, the framework provides a guideline on effective manager behaviours that are most likely to enhance employee engagement and ineffective behaviours that may negatively impact employee engagement of the younger cohort.

The research findings suggest that there is no single behaviour that can effectively engage employees, rather a complementary set of behaviours are required to simultaneously harness all elements of employee engagement: physical, cognitive and emotional. Understandably, behaviours required to effectively engage Millennial workers may vary according to the individual being managed.

The framework may also serve as a useful guideline to managers in that they are able to identify elements of good people management that they already apply from the

compilation of behaviours, and ones that they may need to incorporate into their management repertoire.

7.4.1. Applying the framework to adapt current leadership theories

Anderson et al. (2017) postulated that the effectiveness of current leadership theories applied to today's workforce may need further reconsideration given the unique challenges imposed on managers responsible for leading a younger work class who hold vastly different expectations of the workplace. The findings revealed that the utility of the four most frequently used leadership theories may still be maintained, although it will need to be slightly reframed and adjusted.

Research suggested that managers who apply a transformational leadership style may struggle to motivate younger employees toward achieving the organisations collective goals due to their individualistic nature (Twenge, 2010). According to the research findings, employees are able to perform well and apply discretionary effort toward their job role when managers provided them with direction and aligned their individual goals to the organisations mission. Furthermore, although research points to declining work ethic and work centrality amongst younger generations (Anderson et al., 2017; Kowske et al., 2010; Lyons & Kuron, 2014; Ng et al., 2010; Rudolph et al., 2018; Twenge, 2010), the findings reveal that these work values may emerge due to a lack of clear direction and expectations received from managers. Therefore, it is recommended that in order to inspire younger workers toward achieving a shared vision, managers need to set clear goals and collectively align individual goals with the strategic direction of the business.

Millennials are perceived as opportunity seekers (Kosterlitz & Lewis, 2017) who are quick to change jobs for higher extrinsic rewards (Ng et al., 2010; Twenge et al., 2010). Therefore, high-quality relationships derived from positive leader-member exchanges could be compromised as younger workers are more inclined to leave their current employer should a better job prospect materialise in another organisation (Anderson et al., 2017). They lack the patience to cultivate these relationships and reap the associated benefits of a high quality LMX relationship with time. Research findings demonstrated that while Millennials are sensitive to monetary compensation they are willing to forgo a high pay check for career development opportunities. Managers need to recognise that Millennials are not motivated by long term contracts therefore they need to provide opportunities for meaningful and challenging work, varied tasks and personal development.

The Millennial generation has been predisposed to technology from a young age (Hershatter & Epstein, 2010; Myers & Sadaghiani, 2010) and choose to capitalise on the associated efficiencies, such as immediate access to information and the ability to work from remote locations. Therefore, they are able to complete work deliverables more efficiently without compromising on the quality of work, which leaves them with more free time to use productively. Furthermore, they would rather work from remote locations because they are very family oriented and prefer spending their time with loved ones, favouring a healthy and balanced lifestyle. Their managers, who are predominantly Baby Boomers possess strong work ethic (Hansen & Leuty, 2012), a distinct characteristic of authentic leaders. Authentic leaders perceive the length of time spent at the office as valuing the importance of work. This may explain why younger employees' preference for work-life balance and affinity to technology could be misconstrued for lacking work ethic. Therefore, managers can engage Millennials workers by promoting a results-only work environment (ROWE) where employees are paid for results and not on the numbers of hours worked (Ressler & Thompson, 2008). This offers employees flexibility and autonomy in how, when and where work is completed.

Finally, ethical leaders believe Millennial workers may fail to recognise ethical dilemmas facing the organisation as they are less interested in work. Given that they are highly motivated by tangible rewards, they may potentially be tempted to act in an unethical manner (Anderson et al., 2017; Hansen & Leuty, 2012; Twenge, 2010; Twenge & Kasser, 2013). The research findings indicated that Millennials perceived managers to be effective when they displayed behaviours relating to ethical principles such as accountability, transparency, respect and honesty. They tend to select employers that model their own values, therefore it is dangerous to make assumptions that Millennials are any less ethical than other generations. However, a suggestion to mitigate unethical behaviour among younger workers is to reward ethical behaviour. Incorporating metrics for ethical behaviour into the organisations performance management system may promote an ethical culture and ensure ethical guidelines are adhered to (Anderson et al., 2017).

7.5. Implications for Human Resource Management

Human resource practices need to be adjusted in order to avoid ineffective management behaviours and leverage the potential of the Millennial generation. The framework can be used to support specific management and employee interventions.

7.5.1. Management interventions

Four approaches have been identified to embed employee engagement within an organisation using the management competency framework.

First, human resource practices can assist managers with learning and development opportunities relevant to enhancing engagement of Millennial employees. Thus, HR functions should invest in management development programmes that focus on building the competencies outlined in the framework. Second, the framework could be used as an assessment tool to support manager selection during the recruitment process. The behaviours and skills of potential managers can be assessed using the management competencies prescribed in the framework. In doing so, this may also highlight capabilities that need further development.

Third, human resource practices need to incorporate employee engagement metrics into the organisations performance management system, and reward managers who are able to successfully foster a culture of engagement by demonstrating effective behaviours in the framework. Last, it is recommended that organisations administer short frequent employee engagement surveys to sense check the environment rather than long annual surveys. If negative feedback received from the survey directly pertains to manager competencies, then the framework can be used to identify solutions. The framework will help managers reassess their manager approach to areas that need improvement.

