Post Millennial Generation in the Workforce

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Post Millennial Generation in the Workforce

A THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS IN LEADERSHIP STUDIES

UNIVERSITY OF SOUTHERN MAINE

BY

Tarynne N. Scott

2019
We hereby recommend that the thesis of Tarynne N. Scott entitled *Post Millennial Generations in the Workforce* be accepted in partial fulfillment of the requirements for the Degree of Master of Leadership Studies.

Advisor

Second Reader

Accepted

Chair, Leadership Studies Department
Abstract

Post Millennials are one of the largest generational cohorts to enter the workforce thus far (Ozkan & Soulmaz, 2015). “Leaders who do not take the time to understand the characteristics of this generation may find it difficult to motivate and communicate with followers” (Seemiller, 2017, pg. 8). The purpose of this study is to explore and gain a deeper understanding of what Post Millennials require for success in the workforce, and how they differ in their follower and cultural beliefs, as well as identify what specific leadership style(s) best fit this generation’s needs as followers. The researcher conducted a study by collecting quantitative data from participants currently between the ages of eighteen and twenty-two through an online anonymous survey. This study will benefit anyone looking to prepare for the workforce of tomorrow. Arguably, leaders, followers, groups, and individuals currently working in the United States can benefit from understanding how to work with, communicate, and lead the largest generation to enter the workforce in recent history.

Keywords: Post Millennial, quantitative, leaders, followers, groups, communicate
Acknowledgements

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# Table of Contents

- **University of Southern Maine Thesis Title Page**  
  i

- **University of Southern Maine Final Approval Form**  
  ii

- **Abstract**  
  iii

- **Acknowledgements**  
  iv

- **Table of Contents**  
  v

- **List of Tables**  
  vii

- **List of Figures**  
  viii

## Chapter One: Introduction

- Study Background  
  1
- Benefits of this Study  
  2
- Statement of the Problem  
  3
- Purpose of Study  
  4
- Definition of Terms  
  6
- Rationale and Significance  
  8
- Overview of the Methodology  
  8
- The Researcher  
  9
- Assumptions and Limitations  
  9
- Summary  
  10

## Chapter Two: Literature Review

- Introduction  
  11
- Why Care about Post Millennials?  
  11
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>POST MILLENNIAL GENERATION IN THE WORKFORCE</strong></td>
<td>vi</td>
</tr>
<tr>
<td></td>
<td>Defining Generation Z</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Technology: A Necessity for Generation Z</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Post Millennials as Followers</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Leading Post Millennials</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Best Practices</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Implications for Research</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Chapter Three: Research Method</strong></td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Overview</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Ethical Considerations</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Research Questions</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Research Design and Approach</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Population and Sample</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Selection of Participants</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Procedures and Data Collection</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Data Analysis</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Reliability and Validity</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td><strong>Chapter Four: Findings</strong></td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Participants</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Analysis</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Results</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
<td>37</td>
</tr>
</tbody>
</table>
Limitations 40

Suggestions for Future Research 41

Conclusion 42

References 44

Appendix A: Notice of IRB Review and Approval 48

Appendix B: Email to Participants 49

Appendix C: Survey Questions 50

Appendix D: CITI Certification 53

Appendix E: Informed IRB Consent 55

Biography of the Author 67
List of Tables

Table 1. Demographic Participant Responses 28
Table 2. Working Environment Preferences % 31
Table 3. Followership Characteristics % 32
Table 4. Leadership Characteristics % 33

List of Figures

Figure 1. Working Environment Characteristics 35
Figure 2. Followership Characteristics 36
Figure 3. Leadership Preferences 37
Chapter One: Introduction

Chapter one of this Thesis provides the background of the problem, the purpose, and the significance of this quantitative study. This chapter introduces the research questions this study aims to answer and defines terms used throughout the research. This chapter also details assumptions (presumptions) surrounding Post Millennials, introduces the focused concepts, and discusses the biases and limitations of the researcher.

Study Background

Wren’s (1995) *The Leader’s Companion: Insights on Leadership Through the Ages*, is a catalyst for the investigator’s understanding of why this study is important. In this 1995 book, Wren writes, “What is the nature of the relationship between leader and followers? To understand leaders is to understand followers. Whether one is a leader or follower depends upon the situation and the institutional context” (Wren, 1995, p. 47). This idea that leadership is dependent upon followership and that the two are connected only amplifies the importance of learning how Post Millennials view followership and how the workforce has changed.

The United States is facing major demographic discrepancies as the aging population reaches retirement age while concurrently, Generation Z (i.e, Post Millennials) is entering the workforce. This generational dichotomy in the workforce may leave current leaders unprepared to meet the needs and wants of Post Millennials (Iogulescu, 2016). Without additional research and a better understanding of Post Millennial culture and followership styles, including their needs, beliefs and cultural differences, leaders and followers will find themselves separated and have an insufficient perception of themselves and each other (Cennamo, 2008). Managers are currently facing a set of generational differences among their employees as well as an overall dynamic change in the workplace. Adding the dynamic of Generation Z will further the
complexity and differences of followers (Iorgulescu, 2016). Unprepared managers, leaders, and even followers lack the sensitivity necessary to meet the needs of younger generations and their continued success (Iorgulescu, 2016). The questions for leaders and the intent of this study is to determine what leadership style(s) are ideal for communicating and motivating the Post Millennial generation as followers?

Current studies exploring leadership development focus on Millennials who were born between 1982 and 1999 (Anderson, Baur, Griffith, & Buckley, 2017). Shirish, Boughzala, and Srivastava (2016), Chou (2012), and Wiedmer (2015) focus on how to work with and lead Millennials, including how this generation differs from those that came before them. At the same time, there is a lack of studies on individuals born after 1995 who are just starting to enter the workforce today. Arguably, there is a lack of understanding and focus on the needs of this generation which could create problems for leaders trying to motivate this generation, as well as followers who will need to work alongside these individuals.

Benefits of this Study

The benefit of this study extends to leaders and managers who seek to understand new followers entering the workforce, followers interested in understanding future coworkers and employees, and finally, leadership students who want to be prepared when they too enter the workforce. In all, this researcher believes that everyone in this country will work for, alongside, or encounter representatives of the Post Millennial generation. Because this previous statement can pertain to every person in this country, most working individuals can benefit from reading this study.

According to Richard Fry (2018) of the PEW Research Center, more than one in three workers in the labor force today are of the Millennial generation. Beyond this, millennials have
become the largest generation within the workforce as of 2016 (Fry, 2018). With Post Millennials reaching working age in the next few years, leaders of our country will have a vast majority of their followers belonging to one of these two generational categories. With a vast amount of research being done on defining followership, such as Barbara Kellerman’s (2004) book *Bad Leadership*, where she states, “Leaders cannot lead unless followers follow, passively or actively.” (p. 83), as well as defining cultural trends within the Generation Z cohort, little research has been done to make a connection between the two. Arguably, being able to predict the needs and trends of future followers will help current and future leaders be better equipped and more successful in their leadership styles and techniques. Understanding how these future followers communicate, what motivates them, and predict their strengths and weaknesses can only help the leaders be that much more successful.

**Statement of the Problem**

Post Millennials started receiving more attention in the last decade as more resources were dedicated to researching this generation (Anderson et al, 2017). With the absence of research comes insufficiency in appreciation. The Post Millennial’s generation, like every generation before, will have a major cultural impact. Knowing the extent to which this generation will impact followership and workplace culture will contribute to the success of leaders, managers, and organizations in the United States.

Older generations, such as Baby-boomers and Generation Y lack understanding about Post Millennials and view them as untrustworthy, irresponsible, selfish, undetermined, and lacking thoughtfulness, or open-mindedness (Seemiller, 2017). Along with the older generations, negative view of Post Millennial’s work ethic and cultural beliefs is a lack of consensus on exactly who falls within the Post Millennial category. Conflicting studies state that 1995 is a
starting birth year for Post Millennials, whereas other studies choose 1994 or 1996. Some researchers argue that Post Millennials are still being born today, while others think the cutoff is 2010 (Dhopade, 2016). It seems that those studying Post Millennials cannot agree on exactly what age range defines this generation, let alone reach an understanding of what makes them unique as followers.

