

GEN Z MILLENNIAL MANAGERS – AN EXPLORATORY STUDY

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ABSTRACT

This Exploratory study on the Millennial managers explores various characteristics. This study examines generational differences and the importance of GEN Z Millennial Managers. There are clearly common beliefs and opinions, both flattering and unflattering, about the Millennial generation. As more of this generation takes control, greater research will need to be conducted to understand how we can motivate and lead this new generation. Low number of empirical studies show that there is a need for further understanding between the multiple generations in the workforce. The Samples Size was 102. The objective of this study is to assess the competencies of the Z Generation in Management B School. The path model was framed for GEN Z Millennial Managers

Keywords: Millennial Managers, GEN Z, Generation, Behaviour, Globalism

INTRODUCTION

A generation is a group which can be identified by year of birth, age, location and significant events that create their personality (Guha, 2010; Smola & Sutton, 2002). A generation can be developed by significant life events such as wars, new technologies, or major economic transitions. These events form the personality, values, and expectations of that generation (Hauw & Vos, 2010).

The most recent generation to enter the workforce are the Millennials, who are individuals born between 1980 and 2000. They are called Millennials because of their closeness to the new millennium and being raised in a more digital age (Kaifi et al., 2012). This generation was influenced by computers and a greater acceptance of non-traditional families and values (Andert, 2011).

The bleeding edge of Generation Z (born 1990 and later; today's 16 to 23 year olds) are already more than 11 million strong (nearly 7%) in the North American workforce and their numbers will grow dramatically over the next few years. By 2015, they will be 20 million; 25 million by 2017; 30 million by 2019.

This is the new emerging workforce and they will fill up a new "youth bubble" in the workplace in the next seven years, just as roughly 30 million aging Baby Boomers will retire. Generation Z

represents the greatest generational shift the workplace has ever seen. Generation Z will present profound challenges to leaders, managers, supervisors, human resources leaders, and educators in every sector of the workforce.

Millennials Behaviour:

People-Based Behaviours: shows respect for others, interpersonal skills, understands others' viewpoints, accepts/provides constructive criticism

Success-Based Behaviours: makes positive decisions, takes responsibility for actions, communicates with colleagues, organises time effectively

Managerial-Based Behaviours: encourages staff to achieve their best, motivates rather than drains, tries to achieve a diverse workforce

Competences in general:

Weinhart (2001) has categorized competencies into 6 categories listed as follows

- a. General cognitive competences as cognitive abilities and skills (e.g. intelligence);
- b. Specialised cognitive competence in a particular domain (i.e. chess or piano playing);
- c. The competence-performance model differentiating linguistic ability (= competence) enabling creation of an infinite variety of novel, grammatically correct sentences (= performance);
- d. Modifications of the competence-performance model which assume that the relationship between competence and performance is moderated by other variables such as cognitive style, familiarity with the requirements, and other personal variables (i.e. conceptual, procedural, performance competence);
- e. Cognitive competences and motivational action tendencies in order to realise an effective interaction of the individual with her/his environment; i.e. competence is a motivational concept combined with achieved capacity;
- f. Objective and subjective competence concepts distinguishing between performance and performance dispositions

Review Of Literature:

Deyoe and Fox (2011) found that due to the differences in values and expectations, conflict is common as Millennials enter the workforce. They found that if these differences in values are not addressed or identified, an organization can expect an increase in conflict.

Euromonitor International (2011) reveals that India has the world's largest Generation Z cohort, with 286 million 8-19 year-olds in 2009. The defining feature of this generation is their ability to process information at high speeds. They are considered to be the smartest generation due to factors such as pressure to succeed in school, vast information on the internet, strategic games from an early age and a high propensity to stay on in education.

The Statistics of the Census (UNFPA, 2011) reveal that Rajasthan, which is India's biggest state, has 20.04% of its population falling in the age group of 10-24. With India having the 2nd highest Z

Generation population in the world, the skills of this demographic should be systematically developed, honed and harnessed for productive addition to the economy

Wurpel (2011) lists the various personal traits of the Gen Z that influences their work characteristics. Generation Z is more likely to ask for parental guidance with their problems instead of approaching authority figures. They tend to view the world more in black and white terms than the previous generations. They feel that trust is earned and not given and are less self-reliant. A highlight of this generation is their 'color-blindness', their sensitivity to diverse cultures and personal differences. They are willing to embrace diversity to an unprecedented degree. They are globally accepting but are guarded of their privacy.