7.5.2. Employee interventions

The four competencies, emotional expertise and awareness, rewards and recognition, career and development, and training and support on the job were mentioned by the greatest number of participants and received the highest percentage of frequency mentions. Therefore, employee interventions are mainly focussed on these competencies identified in the framework.

Organisations need to be mindful of the developmental opportunities offered to the younger cohort. Job mobility, personal coaching and mentoring, development programmes, on-the-job training, and challenging work tasks, largely influence the work values of Millennial employees. Therefore, it is important for human resources to institutionalise the practice of a pre-hire process to explore and clarify learning

opportunities with younger workers. Furthermore, it is especially important to be upfront and honest with Millennials as they may have unrealistic expectations about career advancement.

Contemporary managers are faced with issues of generational shifts in expectations and work values hence it is necessary to socialise Millennials into their new working environment. Introducing Millennials to the values of the organisation and the work attitudes commonly held by Baby Boomers and Gen Xers, will help decrease the growing divide between generations (Anderson et al., 2017).

Promoting a results-only work environment was suggested as one of the strategies to reframe current management behaviours. However, human resources practices need to place greater emphasis on flexibility and work-life balance. Understandably, allowing Millennials opportunities to work less hours and more vacation time is unreasonable for high performing organisations. Younger workers are more likely to be attracted to organisations and engaged once there, by opportunities to work from remote locations and flexible working hours. Since Millennials favour intrinsic rewards, compensation structures that offer Millennials days off in lieu of monetary compensation for exceptional performance (Kultalahti & Viitala, 2015) may be considered highly valuable, considering the importance they place on work-life balance and flexibility.

Millennials prefer frequent feedback and immediate recognition for hard work, valuing open and honest communication from their managers. Regular performance appraisals that are conducted face-to-face are necessary to support their career growth. Therefore, it is recommended that human resource practices hold managers accountable to set up regular performance appraisals thereby ensuring that Millennials receive frequent, high-impact feedback.

7.6. Future Research

Based on the research findings and the insights derived from this research study, the following areas have been suggested as opportunities for future research.

The findings represent the views of the Millennial generation on the specific behaviours their line managers need to show and avoid in order to enhance employee engagement. Therefore, a longitudinal study could be conducted with managers in different generations, specifically, Baby Boomers, Gen Xers and Millennial managers to

understand the type of behaviours needed to engage younger workers. It is important to explore possible variations, synergies and alignment of management behaviours among managers by generation and Millennial employees. This would allow the researcher to draw conclusions and deduce whether the behavioural patterns that emerge across generations can be attributed to age, tenure in managerial position, or life stage. Should variations in behaviours exist, the framework could then be adjusted to accommodate the new management competencies.

Future research should also explore the rise of Generation Z, born at the end of the Millennial generation and believed to be digital natives. Therefore, it is critical that managers turn an eye to the next generation (Anderson et al., 2017) as the relevancy of management competencies required to engage the up and coming generation may no longer be applicable.

Finally, Millennials place great emphasis on work-life balance and flexibility, supported by the findings of numerous authors (Anderson et al., 2017; Lyons & Kuron, 2014; Ng et al., 2010). These work values surrounding leisure are commonly perceived by older generations as placing less importance on work. This explains why most organisations are not as lenient and forthcoming in adopting work-life balance, remote work and flexible hours. Further research is required to understand if longer working hours lead to decreased work ethic and work centrality among Millennial workers.

7.7. Limitations of the Research

As mentioned in section 4.11, several limitations are imposed on the research findings which are subjective in nature and potentially influenced by the several biases (Saunders & Lewis, 2012).

The study is purely qualitative in nature, and while the findings provide a guideline to managers on behaviours needed to enhance employee engagement, the study does not provide empirical evidence on the impact of the behaviours. Therefore, a quantitative study is required to explore the validity of the framework and to show the relationship between management behaviours and employee engagement levels in organisations (Lewis et al., 2011). The analysis could adopt two approaches. First, the development of a detailed questionnaire designed using the current management competency framework. Second, to understand whether management competencies derived from the study can be assumed to be predictors of employee engagement.

The sample was restricted to a single industry in the Gauteng region which is likely to be markedly different from other sectors and the rest of the country. Hence, the research findings cannot be generalised by extending or applying the same conclusions to other industries. Further research is required to investigate the relevance of the findings in other work environments, sectors and geographical regions.

Furthermore, the study investigates Millennials on a steady trajectory toward occupying senior manager positions. However, another limitation was that the study only considered Millennials born from January 1982 to December 1992. Data was not present for the younger Millennial generation aged between 19 and 25 years. This was primarily attributed to Millennials not meeting the sample criteria of having university degrees and holding full-time employment at large FMCG companies. Therefore, care must be taken when generalising the results to the entire Millennial generation. However, this limitation poses less of an issue if we accept the premise supported by the generation cohort theory, that the collective identity of a generation is underpinned by commonalities in values, opinions, attitudes, personalities and life experiences.

7.8. Conclusion

In conclusion, the workplace is changing at rapid pace, largely impacted by the Millennial generation currently entering the workforce with distinct traits and expectations. Therefore, managers need to consider generational disparities present within organisations, and adopt management competencies to match the contextual landscape and individual personalities of Millennial employees. The competency framework developed can be deployed in organisations to serve as an effective management tool because it highlights specific behaviours to adopt and avoid in order to enhance employee engagement. Managers who are mindful of the individualistic growth needs of Millennials and embrace the challenges of an ever-changing environment will be able to attract, engage and retain the new generation workforce, thereby giving organisations a competitive advantage over their counterparts.