Several studies completed in recent years highlight the differences between the Post Millennial leadership and followership styles and those of older generations. For example, Hershatter and Epstein (2010) focused their study on Post Millennials use of technology in their work and social lives. In a more recent study, Hershatter and Epstein (2019) found that Post Millennial generations assume the organization should accommodate their needs and dependency on this technology. Lockley (2018) suggests that Post Millennial’s prefer working in an environment that focuses on collaboration, career advancement, financial stability, technology, and a work/life balance. There are countless other studies that show trends within the Post Millennial populations in the context of the workforce, however, there is a major gap in researching this generation as leaders and followers. The question of what type of leadership style would be ideal when it comes to leading this generation has not entirely been answered. This gap creates a lack of understanding, and in turn, can create tension between individuals in an organization. Therefore, it is important to search for answers to this question and to continue research into this topic.

**Purpose of Study**

The purpose of the study is to examine and understand the Post Millennial generation as followers in the workforce and identify what specific leadership style or styles best fit their work environment, followership, and leadership preferences. In order to develop a well-rounded and
complete understanding of Post Millennial cohorts in the followership role, the researcher is conducting a quantitative study. Ideally, the study will bridge the gap between studies focusing on followership and studies focusing on Post Millennial characteristics. There are three main goals that should be reached by the conclusion of this study: An intellectual, practical, and personal goal all tied to a deeper understanding of Post Millennial followership trends. Locke (2014) points out that being able to define these three goals will help mold the motivation for conducting this study.

The intellectual goal of the study is to gain a deeper understanding of how Post Millennial generations think and operate within their role as a follower. Intellectually, the researcher hopes to bridge the gap between existing case studies about Post Millennials and case studies about followership. From a practical standpoint, the goal of this study is to forge a better understanding of the future needs, wants, and behaviors of Post Millennials in the workforce. Finally, the researcher’s goal is to identify what specific current leadership styles would best fit this generation as followers.

The main topic being studied in this research is how leaders communicate with and motivate Post Millennials in the workplace. The research question of this study is to determine the ideal leadership styles for this generation based on the followership and leadership preferences they identify with. The hope is to gain a better understanding of this topic in order to create a workplace environment built around the needs and beliefs of this understudied generation while also being inclusive of other, older generations. For this study to be a success, the researcher must first focus on the assumptions and limitations that could impact the outcome of the research. The following sub-questions will help the researcher answer the main research question.
1. How do Post Millennials view their role as a follower in the workforce?

2. How do leaders continuously keep Post Millennials (Generation Z), motivated and meet their needs in a working environment?

3. Culturally, how do Post Millennials view themselves as a working citizen and how does this affect their ideas and beliefs?

The researcher’s attention is focused on the importance of having a strong relationship with leadership and whether Post Millennials are being given the chance to work on professional development and job advancement opportunities. Additionally, the researcher will focus on whether Post Millennials need to feel as if they are having an impact through philanthropic ideals. The researcher will be looking into Post Millennials views on travel, and global citizenship, as well as how to motivate Post Millennials outside of simple monetary compensation and instead consider real-world benefits such as travel, the newest technologies, paid time off to explore hobbies or creative expression, and an even more relaxed working schedule.

**Definition of Terms**

**Followership.** Followership refers to, “the ability to effectively follow the directives and support the efforts of a leader to maximize a structured organization.” (Bjugstad, Thach, Thompson, and Morris, 2006).

**Follower.** Although the role of a follower can change depending on the situation, Oc and Bashshur (2013) define the role of a follower as having social influence over a leader or manager through the use of feedback and information. It is also pointed out that the major difference between the role of a follower and leader is simply the power between them. A successful
follower is one who actively and explicitly influences the leaders and groups perceptions, attitudes, and behaviors.

**Culture.** In relation to the study focusing on generational cohorts, Parry and Urwin (2011) define culture as a generation sharing emotions, attitudes, preferences, and dispositions and tend to have a set focused practice of leisure activities such as sports. The authors also point out that within a generational culture context, individuals are impacted by nostalgia and pop cultures such as music and film stars. With this definition, culture can be seen as a kind of solidarity through a shared cultural symbol or symbols including technology or historical events.

**Psychological trends.** With this definition, the researcher is referring to patterns seen within the Post Millennial cohorts on how their minds operate in a broader context. For instance, a focus on independence, instant gratification, a carefree emotional state, or even negative emotional responses to certain ideals depending on the generation can all fall into a psychological trend.

**Millennials.** This term refers to the generation born between 1981 and 1997 or currently between the ages of 22 to 37 years old. (Dimock, 2018) Although the exact years and ages of this generational cohort are up for debate by some, for the purposes of this study, this will be the time and age that will be referred to.

**Post Millennial.** Also referred to as ‘generation Z’, this is a group of individuals born after 1997 to present day, or currently between the ages of 0 to 21. (Dimock, 2018) Once again, there are some who believe this age group to be broken down into multiple generational labels, however, for the purpose of this thesis, the researcher will reference Generation Z or Post Millennial as anyone between the ages of zero to twenty-one.
Servant Leadership. This term refers to a specific leadership style where the focus of the leader is not on gaining power or producing results, but rather on the needs and growth of the followers. (Greenleaf, 1970)

Situational Leadership. A leadership style that focuses on a particular follower and situation. Rather than a leader trying to change the situation to match their specific leadership style, the leader changes their style based on the needs of the follower and situation. (McCleskey, 2014)

Rationale and Significance

Generation Z’s skills sets, strengths, weaknesses, communication styles, and attributes will most likely affect the development of relationships between co-workers and the development of the workplace (Seemiller, 2017). The biggest reason this generation will have such a major impact is attributed to the number at which this generation will be entering the workforce. Tulgan (2013) stated, “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.” (p. 1)

With a large influx of post-millennials entering the workforce, the impact they will have is imminent and unknown to a certain extent. In this study, the generational differences of Post Millennials are researched, defined, and examined through the means of reviewing current literature and conducting a quantitative study.

Overview of the Methodology

As a quantitative study, the researcher seeks to explore contextual meaning through situational knowledge of those being researched (Creswell & Creswell, 2018). Because this is an area of study that has been underexplored, the researcher is looking to Post Millennial students to
describe their thoughts, beliefs, strengths, and weaknesses, in order to develop a better understanding of the impact the participants, and their generation will have on the United States workforce.

This thesis will follow the guidelines of a traditional quantitative study by connecting the quantitative data collection with information gathered in a literature review and integrate the findings to answer the research question. The researcher will follow the recommendations of Creswell and Creswell (2018) by first developing knowledge on this generation through a literature review in order to form my hypothesis. The researcher will then test this hypothesis by collecting statistical data through an online survey.

The Researcher

As a student of leadership, the researcher hopes to gain a deeper understanding of the followers she one day hopes to lead. Beyond this, the researcher hopes to advocate on behalf of the Post Millennial generation as they are understudied and misunderstood by older generations. This study will help not only the researcher but other students of leadership, gain a better understanding of a group of individuals who will be soon entering the workforce and influencing existing workplace culture. The goal of the researcher is to provide a better description of how Post Millennials understand their roles as followers, and the cultural impact this generation will have on leadership and the workplace. This research is designed to contribute both to the researchers’ personal curiosity and to the greater good of others.

Assumptions and Limitations

The first assumption the researcher is making is that the participants of the survey will answer honestly and ethically. Every individual has been impacted by how friends, family, and community members view them from the outside. The researcher is assuming the participants in
this study will answer questions based on their own views and not those of their peers or family members. The second assumption is that the researcher will be able to find a significant amount (over fifty) of individuals to participate in the survey. Without enough participants, the researcher will be unable to draw a valid conclusion. The larger the sample size, the better the generalization to represent Post Millennials overall.

The limitations of this study involve the reach of participants. This study is restricted to a single age group of participants which means asking young college students to participate in a study. Because of this, the researcher will need to make sure the research questions are age-appropriate, and that consent is given by the students. The second limitation is the time constraint. Because this study is being completed over the course of an academic semester, the researcher only has a few months to complete this study. Allowing three months for participants to take the survey is not probable because of this limited time.