Singh (2013) presents a picture of the Z Generation demographic in various countries. The highest population of the Z generation is in India with 20.1% of the world's Z Generation population. The Generation Z behavior represents a significant shift from the millennials and older generations. Even more comfortable with their devices, more trusting in digital information, more isolated from their physical environment, yet more globally aware, this generation, like many before it, possesses a set of contradictions.

Berry (2013) state that Generation Z has strong family values, and they appear to mirror the values of their parents. Whilst they are extremely tech-savvy and are avid users of online services, Generation Z tends to favor more traditional media, such as television, as their news and entertainment source. Generation Z are very media and advertising literate. They are aware of the power of advertising and its impact on consumption habits.

Generation Z are extremely altruistic, caring deeply about the environment and global humanitarian issues. Accordingly, they prefer brands which align with their personal value systems. Social justice issues are important to this generation. The majority of teens identified discrimination on the basis of race, religion, gender or sexuality as a key concern when selecting their future employers.

Author	Title	Academic / Practitioner
Andert, D.	Alternating leadership as a proactive organizational intervention: addressing the needs of the baby boomers, generationxers and millennials.	Academic
Bannon, S., Ford, K., & Meltzer, L.	Understanding Millennials in the Workplace. Practitioner Behrens, W. Managing Millennials	Practitioner
Cahill, T. F., & Sedrak, M.	Leading a Multigenerational Workforce: Strategies for Attracting and Retaining Millennials.	Practitioner
Deal, J., Altman, D., & Rogelberg, S.	Millennials at work: what we know and what we need to do.	Academic
Deyoe, R. H., & Fox,	Identifying strategies to minimize workplace	Academic

T. L.	conflict due to generational differences.	
Gibson, W. J., Greenwood, R. A., & Murphy, E. F.	Analyzing Generational Values among Managers and NonManagers for Sustainable Organizational Effectiveness.	Academic
Guha, A.	Motivators and hygiene factors of Generation X and Generation Y-the test of two-factor theory.	Academic
Hauw, S., & Vos, A.	Millennials' career perspective and psychological contract expectations: does the recession lead to lowered expectations?	Academic
Kaifi, B. A., Nafei, W. A., Khanfar, N. M., & Kaifi, M. M.	A multi-generational workforce: managing and understanding millennials	Academic
Kowske, B., Rasch, R., & Wiley, J.	Millennials' (lack of) attitude problem: an empirical examination of generational effects on work attitudes.	Academic
Levenson, A.	Millennials and the world of work: an economist's perspective.	Academic
Myers, K., & Sadaghiani, K.	Millennials in the workplace: a communication perspective on millennials' organizational relationships and performance.	Academic
Ng, E., Schweitzer, L., & Lyons, S.	New generation, great expectations: a field study of the millennial generation.	Academic
Rawlins, C., Indvik, J., & Johnson, P. R.	Understanding the new generation: What the Millennial cohort absolutely, positively must have at work.	Academic
Real, K., Mitnick, A., & Maloney, W.	More similar than different: millennials in the U. S. building trades.	Academic

The Z Generation Demographic

Country	Total (Mil)	% of Global Gen Z Population
India	373.5	20.1
China	260.2	14
Nigeria	68	3.7
Indonesia	64.8	3.5
United States	62.4	3.4
Pakistan	61.3	3.3
Brazil	49.7	2.7
Bangladesh	46.4	2.5
Philippines	33.1	1.8
Mexico	33	1.8
World 1855		

CHARACTERISTICS OF THE MILLENNIAL GENERATION

Millennials are confident, as much of the research supports (Guha, 2010; Kowske, Rasch, & Wiley, 2010). Kaifi et al. (2012)

Millennials are known to be achievement focused (Kaifi et al., 2012; Kowske et al., 2010).

Millennials enjoy working in teams and are more tolerant than prior generations (Kowske et al., 2010)

Millennials are family-focused and thus need to have a better work/life balance. (Andert, 2011).

Millennials enjoy utilizing technology (Kaifi et al., 2012).

Millennials can be difficult to interact with, are entitled, and overly service-focused (Deal et al., 2010).

Millennials' expectancy to work/life balance has, at times, created conflict with Baby Boomer coworkers (Myers & Sadaghiani, 2010).

Millennials also have higher expectations for advancement opportunities within their careers. Hauw and Vos (2010)

Millennials may have difficulty earning respect and credibility from the older generations in the workplace.

Myers and Sadaghiani (2010) believe wise Millennials will realize the opinions of their co-workers and make an effort to show their true value

Millennials prefer meaningful and challenging jobs that potentially can advance their career (Hauw&Vos 2010).