REFERENCES

- Anderson, H. J., Baur, J. E., Griffith, J. A., & Buckley, M. R. (2017). What works for you may not work for (Gen)Me: Limitations of present leadership theories for the new generation. *Leadership Quarterly*, 28(1), 245–260.
<https://doi.org/10.1016/j.leaqua.2016.08.001>
- Aon Hewitt. (2018). 2018 Trends in global employee engagement. Retrieved from <http://www.aon.com/2018-global-employee-engagement-trends/index.html>
- Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: State of the art. *Journal of Managerial Psychology*, 22(3), 309–328.
<https://doi.org/10.1108/02683940710733115>
- Ballinger, G. A., Lehman, D. W., & Schoorman, F. D. (2010). Leader-member exchange and turnover before and after succession events. *Organizational Behavior and Human Decision Processes*, 113(1), 25–36.
<https://doi.org/10.1016/j.obhdp.2010.04.003>
- Barrick, M. R., Thurgood, G. R., Smith, T. A., & Courtright, S. H. (2013). Collective organizational engagement: Linking motivational antecedents, strategic implementation, and firm performance. *Academy of Management Journal*, 58(1), 111–135. <https://doi.org/10.5465/amj.2013.0227>
- Bass, B. M., & Avolio, B. J. (1993). Transformational leadership and organizational culture. *Public Administration Quarterly*, 17(1), 112–121. Retrieved from <http://www.jstor.org/stable/40862298>
- Bersin, J. (2015). Becoming irresistible. *Deloitte Review*, 145–163.
- Bertaux, D. (1981). From the life-history approach to the transformation of sociological practice. In D. Bertaux (Ed.), *Biography and society: The life history approach in the social sciences* (pp. 29–45). London: Sage.
- Biswas, S., & Bhatnagar, J. (2013). Mediator analysis of employee engagement: Role of perceived organizational support, p-o fit, organizational commitment and job satisfaction. *Vikalpa*, 38(1), 27–40. <https://doi.org/10.1177/0256090920130103>

- Boyatzis, R. E. (2008). Competencies in the 21st century. *Journal of Management Development, 27*(1), 5–12. <https://doi.org/10.1108/02621710810840730>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101. doi: 10.1191/1478088706qp0630a
- Breevaart, K., Bakker, A., Hetland, J., Demerouti, E., Olsen, O. K., & Espevik, R. (2014). Daily transactional and transformational leadership and daily employee engagement. *Journal of Occupational and Organizational Psychology, 87*(1), 138–157. <https://doi.org/10.1111/joop.12041>
- Brown, M. E., & Treviño, L. K. (2006). Ethical leadership: A review and future directions. *Leadership Quarterly, 17*(6), 595–616. <https://doi.org/10.1016/j.leaqua.2006.10.004>
- Burrows, T. (2013). Managing the millennial gap. Retrieved October 02, 2018, from <https://mg.co.za/article/2013-08-30-00-managing-the-millennial-gap>
- Cahill, T. F., & Sedrak, M. (2012). Leading a multigenerational workforce: Strategies for attracting and retaining millennials. *Frontiers of Health Services Management, 29*(1), 3–15. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/23050333>
- Christian, M. S., Garza, A. S., & Slaughter, J. E. (2011). Work engagement: A qualitative review and test of its relations with task and contextual performance. *Personnel Psychology, 64*, 89–136. <https://doi.org/10.1111/j.1744-6570.2010.01203.x>
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.
- D'Amato, A., & Herzfeldt, R. (2008). Learning orientation, organizational commitment and talent retention across generations. *Journal of Managerial Psychology, 23*(8), 929–953. <https://doi.org/10.1108/02683940810904402>
- Deal, J. J., Altman, D. G., & Rogelberg, S. G. (2010). Millennials at work: What we know and what we need to do (if anything). *Journal of Business and Psychology, 25*(2), 191–199. <https://doi.org/10.1007/s10869-010-9177-2>

- Deloitte. (2018). 2018 Deloitte millennial survey. *Deloitte*, 2018.
<https://doi.org/10.1002/ejoc.201200111>
- Dencker, J. C., Joshi, A., & Martocchio, J. J. (2008). Towards a theoretical framework linking generational memories to workplace attitudes and behaviors. *Human Resource Management Review*, 18(3), 180–187.
<https://doi.org/10.1016/j.hrmr.2008.07.007>
- Denscombe, M. (2010). *The good research guide for small-scale social research projects* (4th ed.). London: McGraw-Hill Education.
- Fiordelisi, F., & Ricci, O. (2014). Corporate culture and CEO turnover. *Journal of Corporate Finance*, 28, 66–82. <https://doi.org/10.1016/j.jcorpfin.2013.11.009>
- Flanagan, J. C. (1954). The critical incident technique. *Psychological Bulletin*, 51(4), 327–358. <https://doi.org/10.1037/h0061470>
- Gallup. (2013). State of the Global Workplace. Retrieved from http://www.securex.be/export/sites/default/.content/download-gallery/nl/brochures/Gallup-state-of-the-GlobalWorkplaceReport_20131.pdf
- Gallup (2016). How millennials want to work and live. Retrieved from <https://www.gallup.com/workplace/238073/millennials-work-live.aspx>
- Gallup. (2017). State of the global workplace: Executive summary. *Employee Engagement Insights for Business Leaders Worldwide*, 1–122. Retrieved from [http://www.gallup.com/file/services/176735/State of the Global Workplace Report 2013.pdf%5Cnpapers2://publication/uuid/4F576D34-017E-4BC6-8B6E-E3760C5FCD5E](http://www.gallup.com/file/services/176735/State%20of%20the%20Global%20Workplace%20Report%202013.pdf%5Cnpapers2://publication/uuid/4F576D34-017E-4BC6-8B6E-E3760C5FCD5E)
- Garrad, L., & Chamorro-Premuzic, T. (2016). The dark side of high employee engagement. *Harvard Business Review Digital Articles*, 2–4. Retrieved from <https://hbr.org/2016/08/the-dark-side-of-high-employee-engagement>