Summary

Chapter one introduces the framework of this thesis. The researcher provided an overview of the topic and key concepts surrounding the study and the research topic. Research questions, key terms, and predictions were presented and discussed at length. The researcher explained the reasoning behind choosing a quantitative research design which will be explained further in chapter three of this thesis. Finally, chapter one was concluded with a discussion of the researcher herself, as well as the limitations and assumptions made by this individual. This chapter is the foundation on which chapter two and three are framed and organized.
Chapter Two: Literature Review

Introduction

The aim of this literature review is to gain a deeper understanding of what makes the youngest generation entering the workforce unique. There is an abundance of research available about the Millennial generation. However, there is a new generation about to enter the workforce in waves. This generation has grown up surrounded by technology and raised in a post-9/11 era and the Great Recession of 2008 United States. Post Millennials are understudied, can be misunderstood by older generations and Chapter Two will begin the process of analyzing previously published literature on this topic.

Why Care about Post-Millennials?

As stated previously, Generation Z, also known as the “Post Millennial” generation is defined as individuals born between 1997 and 2019, currently between the ages of zero and twenty-one years old (Berkup, 2014; Ozkan & Solmaz 2015; Seemiller, 2017; Spark & Honey, 2014; Tulgan, 2013). Researchers in the United States are at the beginning stages of understanding the post-millennial generation. (Sparks & Honey, 2014; Seemiller, 2017). For the past decade, researchers have been focused on Generation Y-- also known as Millennials -- and researching them more than any other generation in history (Sparks & Honey, 2011). With this large amount of research on the Millennial generation, the next generation to come - Post Millennials, or Generation Z - has been understudied and neglected (Sparks & Honey, 2014). The United States is a country unprepared to receive one of the largest incoming workforces ever seen. Currently, more than a quarter (25.9%) of the United States population is Gen Z (Sparks & Honey, 2014) and this number is growing consistently every day. As roughly 30 million Baby Boomers will retire from the workforce, just as many Gen Z’s will start working by the year
2019 (Tulgan, 2013). This generation is the largest ever seen, yet understudied, and that makes studying and caring about the needs behind this generation all that more important.

**Defining Generation Z**

This generation was raised during a rapid technological change, a post 9/11 America, lived through the Recession of 2008 and the War on Terror in the Middle East and was influenced first hand by constant connectivity to electronic devices (Tulgan, 2013). Everything one experiences in their childhood shapes how they view and interact with their society and these historical and technological impacts shaped the way in which Generation Z viewed the world and themselves (Tulgan, 2013).

In a scientific report conducted by Sparks & Honey (2014), researchers uncovered many character traits that make post-millennials unique in comparison to older generations. They are as follows:

1. **Eager to start working.** The parents of the Generation Z children were found to have encouraged them to find jobs earlier and more independently than that of other generations. They also found that four out of five (Or 80%) high school students think of themselves as “more driven than that of their peers.”

2. **More Mature and in Control.** When it comes to illicit substance abuse and the teen birth rate, the percentages have dropped dramatically in the last ten years. Since 1990 the teen birth rate has decreased over 4% and substance abuse has decreased by almost 20%.

3. **Volunteering.** Their study also revealed that Gen Zs are determined to make a difference in their communities. There is an emphasis on making an impact and one of the most popular career choices within their population is Social entrepreneurship.
Spark & Honey (2014) identified, among other things that the findings were the result of witnessing the struggles of millennials growing up in a time when one in four children lived in poverty as well as being a part of an education system that focused on inclusion and diversity. The biggest impact, however, is the use of technology for the purpose of socialization, entertainment, and education.

**Technology: A Necessity for Generation Z**

Generation Z is unique in many ways, including the fact that they have never known a world without technology (Rothman, 2016). According to Rothman (2016), “this generation may have cut their baby teeth on their mother’s cell phone.” (pg. 2) Because Post Millennials have been using technology from a very young age, it has become an essential and seamless part of their lives. (Anderson, Baur, Buckley & Griffith, 2017; Rothman, 2016; Spark & Honey 2014; Tulgan, 2013). Having technology as a tool while working will be important to Generation Z.

In her study titled, “A Tsunami of Learners Called Generation Z”, Dr. Darla Rothman (2016) created a list of ways in which technology has affected the lives of Generation Z which helps develop an understanding as to why they are so dependent on it. The list is as follows:

1. They have never experienced a world without the Internet, cell phones, or computers.
2. They are in constant contact with people using social media and have been since they were young.
3. They focus on using technology that is easy to use and can help them solve their problems, coordinate activities, or even provide them with relevant information at a moment’s notice.
4. Because they are able to instantly find answers to questions using Google and YouTube, they lack critical thinking skills.
5. They have a low/no tolerance for being without their electronic devices.

6. They do not use a wristwatch, or an alarm clock because they have their cell phones readily available.

7. Instead of reading an article, they want it summarized for them in a YouTube video and instead of sending a lengthy email, they prefer instant messaging in the form of a text or Facebook message.

8. And, finally, they use slang that is derived from texting which includes words like, Cray Cray (meaning crazy), Probs (meaning probably), V (meaning very), and LOL (meaning laugh out loud). (p. 3)

The findings of Dr. Rothman’s study are essential in understanding Generation Z, however, they are not unique, as researchers like Berkup (2014), Tulgan (2013), and Kapil and Roy (2014) of the Technology and Science Institute, have all conducted similar experiments and drawn similar conclusions.

What can be learned from this dependency on technology? Once again, Spark and Honey (2014) answers this question. They state that Post Millennials are not just tech-savvy, but what they call, ‘Tech Innate’ (Spark & Honey, 2014). They can multitask on five screens as compared to the Millennial hallmark of two. Post Millennials also communicate using symbols and images and think in four dimensions (Spark & Honey, 2014). This can affect their communication style, as well as impact their use of symbols and images in the workplace.

With this generation's dependence on technology and the need to multitask and be connected Rothman (2016) states that, when it comes to Post Millennials entering the workforce, they need to feel connected and unrestricted in their use of technology. Technology is a necessity, and chances are, they are more informed and skilled in the use of phones, computers,
applications, and content management systems than generations born before the year 2000, making this the number one factor that makes Generation Z unique in their cultural beliefs (Anderson et al, 2017; Dhopade, 2016; Kapil, 2014; Ozkan, Solmaz, 2015; Rothman, 2016; Seemiller, 2017; Shirish, Boughzala, Srivastava, 2016; Tulgan, 2013). This dependence on technology can have an impact on working habits and styles (Sparks & Honey, 2014).

**Post Millennials as Followers**

Followership is continuously being studied and redefined with every passing year (Iorgulescu, 2016). The role of a follower is unique to the person, organization, or group and can change depending on the role an individual is taking (Kellerman, 2014). That being stated, the effectiveness of a leader is entirely dependent on the willingness and consent of the followers (Bjugstad, Thach, Thompson, & Morris, 2006). Keeping this in mind, Bjugstad et al (2006) state the following:

1. Without followers, there can be no leaders. Indeed, Hansen (1987) advanced that active followership means the leader’s authority has been accepted which gives legitimacy to the direction and vision of the leader. Without the eyes, ears, minds, and hearts of followers, leaders cannot function effectively. Similarly, Depree (1992) asserted that leaders only really accomplish something by permission of the followers. (p. 305)

2. When looking at Generation Z as followers there are certain traits that make their roles more unique than that of previous generations. The working environment they need, as well as what they expect from fellow followers differs slightly. For instance, a survey conducted by Bucharest University of Economic Study suggests that Generation Z has a greater ability to multitask,
adapt to a global world, and are extremely self-confident and optimistic when it comes to the future (Iorgulescu, 2016, p. 1).

When it comes to motivation, post-millennials have been called “the most self-motivated generation ever” (Bjugstad et al, 2006; Seemiller, 2017), and are more intrinsically and extrinsically motivated than any other generation that came before (Seemiller, 2017). On a more specific level, Seemiller suggests that Generation Z has been found to be more motivated when it comes to relationships, advocating for a cause that they believe in, and working towards achieving a goal or milestone. In terms of followership, this means that working within a group, and having clear goals or milestones will make them a more productive and enthusiastic follower (Chou, 2012).

As followers, Generation Z will present profound challenges for leaders and managers in the workforce today. Like with every new generation, they keep the older generations more honest (Chou, 2012). This new generation is revolutionary with their communication style and ability to be open, honest, and have a genuine sense of empathy for others (Chou, 2012). They are dependent on technology but use it as a tool to multitask faster and more productive than ever seen before (Chou, 2012; Seemiller, 2017; Tulgan, 2013). These changes will have an impact on working relationships as well as the working environment.