GENERATIONAL DIFFERENCES

Work/life balance is an example of an over-exaggerated difference between generations. Deal et al. (2010) believes that a greater need for work/life balance derives from the person's stage of life and not from the generation in which they were born. So instead of a person wanting more time at home because they were born in 1988, it may be because they need a day to take care of their baby. A Baby Boomer may need a better work/life balance because they must take care of or take care of their elder parents in a nursing home (Deal et al., 2010). This shows that a need for great work/life balance can hold true for anyone, not just generational needs.

Every generation has been chastised by the generation before them. Deal et al. (2010) found that Baby Boomers complain about Millennials use of slang, social rights, and tolerance just as the World War II generation criticized Baby Boomers over the same topics. Beliefs of older generations about younger generations have remained stable for the past 40 years. Myers and Sadaghiani (2010) also found that most of the stereotypes found were not supported by substantial or empirical evidence.

Statement of the Problem

This research paper seeks to map and study the behavioral competencies of the Z Generation and suggest strategies for a smooth induction into a managerial workforce.

Objectives of the Study

The research study was undertaken with the following objectives

- a. To assess the competencies of the Z Generation in Management B School.

Research Methodology

Research Design: The researchers have employed a descriptive research design.

Universe of the Study: Z Generation B School students

Sampling Method: Simple random sampling method was used for data collection.

Sample Size: 102

Sources of Data: Primary and secondary sources of data were used for the study.

Primary Data: The instrument used for collection of primary source of data was structured

Design/methodology/approach – A survey was sent to a students in B School. Data were analysed using SPSS (23) and AMOS

Reliability Analysis

RELIABILITY STATISTICS

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.97	0.95	102

SCALE STATISTICS FOR RELIABILITY

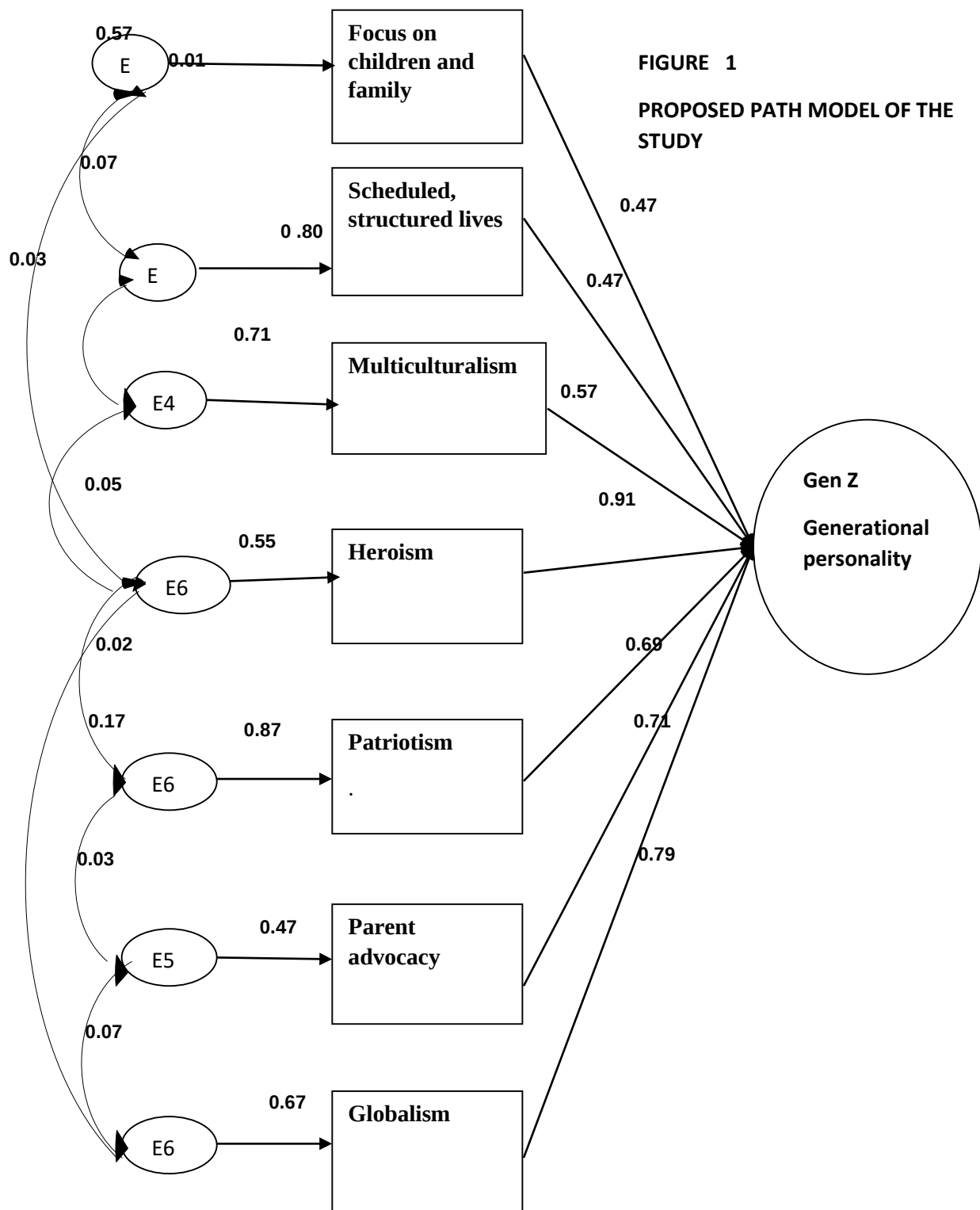
Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
100.70	1092.29	33.05	60