- Gaudet, M. C., & Tremblay, M. (2017). Initiating structure leadership and employee behaviors: The role of perceived organizational support, affective commitment and leader–member exchange. *European Management Journal*, *35*(5), 663–675. <https://doi.org/10.1016/j.emj.2017.04.001>
- Giancola, F. (2006). The generation gap: More myth than reality. *HR.Human Resource Planning*, *29*(4), 32-37. Retrieved from <https://search-proquest-com.uplib.idm.oclc.org/abicomplete/docview/224379580/F34F0C0D465449D0PQ/1?accountid=14717>
- Giles, S. (2016). The most important leadership competencies according to leaders around the world. *Havard Business Review*, *15*, 2–6. Retrieved from <https://hbr.org/2016/03/the-most-important-leadership-competencies-according-to-leaders-around-the-world>
- Gilley, A., Waddell, K., Hall, A., Jackson, S. A., & Gilley, J. W. (2015). Manager behavior, generation, and influence on work-life balance: An Empirical Investigation. *Journal of Applied Management and Entrepreneurship*, *20*(1), 1077–1158. <https://doi.org/10.9774/gleaf.3709.2015.ja.00003>
- Gruman, J. A., & Saks, A. M. (2011). Performance management and employee engagement. *Human Resource Management Review*, *21*(2), 123–136. <https://doi.org/10.1016/j.hrmmr.2010.09.004>
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? *Field Methods*, *18*(1), 59–82. <https://doi.org/10.1177/1525822X05279903>
- Gutermann, D., Lehmann-Willenbrock, N., Boer, D., Born, M., & Voelpel, S. C. (2017). How leaders affect followers' work engagement and performance: Integrating leader–member exchange and crossover theory. *British Journal of Management*, *28*(2), 299–314. <https://doi.org/10.1111/1467-8551.12214>
- Hales, C. (2005). Rooted in supervision, branching into management: Continuity and change in the role of first-line manager. *Journal of Management Studies*, *42*(3), 471–506. <https://doi.org/10.1111/j.1467-6486.2005.00506.x>

- Halquist, D., & Musanti, S. I. (2010). Critical incidents and reflection: Turning points that challenge the researcher and create opportunities for knowing. *International Journal of Qualitative Studies in Education*, 23(4), 449–461.
<https://doi.org/10.1080/09518398.2010.492811>
- Han, G. H., & Jekel, M. (2011). The mediating role of job satisfaction between leader-member exchange and turnover intentions. *Journal of Nursing Management*, 19(1), 41–49. <https://doi.org/10.1111/j.1365-2834.2010.01184.x>
- Hansen, J. I. C., & Leuty, M. E. (2012). Work values across generations. *Journal of Career Assessment*, 20(1), 34–52. <https://doi.org/10.1177/1069072711417163>
- Harris, K. J., Wheeler, A. R., & Kacmar, K. M. (2009). Leader-member exchange and empowerment: Direct and interactive effects on job satisfaction, turnover intentions, and performance. *Leadership Quarterly*, 20(3), 371–382.
<https://doi.org/10.1016/j.leaqua.2009.03.006>
- Harter, J., & Adkins, A. (2015). What great managers do to engage employees. *Harvard Business Review Digital Articles*, 2–6. Retrieved from <https://hbr.org/2015/04/what-great-managers-do-to-engage-employees>
- Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis. *Journal of Applied Psychology*, 87(2), 268–279.
<https://doi.org/10.1037//0021-9010.87.2.268>
- Hershatler, A., & Epstein, M. (2010). Millennials and the world of work: An organization and management perspective. *Journal of Business and Psychology*, 25(2), 211–223. <https://doi.org/10.1007/s10869-010-9160-y>
- Hirsh, A., & Coelho, R. (2016). Millennial Leadership Summit. Retrieved June 9, 2018, from <http://millennialleadershipsummit.com>
- Joshi, A., Dencker, J. C., & Franz, G. (2011). Generations in organizations. *Research in Organizational Behavior*, 31, 177–205.
<https://doi.org/10.1016/j.riob.2011.10.002>