Above all, Post Millennials sense of an ideal working environment is different than what has been practiced before. Generation Z wants to break the mold of a typical nine to five working day. Because they are consistently connected, working on and off throughout a day, with longer breaks in-between is ideal for them (Chou, 2012). Post Millennials want out of the office with more remote working options and a better work-life balance (Chou, 2012; Iorgulescu, 2016). Finally, as followers, this generation is constantly looking for an opportunity to learn and grow.
Post Millennials want mentor programs, career advancement opportunities, and professional development as part of their everyday working life (Iorgulescu, 2016).

**Leading Post-Millennials**

What does this all mean for leaders? Because it is now known that Generation Z is entering the workforce in large numbers with differing expectations and attitudes toward working and followership, how do leaders prepare for and work with this young generation? Before this can be answered, there must first be an understanding of what leadership truly is. An in-depth definition comes from an article titled, “What Works for You May Not Work for (Gen)Me: Limitations of Present Leadership. Theories for the New Generation” by Anderson, Baur, Griffith, and Buckley (2017) which states:

Studies have also linked employee-supervisor relationships with organizational commitment and decreased turnover intentions (e.g., Han & Jekel, 2011). These studies underscore the value of having able leaders in place in order to leverage human capital resources. And, leaders may need to play an even bigger role in attracting, motivating, and retaining today’s employees for at least two reasons. First, Millennials are more likely to value working for supervisors they like than previous generations (Twenge et al., 2010). Second, post-Baby Boomer employees have very different work-related values and are more likely to quit than employees of yesteryear if their needs are not met (Lu & Gursoy, 2013). (p. 4)

Although the above research focuses on the Millennial generation, it still holds true to that of the Post Millennial or Generation Z followers because both generations have been influenced by similar experiences (Anderson et al, 2017. p. 4)
So, what is Generation Z looking for in a leader? The simple answer is communication (Bresman, 2017). This generation grew up with highly engaged parents, teachers, and counseling which means they are less likely to resist authority relationships but will only perform well for leaders who make them feel engaged in a working environment (Tulgan, 2013). Generation Z will follow a leader who is hands-on, engaged with their followers and who takes an interest in the quality of the relationship they have with their employees (Tulgan, 2013). Unlike in the past when leaders were able to be more removed from socializing with their followers, in the future, leaders will need to try to communicate with and get to know their employees.

Another thing to keep in mind as a leader is that Generation Z is motivated by and focused on relationships (Bresman, 2017). This generation has been constantly connected to their social groups through social media since they were young (Rothman, 2016). One solution to this change in motivation is suggested by Bruce Tulgan (2013), promoting what he calls, “high-intensity relationship.” He says that what brings out the best in Generation Z as followers is having a leader who can promote, “(a) small highly defined workgroups with strong peer leadership; (b) tight and well-defined chain of command; (c) teaching style leadership; (d) and, customer service style management” (p.7). This is an important fact to keep in mind as a leader of Post Millennials.

Good leadership can make or break a working team. Generation Z prefers having someone to lead them and will go above and beyond for the right kind of leader or leadership style. Generation Z wants to work and has the self-confidence and drive to guarantee their future (Ozkan et al, 2015), what is needed is the right kind of leader to keep them motivated. Good leadership can have a small impact if the followers are not motivated to work. Generation Z is motivated by working for the greater good and wants a leader who will inspire them to find
meaning in their everyday tasks (Ozkan et al, 2015; Tulgan, 2013), and above all, they thrive on strong relationships and depend on the use of technology. According to Kellerman (2014), as a leader, it is your job to create an environment that is ideal for the followers. With Generation Z about to make up over a quarter of the followers in this country, it is now more important than ever that leaders pay attention to how this generation operates (Anderson et al, 2017; Kapil, 2014; Ozkan, Solmaz, 2015; Seemiller, 2017; Shirish et al, 2016; Tulgan, 2013).

**Best Practices**

“Generation Z is vastly different from older generations” (Kapil & Roy, 2014, p. 10). How one chooses to communicate with the Baby-boomers generation, or even with the Millennial generation is vastly different from how Generation Z expects or wants to be treated once they reach the workforce (Kapil, Roy, 2014, p. 10). Understanding what leadership techniques work best for this generation is important for an ideal working relationship and environment.

To give a deeper understanding of best practices when working with or leading someone from Generation Z, Sina Kaye Lockley (2016) from Staffbase (an online platform that connects leaders to their followers using a social networking application) conducted research on Generation Z engagement, communication styles, and overall trends. First, the author found that now more than ever, creating value for your employees is of the utmost importance. Generation Z is largely motivated by financial rewards and career advancement. Second, Lockley states that for this generation, technology is key. Providing opportunities for internal communication go beyond Facebook and other social media outlets. She suggests that the future of the workplace will be “wearables, robotics, and virtual reality” (p. 1). Finally, the author suggests that Generation Z wants frequent and ongoing communication. It is a common misconception that
Generation Z only wants to communicate via technology and, in fact, more and more Post Millennials prefer face to face contact (Lockley, 2016). The trick, Lockley points out, is finding a way to emphasize the use of technology, without preventing human interaction.

Like all change, trial and error will be inevitable when trying to find a balance. Future employers will have to be more open and flexible than ever before. As inexperienced Millennials take on management positions and Generation Z enters the workforce for the first time, cooperation and taking small risks are important (Anderson et al, 2017; Bresman, 2017; Cennamo et al, 2011; Lockley, 2016). What is important to remember when leading and working with Generation Z is to collaborate, and emphasize career advancement, financial stability, technology, and management training (Lockley, 2016). Doing this will increase the chances of having a productive, positive working environment that is molded to the needs of Generation Z.

**Implications for Research**

Through this literature review, it has been discovered that Gen Z depends on technology but thrives in a collaborative, social environment. When it comes to being a follower, the literature suggests that Post Millennials want to break the mold of a typical workday and feel a strong connection to their leader and work. Because of the rising cost of living and debt they accrued from college they are motivated by money, career advancement and seek financial stability.

By starting to understand who the individuals of Generation Z are, what motivates them, what they are looking for in a leader, and the role they expect to take on as followers, the United States workforce can begin to prepare for their arrival and become a more productive society. It is suggested by this literature review that what is most important when preparing for this new,
young generation is collaboration and being willing to learn from and adapt to their dependence on technology, changing worldviews and culture.

The research will further the understanding that was gained from this literature review. By collecting quantitative data, the researcher hopes to not only echo the findings from other studies but also, dig deeper into Post Millennial motivations, communication styles, ideas of leadership and above all, the role they wish to take as a follower. Although this literature review has begun to help answer the research questions mentioned previously, an independent study on this generation can help us predict overall trends, debunk any misinformation, and gather information directly from the source, for instance having Post Millennial individuals participate in a survey in order to understand their ideas, wishes, motivations and thoughts on our current workforce.

Chapter Three: Research Method

Overview

The intent of chapter three of this thesis is to explain the method that was used to collect data and discuss ethical considerations, population sample, and data analysis procedures. The purpose of this quantitative study is to explore how leaders can best communicate and motivate Post Millennials and the impact they will have on the workforce because of their differing cultural beliefs and behaviors. Additionally, the researcher hopes to identify what specific leadership styles are best when it comes to leading this generation. It is important for managers and leaders to know how to relate best to members of different generations and to communicate with them successfully. A quantitative approach is used for this study because it allows the researcher to analyze data from survey responses and then focus on answering the ‘why’ using information gathered from the literature review.
A description of the study sample, data collection instruments, and procedures, as well as a rationale for the procedure, will follow this overview. Understanding the preferences of Post Millennials in the workforce can lead to the success of not only the followers but the leader and company as a whole. The approach to this study is focused on quantitative research and data collected from a survey.

**Ethical Considerations**

There are a number of guidelines that the researcher adhered to before starting this study. An Institutional Review Board (IRB) application was completed and approved before conducting any research on the participants. After IRB approval, each participant in the survey was informed of any possible risk or benefit of participating in the study. Each participant received a consent form (see Appendix C) at the beginning of the survey as a requirement before proceeding to the actual questions.