Source: Primary Data**ANNOVA WITH COCHRAN'S TEST**

ANOVA with Cochran's Test						
		Sum of Squares	Df	Mean Square	Cochran's Q	Sig
Between People		2712.52	102	26.59		
Within People	Between Items	903.27	59	15.31	1464.15	0.000
	Residual	4587.97	6018	0.76		0.000
	Total	5491.25	6077	0.92		0.000
Total		8203.77	6179	1.32		0.000
Grand Mean = 1.88						

Source: Primary Data

Exploratory Factor Analysis (Principal Component)



Data Analysis and Interpretation**Eight key trends of the 90s and 00s have had a profound effect on their generational personality**

Focus on children and family

Scheduled, Structured lives.

Multiculturalism.

Terrorism.

Heroism.

Patriotism

Parent advocacy.

Globalism.

STIGMA

Be smart—you are special.

Leave no one behind.

Connect 24/7

Achieve now!

Serve your community.

Principles of Millennial Management

1. You be the leader.
2. Challenge me. Millennials want learning opportunities.
3. Let me work with friends
4. Let's have fun.
5. Respect me.
6. Be flexible.

Be Prepared For...

- ☐ high expectations
- ☐ possible involvement of parents

Don't...

- ☐ expect them to pay their dues
- ☐ throw a wet blanket on their enthusiasm

Do...

- ☐ encourage them
- ☐ mentor them
- ☐ learn from them

Millennials:

What They Want From a Job

- ☐ to work with positive people
- ☐ to be challenged
- ☐ to be treated respectfully
- ☐ to learn new knowledge and skills
- ☐ to work in friendly environments
- ☐ to have flexible schedules
- ☐ to be paid well

Millennial Learning Preferences

- ☐ teamwork
- purpose-driven
- ☐ technology
- employee well-being.
- ☐ structure
- define success differently
- ☐ entertainment& excitement
- ☐ experiential activities

Generation Z in the workplace:

1. PROMOTE HIGH INTENSITY RELATIONSHIPS
2. PROVIDE CONTINUING REEDUCATION
3. DEFINE LASER FOCUS ROLES
4. TAKE CONTROL OF (AT LEAST SOME OF) THE VIRTUAL ETHOS
5. PLAN FOR GLOBAL OUTREACHING AND LOCAL NESTING
6. BUILD CONTINUITY THROUGH SHORT TERM RENEWABLE LOYALTY
7. RETAIN THE SUPERSTARS FOR THE LONG TERM BY BUILDING DREAM JOBS

8. CONCLUSION

The differences in values, companies can expect to see complaints and conflict arise as Millennial employment numbers increase. One common complainant will be that Millennials are difficult or entitled. This results from Millennials expressing opinions and making greater demands than their more elder and “experienced” counterparts. Millennials will come across as lacking in work ethic, because they to gain important positions soon after being hired. Other generations may believe that Millennials are selfish and lazy, because Millennials place more focus on their outside lives. Due to the negative stereotyping and misunderstanding of Millennial values, this generation will find it difficult to earn respect. Companies will need to understand the differences in values to properly avoid conflict and better motivate. Generation Y (born 1978-1989) and Generation Z (born 1990-99). Already the bleeding edge of Generation Z (today’s 16 to 23 year olds). Our research of Generation Z is ongoing stay connected.

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