- Judge, T. A., & Piccol, R. F. (2004). Transformational and transactional leadership: A meta-analytic test of their relative validity. *Journal of Applied Psychology, 89*(5), 755–768. <https://doi.org/10.1037/0021-9010.89.5.755>
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal, 33*(4), 692–724. <https://doi.org/10.2307/256287>
- Kahn, W. A. (1992). To be fully there: Psychological presence at work. *Human Relations, 45*(4), 321–349. <https://doi.org/10.1177/001872679204500402>
- Keating, L. A., & Heslin, P. A. (2015). The potential role of mindsets in unleashing employee engagement. *Human Resource Management Review, 25*(4), 329–341. <https://doi.org/10.1016/j.hrmmr.2015.01.008>
- Keegan, A. E., & Den Hartog, D. N. (2004). Transformational leadership in a project-based environment: A comparative study of the leadership styles of project managers and line managers. *International Journal of Project Management, 22*(8), 609–617. <https://doi.org/10.1016/j.ijproman.2004.05.005>
- Klemp, G.O. Jr. (1980). *The Assessment of Occupational Competence*. Washington, DC: National Institute of Education.
- Kosterlitz, M., & Lewis, J. (2017). From baby boomer to millennial: Succession planning for the future. *Nurse Leader, 15*(6), 396–398. <https://doi.org/10.1016/j.mnl.2017.09.006>
- Kowske, B. J., Rasch, R., & Wiley, J. (2010). Millennials' (lack of) attitude problem: An empirical examination of generational effects on work attitudes. *Journal of Business and Psychology, 25*(2), 265–279. <https://doi.org/10.1007/s10869-010-9171-8>
- Kultalahti, S., & Viitala, R. (2015). Generation Y – Challenging clients for HRM? *Journal of Managerial Psychology, 30*(1), 101–114. <https://doi.org/10.1108/JMP-08-2014-0230>

- Kumar, V., & Pansari, A. (2016). Competitive advantage through engagement. *Journal of Marketing Research*, 53(4), 497–514. <https://doi.org/10.1509/jmr.15.0044>
- Kunze, F., & Menges, J. I. (2017). Younger supervisors, older subordinates: An organizational-level study of age differences, emotions, and performance. *Journal of Organizational Behavior*, 38(4), 461 - 486. doi:10.1002/job.2129
- Kuron, L. K. J., Lyons, S. T., Schweitzer, L., & Ng, E. S. W. (2015). Millennials' work values: differences across the school to work transition. *Personnel Review*, 44(6), 991–1009. <https://doi.org/10.1108/PR-01-2014-0024>
- Laird, M. D., Harvey, P., & Lancaster, J. (2015). Accountability, entitlement, tenure, and satisfaction in Generation Y. *Journal of Managerial Psychology*, 30(1), 87–100. <https://doi.org/10.1108/JMP-08-2014-0227>
- Lapan, S., Quartaroli, M., & Riemer, F. (2011). *Qualitative research: An introduction to methods and designs*. San Francisco, CA: Jossey-Bass.
- Lewis, R., Donaldson-Feilder, E., & Tharani, T. (2011). *Management competencies for enhancing employee engagement*. London, U.K: Chartered Institute of Personnel and Development. Retrieved from <http://www.cipd.co.uk/hr-resources/research/management-competencies-for-engagement.aspx>
- Lu, A. C. C., & Gursoy, D. (2016). Impact of job burnout on satisfaction and turnover intention. *Journal of Hospitality & Tourism Research*, 40(2), 210–235. <https://doi.org/10.1177/1096348013495696>
- Lyons, S., & Kuron, L. (2014). Generational differences in the workplace: A review of the evidence and directions for future research. *Journal of Organizational Behavior*, 35(1), 139-157. <https://doi.org/10.1002/job.1913>
- Macey, W. H., & Schneider, B. (2008). The meaning of employee engagement. *Industrial and Organizational Psychology*, 1(01), 3–30. <https://doi.org/10.1111/j.1754-9434.2007.0002.x>

- Markey, R. (2014). The four secrets to employee engagement. *Harvard Business Review Blog*, 1–2. Retrieved from <http://blogs.hbr.org/2014/01/the-four-secrets-to-employee-engagement/>
- Maslach, C., & Leiter, M. P. (2008). Early predictors of job burnout and engagement. *Journal of Applied Psychology*, 93(3), 498–512. <https://doi.org/10.1037/0021-9010.93.3.498>
- Mason, J. (2002). *Qualitative researching*. London: SAGE Publications
- May, D. R., Gilson, R. L., & Harter, L. (2004). The psychological condition of meaningfulness, safety, and availability and the engagement of the human spirit at work. *Journal of Occupational and Organizational Psychology*, 77(1), 11–37. <https://doi.org/10.1348/096317904322915892>
- McCarthy, A., Darcy, C., & Grady, G. (2010). Work-life balance policy and practice: Understanding line manager attitudes and behaviors. *Human Resource Management Review*, 20(2), 158–167. <https://doi.org/10.1016/j.hrmr.2009.12.001>
- McCracken, G. (1988). The four-step method of inquiry. *The Long Interview*, 30–49. <https://doi.org/http://dx.doi.org/10.4135/9781412986229>
- Menguc, B., Auh, S., Fisher, M., & Haddad, A. (2013). To be engaged or not to be engaged: The antecedents and consequences of service employee engagement. *Journal of Business Research*, 66(11), 2163–2170. <https://doi.org/10.1016/j.jbusres.2012.01.007>
- Myers, K. K., & Sadaghiani, K. (2010). Millennials in the workplace: A communication perspective on millennials' organizational relationships and performance. *Journal of Business and Psychology*, 25(2), 225–238. <https://doi.org/10.1007/s10869-010-9172-7>
- Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). London: Pearson Education.