Participation in this study was voluntary and, as such, participants had the right to stop the survey at any time they wished during the process. All participants were informed of this fact. The names, location, and other demographic information, as well as the organizations involved in the study, are always anonymous and remain confidential at all times. Every participant in the study has the right to privacy and was informed of how the information will be used and what to expect from the information collected. All information is kept on a secure website or locked in a secure location to prevent information from being leaked or seen by someone not directly related to the study.

**Research Questions**

1. What are the leadership practice preferences of Post Millennials in followership roles?
2. How do current leaders implement communication and motivational practices in their workforce culture in order to achieve long-term sustained success with the Post Millennial generation?

3. What leadership style or styles should be used in order to create a successful working environment for Post Millennials?

**Research Design and Approach**

The research design for this study is an approach involving an online survey tool Google Form. Data was collected from the participants of this survey and analyzed. A link was distributed via social media and emailed to individuals who fit within the Post Millennial generation cohort and the researcher sent reminders, re-sending the link, and allowing at least a month for participants to answer the questions of the survey to ensure that an adequate number of people participate.

**Population and Sample**

Individuals who fall within the Post Millennial Generation were born between the years of 1995 and 2018. However, because of the nature of this study, individuals who fall within this category and who are old enough to participate (between the ages of 18 and 23) were asked to take part in this survey. Because participants identity needed to remain anonymous to the researcher, a Google Forms Survey was electronically disseminated via Social Media and email to large amounts of individuals at one time. For example, the researcher is an educator at a community college. With permission from the Director of Education, the survey link was emailed to every enrolled student with a brief description and explanation of age restrictions (18 to 22 years old). Additionally, a similar message was dispersed to specific Facebook Groups from the University of Maine, University of Southern Maine, as well as on the researchers own
page asking individuals to participate. The researcher has no way of knowing exactly who participated.

Additionally, before individuals started the survey, they were asked two identifying questions on age and gender. This was to ensure that participants fell within the right age bracket, and that when collecting results, the researcher could understand if gender was evenly represented among participants and if it had any effect on data results. Finally, individuals were given an explanation of the study and Institutional Review Board consent form and they had to agree in order to be sent to the actual survey questions.

Selection of Participants

The researcher selected participants based on their desire to participate in the study, as well as their birth year. Participants were chosen based on the following criteria:

1. If they were born between the years of 1995 and 2000 and were able to participate in the study from start to finish.
2. The researcher reached out to the University of Maine, University of Southern Maine, and Southern Careers Institute, asking individuals in leadership roles permission to email their students the survey.
3. The researcher used social media as a platform for asking individuals who fall in the Post Millennial generational category to participate in the survey.
4. Finally, the researcher will be sharing the final data and results of the study with the schools and organizations involved upon request.

Procedures and Data Collection

The role of the researcher is to disseminate this survey, analyze the results, and draw conclusions from the results. This survey is focused on self-reported data, rather than asking
participants to answer based on their perceptions of the entire generation. Questions are stated in the first person and participants will be asked if they disagree, neutral, or agree with the statement. To ensure the participants are answering honestly, the same type of question is asked in several ways. For instance, one question said, “I prefer email when communicating with a coworker” while another says, “I would rather a co-worker email me with a question, rather than coming to my office/desk.” In order to keep the amount of time the participants will need to spend on the survey to a minimum, the researchers will be focusing on answering the research questions stated previously.

This study is feasible, ethical, and does minimal to no harm to the participants. With the exception of the time they will need to spend answering the questions, the participants will be minimally affected by the study. To complete the entire project, the researcher spent roughly three months. The first month was used to disseminate the survey and allow participants enough time to complete it thoughtfully. The second four weeks were used to draw conclusions from the data. In order to complete the entire process, the researcher needed to start this study in September of 2018 in hopes of completing the research portion by February of 2019.

Pre-approved access to the students or individuals participating in the survey is necessary before conducting any research. The first part of the research involves sending out a link to the survey from an online content management system via email or social media. Once the survey has been disseminated and a respected number of participants have taken it, the researcher began transcribing and analyzing the data via graphs and concluding statements. This data was transcribed and inputted into the final results section of the researchers’ thesis.
Data Analysis

After the Survey results had been collected and analyzed by the researcher, the data was formatted into graphs, concluding statements, and categorized based on the results. The researcher used this data to help answer the research questions and compare the collected results to those of other studies analyzed in the literature review. The researcher then related the final conclusions to that of the research questions stated previously.

Reliability and Validity

To address bias, the researcher exercised extensive reflection throughout the process of disseminating the survey and analyzing data results to prevent any implicit bias the researcher might have towards the participants or data results. The researcher explored the research results, as well as provided extensive rational and alternative interpretations of the data in order to provide plausible validity in the final research results.

This research is focused on answering a question through quantitative data while focusing on in-depth understandings of the information gathered. The researcher hopes to use the data collected through the survey as a means of bridging the gap of information gathered on Post Millennials and followership. Because Post Millennials entering the workforce is episodic, the researcher identifies this study as being phenomenological and quantitative. Finally, the researcher will ensure triangulation was conducted by collecting data from a diverse range of individuals through an online survey, and literature review (Creswell, 2018).

Summary

This study has the potential to provide important and useful information to not only leaders and followers but to Post Millennials themselves. By gaining a deeper understanding into the largest workforce generation this country has seen, everyone who reads this study can gain
some form of insight into how to work with, for, and beside individuals from the Post Millennial generation cohort. This research will advance the understanding of Post Millennials in an important way because the study focuses on the cultural gap between Post Millennials and earlier generations focusing on the workforce. As a student of leadership, business, education, or any other degree, this research will help prepare not only the researcher but anyone hoping to understand whom they will be working with for the rest of their lives and prepare themselves for life after graduation. Everyone wants to be successful in his or her careers, the individual conducting this study hopes to be a successful leader in the future, gaining the information that this study will produce can only enrich the understanding of the followers and leaders currently entering the workforce.

**Chapter Four: Findings**

The purpose of this study was to determine the followership and leadership preferences of the Post Millennial Generation in hopes of determining which leadership style or styles would best fit their needs.

**Participants**

Participant demographic information was collected using the anonymous survey that was disseminated through the Google Forms platform. In reviewing the results several observations on participant information were collected. With thirty-one participants, less than half were between the ages of 18 and 20 years old, with 42%. Participants between the ages of 21 and 22 years old made up the majority of the participants at 58%. Because this survey was directed towards the Post Millennial generation, individuals not falling within the age range of eighteen to twenty-two years old were not included in the data presented here.
In addition to being asked their age, participants were asked to identify their gender. An overwhelming majority of the participants were female at 80.6% \((N=25)\) leaving the remainder identifying themselves as males at 19.3% \((N=6)\). Although participants were given the option of selecting male, female, transgender female, a transgender male, gender variant/non-conforming, prefer not to answer, and a fill-in/other option. One participant filled in the “other” option stating that they were male, however, with that exception, all participants answered either male or female.

No other demographic information was collected from participants as the researcher wanted to maintain as much anonymity as possible. This survey was sent to over six hundred Post Millennials between the ages of eighteen and twenty-two years old both at The University of Southern Maine, University of Maine and Southern Careers Institute located in Corpus Christi, Texas. In the end, only 31 individuals participated. Table 1 provides a visual breakdown of the sample demographic responses.

Table 1

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>(N)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>31</td>
<td>100</td>
</tr>
<tr>
<td>18</td>
<td>2</td>
<td>6.5</td>
</tr>
<tr>
<td>19</td>
<td>8</td>
<td>25.8</td>
</tr>
<tr>
<td>20</td>
<td>3</td>
<td>9.7</td>
</tr>
<tr>
<td>21</td>
<td>7</td>
<td>22.6</td>
</tr>
<tr>
<td>22</td>
<td>11</td>
<td>35.4</td>
</tr>
<tr>
<td>Gender</td>
<td>31</td>
<td>100</td>
</tr>
<tr>
<td>Male</td>
<td>6</td>
<td>19.3</td>
</tr>
<tr>
<td>Female</td>
<td>25</td>
<td>80.6</td>
</tr>
</tbody>
</table>
Analysis

Data collected through the survey was analyzed in three parts. Because the researcher used Google Forms as the platform for the survey, the participant responses were automatically transformed visually into pie charts for each individual question. The researcher reviewed the raw data in this form numerous times in order to gain a basic understanding of participant responses.