- Next Generation Leadership. (2018). The difference between leadership and management. Retrieved June 11, 2018, from https://www.nextgeneration.ie/blog/the-difference-between-leadership-and-management/?_sm_au_=iVVL0nFMSWrHtbkN
- Ng, E. S. W., Schweitzer, L., & Lyons, S. T. (2010). New generation, great expectations: A field study of the millennial generation. *Journal of Business and Psychology, 25*(2), 281–292. <https://doi.org/10.1007/s10869-010-9159-4>
- Porath, C. (2015). The leadership behavior that's most important to employees. *Harvard Business Review Digital Articles, 2–5*. Retrieved from <https://hbr.org/2015/05/the-leadership-behavior-thats-most-important-to-employees>
- RAND National Defence Research Unit. (2009). *Data Collection Methods. Semi-Structured Interviews and Focus Groups*. Retrieved from: https://www.rand.org/pubs/technical_reports/TR718.html
- Ressler, C., & Thompson, J. (2008). *Why work sucks and how to fix it*. New York: Penguin Group.
- Rich, B. L., Lepine, J. A., & Crawford, E. R. (2010). Job engagement: Antecedents and effects on job performance. *Academy of Management Journal, 53*(3), 617–635. <https://doi.org/10.5465/amj.2010.51468988>
- Rigoni, B., & Adkins, A. (2016). What millennials want from a new job. Retrieved July 11, 2018, from <https://hbr.org/2016/05/what-millennials-want-from-a-new-job>
- Rudolph, C. W., Rauvola, R. S., & Zacher, H. (2018). Leadership and generations at work: A critical review. *Leadership Quarterly, 29*(1), 44–57. <https://doi.org/10.1016/j.leaqua.2017.09.004>
- Ryder, N. B. (1965). The cohort as a concept in the study of social change. *American Sociological Review, 30*(6), 843–861. doi: 10.2307/2090964

- Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, 21(7), 600–619.
<https://doi.org/10.1108/02683940610690169>
- Saks, A. M. (2017). Translating employee engagement research into practice. *Organizational Dynamics*, 46(2), 76–86.
<https://doi.org/10.1016/j.orgdyn.2017.04.003>
- Saunders, M., & Lewis, P. (2012). *Doing research in business & management: An essential guide to your planning project*. London: Pearson Education.
- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research methods for business students* (5th ed.). London: Pearson Education.
- Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. *Journal of Organizational Behavior*, 25(3), 293–315. <https://doi.org/10.1002/job.248>
- Schaufeli, W. B., & Bakker, A. B. (2010). Defining and measuring work engagement: Bringing clarity to the concept. In A. B. Bakker (Ed.) & M. P. Leiter, *Work engagement: A handbook of essential theory and research* (pp. 10-24). New York, NY, US: Psychology Press.
- Schaufeli, W. B., Bakker, A. B., & van Rhenen, W. (2009). How changes in job demands and resources predict burnout, work engagement, and sickness absenteeism. *Journal of Organizational Behavior*, 30(7), 893–917.
<https://doi.org/10.1002/job.595>
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Research*, 22(2), 63-75. doi:10.3233/EFI-2004-2220
- Statistics South Africa. (2016). Education series volume III: Educational enrolment and achievement, 2016. Retrieved from
<http://www.statssa.gov.za/publications/Report%2092-01-03/Report%2092-01-032016.pdf>

- Statistics South Africa. (2018). Youth unemployment still high Q1: 2018. Retrieved June 27, 2018, from <http://www.statssa.gov.za/?p=11129>
- Stewart, J. S., Oliver, E. G., Cravens, K. S., & Oishi, S. (2017). Managing millennials: Embracing generational differences. *Business Horizons*, *60*(1), 45–54. <https://doi.org/10.1016/j.bushor.2016.08.011>
- Strauss, W., & Howe, N. (2000). *Millennials rising: The next great generation*. New York: Vintage Books.
- The Coca-Cola Company. (2017). Why work at the Coca-Cola Company? Retrieved October 02, 2018, from <https://www.coca-colacompany.com/careers/why-work-at-the-coca-cola-company>
- Thompson, K. R., Lemmon, G., & Walter, T. J. (2015). Employee engagement and positive psychological capital. *Organizational Dynamics*, *44*(3), 185–195. <https://doi.org/10.1016/j.orgdyn.2015.05.004>
- Twenge, J. M. (2010). A review of the empirical evidence on generational differences in work attitudes. *Journal of Business and Psychology*, *25*(2), 201–210. <https://doi.org/10.1007/s10869-010-9165-6>
- Twenge, J. M., & Campbell, W. K. (2008). Increases in positive self-views among high school students. *Psychological Science*, *19*(11), 1082–1086. <https://doi.org/10.1111/j.1467-9280.2008.02204.x>
- Twenge, J. M., & Kasser, T. (2013). Generational changes in materialism and work centrality, 1976-2007: Associations with temporal changes in societal insecurity and materialistic role modeling. *Personality and Social Psychology Bulletin*, *39*(7), 883–897. <https://doi.org/10.1177/0146167213484586>
- Twenge, J. M., Campbell, S. M., Hoffman, B. J., & Lance, C. E. (2010). Generational differences in work values: Leisure and extrinsic values increasing, social and intrinsic values decreasing. *Journal of Management*, *36*(5), 1117–1142. <https://doi.org/10.1177/0149206309352246>