The second part of the analysis process started with the researcher transcribing the data into a second document—combining participant responses in order to simplify the information. For example, in part one of the survey where participants were asked questions related to a working environment, one question asked, “When it comes to communicating with a coworker or friend, I prefer sending an email, text message, or other means of electronic messaging.” Five participants answered, “Strongly Agree,” seven answered, “Agree,” seven answered “Neutral,” eleven answered, “Disagree,” and one answered, “Strongly Disagree.” When transcribing this data into another form for review, the researcher wrote it as, 38.7% (N=12) Strongly/Agree, 22.6% (N=7) Neutral, and 38.7% (N=12) Strongly/Disagree. Transcribing the data in this way allowed the researcher to simplify the responses. This same process was done on the two other sections; Followership Characteristics and Leadership Preferences.

Finally, for the third round of analysis, the researcher looked at responses that came across as the most polar. For each section, there was one or two questions that either a majority of participants answered with, “Neutral” for a characteristic, or the participants were split fifty-fifty in their responses. By highlighting the questions that identified a majority preference to one answer or another, the researcher was able to identify trends and characteristics of the Post Millennial Generation in relation to followership, leadership, and workplace norms.
Results

In order to gain a deeper understanding of the preferences of Post Millennials on leadership, followership, and workplace environment, the researcher broke down the survey into three sections. For all three sections, participants were asked to choose the option or answer that aligned closest to their beliefs and were reminded that there is no wrong answer and if they chose, they could skip a question.

For section one, questions were focused on the workplace environment and preferences for a future career. Once given a statement, participants had the following options to choose from; strongly agree, agree, neutral, disagree, strongly disagree. Section two was focused on characteristics of followership. Participants were asked to identify how well a certain characteristic relates to them or their generation as a whole. After being provided with a characteristic, participants had the following options to choose from:

- I am not familiar with this characteristic
- This characteristic does not match my perception of me
- This characteristic does match my perception of me.

Finally, for the third and final section of this survey, participants were asked to indicate the extent to which identified leadership styles and characteristics were something they preferred in a leader. Once given a characteristic, the following options were given; extremely important, somewhat important, not important, I am not familiar with this characteristic, and I do not want this characteristic in a leader.

The results of these three sections in their entirety are as follows:
Table 2

*Working Environment Preferences %*

<table>
<thead>
<tr>
<th></th>
<th>Strongly/Agree</th>
<th>Strongly/Disagree</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>I view myself as dependable and responsible</td>
<td>96.8</td>
<td>0</td>
<td>3.2</td>
</tr>
<tr>
<td>I am always looking to improve and learn</td>
<td>93.5</td>
<td>3.2</td>
<td>3.2</td>
</tr>
<tr>
<td>Teams work best when everyone is involved in decision making</td>
<td>90.4</td>
<td>0</td>
<td>9.7</td>
</tr>
<tr>
<td>When I make a mistake, I own up to it immediately</td>
<td>90.3</td>
<td>3.2</td>
<td>6.5</td>
</tr>
<tr>
<td>I consider myself a good multitasker</td>
<td>87.1</td>
<td>3.2</td>
<td>9.7</td>
</tr>
<tr>
<td>Having an even work-life balance is important</td>
<td>87.1</td>
<td>6.5</td>
<td>6.5</td>
</tr>
<tr>
<td>I'm good at bringing out the best in others</td>
<td>87.1</td>
<td>0</td>
<td>12.9</td>
</tr>
<tr>
<td>I prefer a boss who helps me grow professionally</td>
<td>80.6</td>
<td>12.9</td>
<td>6.5</td>
</tr>
<tr>
<td>I need to feel valued and appreciated at work to feel happy</td>
<td>77.5</td>
<td>22.6</td>
<td>9.7</td>
</tr>
<tr>
<td>I expect disciplinary guidelines from my boss</td>
<td>74.2</td>
<td>6.5</td>
<td>22.6</td>
</tr>
<tr>
<td>I prefer a job that is remote which allows traveling opportunities</td>
<td>70.9</td>
<td>9.7</td>
<td>19.4</td>
</tr>
<tr>
<td>I think of myself as a global citizen and care deeply about world issues</td>
<td>70.9</td>
<td>6.4</td>
<td>22.9</td>
</tr>
<tr>
<td>I prefer a job that is task oriented</td>
<td>70.9</td>
<td>3.2</td>
<td>25.8</td>
</tr>
<tr>
<td>I have a strong moral compass</td>
<td>70.9</td>
<td>0</td>
<td>29</td>
</tr>
<tr>
<td>Prefers a job with lots of social interaction</td>
<td>67.8</td>
<td>3.2</td>
<td>29</td>
</tr>
<tr>
<td>I value friendships and need to feel connected at work</td>
<td>67.8</td>
<td>9.7</td>
<td>22.6</td>
</tr>
<tr>
<td>I prefer a leader I respect and consider intelligent</td>
<td>67.8</td>
<td>16.1</td>
<td>16.1</td>
</tr>
<tr>
<td>Value community service and philanthropic work</td>
<td>67.7</td>
<td>12.9</td>
<td>19.4</td>
</tr>
<tr>
<td>I want a job that allows me to travel around the world</td>
<td>65.4</td>
<td>6.4</td>
<td>29</td>
</tr>
<tr>
<td>If my boss says to do something, I do it without question</td>
<td>64.6</td>
<td>9.7</td>
<td>25.8</td>
</tr>
<tr>
<td>I worry about transitioning from school to a career</td>
<td>64.5</td>
<td>22.6</td>
<td>12.9</td>
</tr>
<tr>
<td>I take control of a group project or speak up most when in a group setting</td>
<td>61.3</td>
<td>22.3</td>
<td>16.1</td>
</tr>
<tr>
<td>I prefer extracurricular offerings as a major deciding factor for a new job</td>
<td>58.1</td>
<td>22.6</td>
<td>19.4</td>
</tr>
<tr>
<td>I expect my job to be explicitly outlined for me</td>
<td>58.1</td>
<td>25.8</td>
<td>19.4</td>
</tr>
<tr>
<td>Working for a non-profit is appealing to me</td>
<td>58</td>
<td>6.1</td>
<td>25.8</td>
</tr>
<tr>
<td>Even if my boss told me to, if I did something wrong, it's my fault</td>
<td>56.6</td>
<td>30</td>
<td>13.3</td>
</tr>
<tr>
<td>I value my home-life over my work-life</td>
<td>54.9</td>
<td>9.7</td>
<td>35.5</td>
</tr>
</tbody>
</table>
I want to start my own business and be my own boss & 54.9 & 29 & 16.1 \\
I take on leadership roles when needed, but don't consider myself a leader & 54.9 & 25.8 & 19.4 \\
I am unhappy in an environment without updated computers and high-speed internet & 54.8 & 29 & 16.1 \\
I prefer a job that is not repetitive & 54.8 & 16.1 & 29 \\
I prefer my boss to give me objectives and allow me to do my job my way & 51.7 & 9.7 & 38.7 \\
Salary is the biggest factor when applying for a job & 48.4 & 19.4 & 32.3 \\
I like to watch videos or listen to music while I work & 48.4 & 25.8 & 25.8 \\
I want the latest technology at work & 45.2 & 38.7 & 16.1 \\
I want the freedom to decide when I work and when I come into the office & 45.2 & 38.7 & 16.1 \\
I prefer communicating over electronic messaging & 38.7 & 38.7 & 22.6 \\
I consider myself religious or spiritual & 38.7 & 35.5 & 25.8 \\
I tell my boss what I will be doing. I'm responsible for my own work & 32.3 & 51.6 & 16.1 \\
I consider myself shy or introverted & 29.1 & 48.4 & 22.6 \\
My boss is not superior to me. They simply do a different job. & 25.9 & 48.4 & 25.8 \\
When someone criticizes me, I take it personally & 19.4 & 54.9 & 25.8 \\
I am frustrated and inefficient when it comes to rigid rules and regulations & 19.4 & 45.4 & 35.5 \\
Being able to use a cellphone at work is a necessity for me & 9.3 & 67.8 & 12.9