- Uhl-Bien, M., & Arena, M. (2017). Complexity leadership: Enabling people and organizations for adaptability. *Organizational Dynamics*, 46(1), 9–20. <https://doi.org/10.1016/j.orgdyn.2016.12.001>
- Universum. (2018). The most attractive employers in South Africa – 2018. Retrieved July 19, 2018, from <https://universumglobal.com/rankings/south-africa/>
- Weber, J. (2017). Discovering the millennials' personal values orientation: A comparison to two managerial populations. *Journal of Business Ethics*, 143(3), 517–529. <https://doi.org/10.1007/s10551-015-2803-1>
- Wellins, R. S., Bernthal, P., & Phelps, M. (2005). Employee engagement: The key to realising competitive advantage. Retrieved from http://www.ddiworld.com/ddi/media/monographs/employeeengagement_mg_ddi.pdf?ext=.pdf
- Winter, R. P., & Jackson, B. A. (2014). Expanding the younger worker employment relationship: Insights from values-based organizations. *Human Resource Management*, 53(2), 311-328. <https://doi.org/10.1002/hrm.21600>
- Zemke, R., Raines, C., & Filipczak, B. (2000). *Generations at work: Managing the clash of veterans, boomers, xers, and nexters in your workplace*. Toronto: Amacom
- Zenger, J., & Folkman, J. (2017). How managers drive results and employee engagement at the same time. *Harvard Business Review*, 1–8. Retrieved from <https://hbr.org/2017/06/how-managers-drive-results-and-employee-engagement-at-the-same-time>
- Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2009). *Business research methods* (8th ed.). Mason, OH: South-Western Cengage Learning.

APPENDICES

Appendix 1: Consistency Matrix

Title: Management competencies for enhancing employee engagement of the younger generation workforce

Research questions	Section in literature review	Data collection tools	Analysis technique
<p>Research Question 1 What are the specific management behaviours that line managers need to show in order to enhance employee engagement of Millennials in the workplace?</p>	<p>Kahn (1990); Christian, Garza, and Slaughter (2011); Rich, Lepine & Crawford (2010); Schaufeli & Bakker (2004); and Maslach & Leiter (2008); Twenge (2010); Ng, Schweitzer & Lyons (2010); Lyons & Kuron (2014)</p>	<p>In-depth semi-structured interviews Question 1, 2, 3, 6, 7, 8, 11, 12, 13</p>	<p>Content analysis on open-ended questions to understand important management competencies</p>
<p>Research Question 2 What is perceived by Millennials to be the most effective management behaviours line managers need to adopt in order to enhance employee engagement of Millennials in the workplace?</p>	<p>Menguc, Auh, Fisher, & Haddad, 2013); Harter & Adkins (2015); Macey & Schneider (2008); Wellins, Bernthal, & Phelps (2015); Bersin (2015); Fiordelisi and Ricci (2014); Maak and Pless (2006); Giles</p>	<p>In-depth semi-structured interviews Question 4, 9, 14</p>	<p>Frequency analysis on open-ended questions to understand percentage of mentions for each competency</p>

	(2016); Myers & Sadaghiani (2010); Twenge, Campbell, Hoffman, & Lance, (2010)		
Research Question 3 What is perceived by Millennials to be the most ineffective management behaviours line managers need to avoid in order to enhance employee engagement of Millennials in the workplace?	Schaufeli, Bakker & van Rhenen (2009); Keating & Heslin (2015); Gruman and Saks (2011); Saks (2017); Zenger & Folkman (2017); Bersin (2015); Hershatter & Epstein (2010); Lu & Gursoy (2016)	In-depth semi-structured interviews Question 5, 10, 15	Frequency analysis on open-ended questions to understand percentage of mentions for each competency
Research Question 4 What are the differences between the management behaviours needed by both first-level line managers and senior managers to enhance engagement of Millennials who report directly to them?	Schaufeli, Bakker & van Rhenen (2009); Keating & Heslin (2015); Gruman and Saks (2011); Saks (2017); Zenger & Folkman (2017); Bersin (2015); Hershatter & Epstein (2010); Lu & Gursoy (2016); Twenge (2010); Ng, Schweitzer & Lyons (2010); Lyons & Kuron (2014)	In-depth semi-structured interviews Questions: All preliminary and key interview questions	Frequency analysis on open-ended questions to understand percentage of mentions for each competency by participant group

Appendix 2: Invitation to Participate in Research Study

Dear xxx

My name is Leesha Koobair, and I am an MBA student at the Gordon Institute of Business Science, University of Pretoria.

I am writing to request an interview with you for my MBA dissertation. I am conducting research to explore management competencies for enhancing employee engagement of the younger generation workforce, commonly known as the Millennial generation. The term Millennials refers to individuals born between 1982 and 1999.

The purpose of the research is to identify specific day-to-day management behaviours that line managers need to show to enhance employee engagement of Millennials within private sector organisations in Johannesburg. Since you are classified as a Millennial, your valuable insight and experience is required to help understand what management behaviours are required to engage and retain the younger workforce. For Millennials who are engaged in their work, it is important to understand the effective management behaviours that cultivates employee engagement. Similarly, for those Millennials who are not fully engaged in their work, it is critical to understand the ineffective managerial behaviours, negatively impacting employee engagement.

I would greatly appreciate if you would avail yourself for an interview with me expected to last about an hour. The intention of the interview is to deepen my understanding of insider views and perspectives on the day-to-day behaviours of managers. The interview will entail describing specific incidents and particular manager behaviours which will form the basis of the interview.