Table 3

Followership Characteristics %

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>DOES match me</th>
<th>DOES NOT match me</th>
<th>I am not familiar with this characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeking Personal Growth</td>
<td>96.8</td>
<td>0</td>
<td>3.2</td>
</tr>
<tr>
<td>Adaptable</td>
<td>93.5</td>
<td>6.5</td>
<td>0</td>
</tr>
<tr>
<td>Multi-Tasker</td>
<td>87.1</td>
<td>9.7</td>
<td>3.2</td>
</tr>
<tr>
<td>Driven</td>
<td>87.1</td>
<td>6.5</td>
<td>6.5</td>
</tr>
<tr>
<td>Team Oriented</td>
<td>83.9</td>
<td>12.9</td>
<td>3.2</td>
</tr>
<tr>
<td>Creative</td>
<td>83.9</td>
<td>12.9</td>
<td>3.2</td>
</tr>
<tr>
<td>Confident</td>
<td>80.6</td>
<td>16.1</td>
<td>3.2</td>
</tr>
</tbody>
</table>
### Concerned with health and wellness
- **Importance:** 80.6% Extremely Important, 16.1% Somewhat Important, 3.2% Not Important

### Idealistic
- **Importance:** 77.4% Extremely Important, 12.9% Somewhat Important, 9.7% Not Important

### Optimistic
- **Importance:** 77.4% Extremely Important, 16% Somewhat Important, 6.5% Not Important

### Want immediate feedback
- **Importance:** 77.4% Extremely Important, 19.4% Somewhat Important, 3.2% Not Important

### Community Involved
- **Importance:** 71% Extremely Important, 25.8% Somewhat Important, 3.2% Not Important

### Technologically literate
- **Importance:** 67.7% Extremely Important, 22.6% Somewhat Important, 9.7% Not Important

### Global Mindset
- **Importance:** 51.6% Extremely Important, 22.6% Somewhat Important, 25.8% Not Important

### Workaholic
- **Importance:** 51.6% Extremely Important, 45.2% Somewhat Important, 3.2% Not Important

### Impatient
- **Importance:** 48.4% Extremely Important, 51.6% Somewhat Important, 0% Not Important

### Uncomfortable with conflict
- **Importance:** 41.9% Extremely Important, 51.6% Somewhat Important, 6.5% Not Important

### Sensitive to feedback
- **Importance:** 32.3% Extremely Important, 67.7% Somewhat Important, 0% Not Important

### Pragmatic
- **Importance:** 16.1% Extremely Important, 35.5% Somewhat Important, 48.4% Not Important

### Self-Centered
- **Importance:** 6.5% Extremely Important, 83.9% Somewhat Important, 9.7% Not Important

### Self-absorbed
- **Importance:** 6.5% Extremely Important, 80.6% Somewhat Important, 12.9% Not Important

### Narcissistic
- **Importance:** 3.2% Extremely Important, 80.6% Somewhat Important, 16.1% Not Important

---

**Table 4**

**Leadership Characteristics %**

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<thead>
<tr>
<th>Characteristic</th>
<th>Extremely Important</th>
<th>Somewhat Important</th>
<th>Not Important</th>
<th>I am not familiar with this characteristic</th>
<th>I do not want this characteristic in a leader</th>
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</thead>
<tbody>
<tr>
<td>Dedicated</td>
<td>93.5</td>
<td>6.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Reliable</td>
<td>93.5</td>
<td>6.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Intelligent</td>
<td>90.3</td>
<td>9.7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motivated</td>
<td>90.3</td>
<td>9.7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>87.1</td>
<td>12.9</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Understanding</td>
<td>87.1</td>
<td>12.9</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Helpful</td>
<td>87.1</td>
<td>12.9</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Educated</td>
<td>80.6</td>
<td>19.4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Loyal</td>
<td>77.4</td>
<td>22.6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
The researcher organized the above data in an order based on the percentage in column B of the charts. This is not the order in which the questions necessarily showed up on the survey, but the order in which the statement or characteristic was agreed within the highest percentage by participants, otherwise known as a frequency distribution table. Looking at the results in this form allows the researcher to make two types of observations; the characteristics with the highest form of agreement, and the characteristics with the lowest.

For the purpose of drawing conclusions for this study, the researcher will be focusing on the characteristics or statements with the highest majority of participants answering the same. However, it is important to acknowledge a large number of questions in which participant preferences were roughly split in half. For Table 2 it can be seen that well over half of answered statements did not appear to result in a consensus by participants. Additionally, in Table 3 it can be seen that followership characteristics of a global mindset, workaholic, impatient, and being uncomfortable with conflict are not answered one way or the other, but rather split down the middle when looking at participant preferences. Finally, in Table 4 the researcher notes that
leadership characteristics of strong, clever, dynamic, and humorous were not agreed upon by the Post Millennial generation as a characteristic they necessarily would want or not want in a leader.

The results the researcher would like to pay closer attention to are the survey responses that leaned towards one answer over another. For this, the researcher has created three more bar graphs that show which survey questions received the highest consensus from participants.

Figure 1. Working Environment Characteristics

When looking at the first section of the survey which focuses on working environment characteristics there are clear questions that participants felt more strongly about. Some interesting observations from this graph are that an overwhelming majority said they believe teams work best when everyone is involved in the decision-making process. Additionally, some important environmental characteristics that stood out to this Post Millennial generation were
having an even work-life balance, getting disciplinary guidelines from their boss, working remotely which allows traveling opportunities, having lots of social interaction, and valuing community service and world issues as part of their career.

**Figure 2. Followership Characteristics**

In the second section of the survey, there were clear followership characteristics that participants identified with more over others. The two most extreme being that a vast majority said they are always seeking personal growth, are adaptable, and that they did not consider themselves self-centered. Once important data set to point out in this section is that once again, participants placed an emphasis on being community involved and having a global mindset, much like how they identified in the first section how participants identified valuing a working environment that was community service and world issue focused.
Figure 3. Leadership Preferences

Finally, for the third section of survey results participants focused on preferences in leadership. Overwhelmingly, participants wanted a leader who was dedicated, reliable, intelligent and clearly did not find it important to have a leader that was masculine.

Discussion

After an examination and analysis of the survey results, the study hypothesis was confirmed. In the sample population of the respondents to this survey, there were clear inclinations towards specific preferences and characteristics that the Post Millennial generation had when answering the survey questions. These preferences point to specific leadership styles that would be a better fit in communicating and motivating this generation.

When looking at working environment characteristics Post Millennials value more than simply receiving a paycheck at their job. Post Millennials want to be part of a team, have an even
work-life balance, and prefer a job with lots of social interaction, where they can be part of a team. The Post Millennial generation considers themselves global citizens and having the opportunity to travel either through remote work or other means is important to them. Looking at these results collectively paints the picture of a generation that wants more than a nine to five job where they work alone, collect their paycheck and then leave. They want to feel connected, supported, and balanced between their work lives and home lives. This can be seen in Figure 1 and Figure 2 where participants identified wanting an even work-life balance, prefer a job with lots of social interaction, and as followers are seeking personal growth, are creative, community involved, and team oriented.

For the ten most polar results on Followership Characteristics shown in Figure 1, there are several characteristics that stood out as having a large majority of participants identifying that the characteristic related directly to them or their generation. The characteristic with the higher majority was that of seeking personal growth. Additionally, with characteristics such as team-oriented, community involved, and idealistic, it is clear that Post Millennials view their followership role as more than completing tasks or following orders. Post Millennials want to feel connected to their peers (represented in 67.8% of participants in Figure 1 indicating they value friendships and need to feel connected at work), work in teams (represented in 83.9% of participants indicating being team oriented does match their perception of themselves), and is always looking to learn and improve (shown in Figure 2 where 96.8% of participants indicated that as a follower they are seeking personal growth). They place emphasis on being a global citizen, being involved in their community, and adapting and growing through professional development (See Figure 2).
Finally, when looking at the third section of the survey results in relation to participants leadership preferences there is a clear connection between their need for a leader who will help them grow and learn professionally and needing a leader they feel connected with. Participants indicated that they overwhelmingly want a leader who is dedicated, reliable, understanding, loyal and sincere. All of these characteristics are focused on the relationship between the leader and the follower. Beyond needing to have a strong relationship with a leader, survey results indicate that Post Millennials also want a leader who is educated, knowledgeable, and energetic about their job, and who is not exhibiting masculine behaviors necessarily. All these combined paints a clear picture that this generation wants a leader they trust will help them with their individual needs to grow and learn, and who is dedicated and knowledgeable about their work and followers.