Kind Regards,

Leesha Koobair

Leesha.koobair@pioneerfoods.co.za

Appendix 3: Consent Letter

Title: Management competencies for enhancing employee engagement of the younger generation workforce

My name is Leesha Koobair, and I am an MBA student at the Gordon Institute of Business Science, University of Pretoria.

I am conducting research to identify the specific management behaviours that line managers need to show in order to enhance employee engagement of the younger generation workforce, within private sector organisations in Johannesburg. The research study seeks to understand the personal opinions and views of the younger workers regarding the behaviours of their current line managers.

The growing influx of the younger cohort, colloquially referred to as Millennials born between 1982 and 1999 are vastly different from workers in prior generations. Millennials hold different expectations regarding the centrality of work to their lives and bring different work values, personalities and attitudes into the workplace. The divide between Millennials and their older counterparts is widening, posing unique challenges to managers. For the purposes of this study, it is suggested that managers need to consider what new generation workers expect from employers today. Hence, it is critical to understand what management behaviours are required to engage and retain the younger workforce; and what behaviours negatively impact employee engagement.

Our interview is expected to last about an hour and will help us understand and gather insights into effective and ineffective management behaviours. Furthermore, your permission is requested for the use of an audio recorder to capture the accuracy of the dialogue between the participant and the researcher.

Please be advised that your participation is voluntary and you can withdraw at any time without penalty. All data will be kept confidential and reported without identifiers. Kindly confirm your willingness to participate in this research study by signing below. If you have any concerns, please contact me or my supervisor. Our details are provided below:

	Researcher	Research Supervisor
Name:	Leesha Koobair	Andre P Vermaak
Email:	leesha.koobair@gmail.com	andrepv@mweb.co.za
Phone:	071 610 9174	083 308 0235
Signature of participant:	_____	
Date:	_____	
Signature of researcher:	_____	
Date:	_____	

Appendix 4: Interview Proforma

Preliminary Interview Questions

1. When were you born?
2. What is your highest level of education?
3. What is your occupation and job title?
4. How long have you been in the current position?
5. Are you supervised? If yes, what is the management level of the person that supervises you?
6. Do you supervise anybody? If yes, what is the level of the person that you supervise?

Key Interview Questions

Physical	Research Question 1: What are the specific management behaviours that line managers need to show in order to enhance employee engagement of Millennials in the workplace?	
	1	When last did your manager have a conversation with you about what constitutes success in your role or on a specific project?
	2	How does your manager communicate with you about your role and its connection to the organisational mission?
	3	To what extent does your manager ask you about what tools or resources that you need to engage more effectively in your work?
	Research Question 2: What is perceived by Millennials to be the most effective management behaviours line managers need to adopt in order to enhance employee engagement of Millennials in the workplace?	
	4	Can you tell me about a time when your manager has inspired you to go above and beyond what is expected of you (i.e. going the extra mile)?
	Research Question 3: What is perceived by Millennials to be the most ineffective management behaviours line managers need to avoid in order to enhance employee engagement of Millennials in the workplace?	
	5	Can you tell me about a time when your manager has put you off

		going above and beyond what is expected of you (i.e. not going the extra mile)?
Cognitive	Research Question 1: What are the specific management behaviours that line managers need to show in order to enhance employee engagement of Millennials in the workplace?	
	6	In what ways has your manager adapted your role or delegation of projects according to your strengths?
	7	To what extent does your manager directly involve you in the success of the organisation i.e. involves you in decision-making and problem-solving?
	8	How does your manager proactively explore developmental opportunities with you?
	Research Question 2: What is perceived by Millennials to be the most effective management behaviours line managers need to adopt in order to enhance employee engagement of Millennials in the workplace?	
	9	Can you tell me about a time when your manager was effective in helping you focus in the work you were doing?
Emotional	Research Question 3: What is perceived by Millennials to be the most ineffective management behaviours line managers need to avoid in order to enhance employee engagement of Millennials in the workplace?	
	10	Can you tell me about a time when your manager was ineffective in helping you focus in the work you were doing?
	Research Question 1: What are the specific management behaviours that line managers need to show in order to enhance employee engagement of Millennials in the workplace?	
	11	To what extent does your manager actively listen to your ideas and act upon your input?
	12	To what extent does your manager converse with you on a job well done i.e. more than say 'you did a good job'?
	13	How does your manager demonstrate care for you through their words and actions?

	Research Question 2:	
	What is perceived by Millennials to be the most effective management behaviours line managers need to adopt in order to enhance employee engagement of Millennials in the workplace?	
	14	Can you tell me about a time when your manager has made you feel positive about your role (i.e. excited, inspired, optimistic, confident challenged)?
	Research Question 3:	
What is perceived by Millennials to be the most ineffective management behaviours line managers need to avoid in order to enhance employee engagement of Millennials in the workplace?		
15	Can you tell me about a time when your manager has made you feel negative about your role (i.e. despondent, oppressed, discouragement, hopeless, low-spirited)	

Appendix 5: Ethical Clearance Letter



28 June 2018

Koobair Leesha

Dear Leesha

Please be advised that your application for Ethical Clearance has been approved. You are therefore allowed to continue collecting your data.

Please note that approval is granted based on the methodology and research instruments provided in the application. If there is any deviation change or addition to the research method or tools, a supplementary application for approval must be obtained

We wish you everything of the best for the rest of the project.

Kind Regards

GIBS MBA Research Ethical Clearance Committee