When taking a step back and looking at this information in its entirety, there are two leadership styles that stand out—Servant Leadership and Situational Leadership. Servant Leadership is defined by Greenleaf as, “The servant-leader is a servant first… It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead” (1970, pg.59). In other words, a servant-leader focuses on the needs and growth of their followers above the accumulation of power or results. Looking back at the survey results we see a generation that wants to feel connected and understood by their leader. They focus on professional development and want a leader who they trust will help them grow and support them. Therefore, Servant Leadership would fit with the preferences of the Post Millennial generation.

Additionally, the needs and preferences of the Post Millennial Generation vary. Post Millennials want the freedom to work remotely or travel, serve their communities while having
an even work-life balance, but they also want to feel supported by their leader with the right amount of structure and freedom. Because of this, a Situational Leadership approach would be ideal. Situational Leadership is people oriented and involves a high amount of situational awareness and emotional intelligence (McCleskey, 2014). Situational Leadership involves changing your leadership style to the needs of the follower and the particular situation rather than trying to change the situation to fit the needs of the leader or the leader’s style. It is the job of the leader to evaluate the needs of the follower and situation in order to quickly adapt their leadership style. With the Post Millennial generation, it is important for the leader to have situational awareness in order to support and motivate them as followers.

Servant leadership and Situational Leadership are two leadership styles that would be most effective when it comes to successfully communicating with and motivating the Post Millennial generation. As followers, they need to feel supported and have trust in their leader which is why being a servant-leader is important. However, because the individual needs of each follower will change, having situational awareness and being a situational leader will be important in helping them grow, stay motivated, and be successful as followers.

Limitations

The biggest limitation of the study was the sample size. Because the researcher was unable to study minors, (individuals under the age of 18) but needed to send the survey to individuals falling within the Post Millennial generation this limited participant qualifications to the age range of 18 to 22 years old. The researcher was only able to get 31 individuals to participate after sending the survey to over four-hundred college students and posting the link on social media. Although having a larger sample of participants would have been ideal, the
researcher believes the results and conclusion provided are a well-rounded look into Generation Z and their preferences towards leadership, followership, and workplace environment.

Continuing with the same topic of limitations, one that could not be helped by the researcher would be the fact that in the United States, research on Post Millennials has only started in the past couple of years (Sparks & Honey, 2014; Seemiller, 2017). For this reason, the researcher had little knowledge of Post Millennial cultural differences prior to initiating the literature review and research process, forcing the researcher to dive into this Thesis with minimal background knowledge.

**Suggestions for Future Research**

Although the Post Millennial generation as a brand-new generational cohort may be seen as one limitation of this study, it could also be seen as a strength for future research. As mentioned before, this study is only the beginning of comprehending how to lead this generation. The researcher hopes to eventually continue this work in order to focus on specific outcomes that were found fascinating. For instance, why did a large majority of participants state that it was not important for them to have a leader with masculine characteristics? Is this because they equate masculinity with intimidation? Or maybe because during their lifetime gender has become more fluid and an emphasis on masculinity in leadership is no longer seen as important? Additionally, now that this researcher has shown preferences of this generation when it comes to leadership, followership, and workplace environment preferences, how will this change after they have made the transition from school to the workforce? In ten years, will this generation no longer prefer communicating digitally and instead understand the importance of face-to-face interactions? How will their emphasis on professional development and needing a Servant Leader change the
working environment for other generations? The questions and possibilities for future research seem endless.

This study was conducted from start to finish in roughly a year and the researcher feels that if given more time, it would have been fascinating to take these results and dig deeper into how a leader can truly be successful in communicating and motivation not just this generation, but all generations that will make up the United States workforce in the next few years. Researchers in the United States are just starting to understand why and how Post Millennials are different from Millennials and older generations; because this is true, continuing this research and encouraging others to conduct studies on this topic is necessary: Specifically, within the field of leadership.

**Conclusion**

Further research is needed to better understand the Post Millennial generation, as well as what leadership style is ideal for communicating and motivating this group in the workforce. It was not until 2018 that the PEW Research Institute defined Post Millennials as their own separate generational cohort (Dimock, 2019). Keeping this in mind, defining and understanding Post Millennials has only been in existence by researchers for less than two years. The research conducted for this Thesis is only the beginning and scratches the surface of fully understanding the Post Millennial generation.

This study set forth to explore three questions: 1) what are the leadership practice preferences of Post Millennials in Followership roles? 2) How do current leaders implement communication and motivational practices in their workforce culture in order to achieve long-term sustained success with the Post Millennial generation? And, 3) What leadership style or styles should be used in order to create a successful working environment for Post Millennials?
After conducting a quantitative study, the researcher determined that participants in this study want to feel connected socially and philanthropically to their coworkers, leader, and community. Additionally, the research findings show that this generation places a high emphasis on personal growth and need a leader and environment that allows them to do so. Given this information and survey results the researcher concludes that Servant and Situational leadership styles would be ideal when motivating and leading Post Millennial followers.

Post Millennials being newly identified and still young (between 0 and 22 years old) means that there are still years of research and learning that needs to take place before a true understanding of their differences can be understood. Although this research is a start and was successfully able to identify preferences in Post Millennial followership, leadership, and workplace characteristics, the small sample size is a weakness to keep in mind. The researcher hopes to continue the effort of researching the Post Millennial generation in order to improve the chances of being a successful leader in the future.
References


Kellerman, B. (2014). Bad leadership what it is, how it happens, why it matters. Boston:


Lockley, S. K. (2016). 5 ways to be a better employer for millennials and generation Z. Retrieved from https://insights.staffbase.com/blog/5-ways-to-be-a-better-employer-for-millennials-and-generation-z


Appendix A: Notice of IRB Review and Approval

NOTICE OF IRB REVIEW AND APPROVAL

DATE: November 15, 2018
TO: Tarynne Scott, Leadership Studies
     Elizabeth Goryunova, Leadership Studies
FROM: Casey Webster, Human Protections Administrator, USM IRB
PROTOCOL TITLE: Post Millennial Generations in the Workforce
FUNDING SOURCE: 
PROTOCOL NUMBER: 18-09-1139
APPROVAL PERIOD: Approval Date: November 15, 2018   Expiration Date: November 14, 2019

The project identified above has been reviewed by the University of Southern Maine's Institutional Review Board (IRB) for the Protection of Human Subjects in Research using an expedited review procedure per Title 45 CFR Part 46.110. This approval is based on the assumption that the materials, including changes/clarifications that you submitted to the IRB contain a complete and accurate description of all the ways in which human subjects are involved in your research.

This approval is given with the following terms:
1. You are approved to conduct this research only during the period of approval cited above;
2. You will conduct the research according to the plans and protocol submitted;
3. You will immediately inform the Office of Research Integrity and Outreach (ORIO) of any injuries or adverse research events involving subjects;
4. You will immediately request approval from the IRB of any proposed changes in your research, and you will not initiate any changes until they have been reviewed and approved by the IRB;
5. You will only use the informed consent document that has the IRB approval dates marked in the footer;
6. You will give each research subject a copy of the informed consent document;
7. As applicable, you will comply with the University of Maine Information Security Policy and Standards and/or the Muskie School of Public Service Securing Protected Information Policies and Procedures and any other applicable USM policies or procedures;
8. If your research is anticipated to continue beyond the IRB approval dates, you must request continuing review at least 60 days prior to the IRB approval expiration date; and
9. You will close the project upon completion (or discontinued).

This project has been granted a Waiver of Documentation of the Informed Consent Process for the following reason:
1. The research presents no more than minimal risk of harm to subjects and involves no procedure for which written consent is normally required outside of the research context.

The University appreciates your efforts to conduct research in compliance with the federal regulations that have been established to ensure the protection of human subjects in research.

Sincerely,

[Signature]

Casey Webster
Appendix B: Email to Participants

Dear Participant,

I am a graduate student at the University of Southern Maine working on my master’s degree Thesis in Leadership studies. I am conducting a research study titled *Post Millennial Generations in the Workforce*. The purpose of this mixed methods phenomenological study is to explore the expectations and assumptions Post Millennials (individuals born between the years of 1995 and 2018) have on being a follower in the workforce and transitioning from their educational career to professional one.

Your participation, if you choose, will involve partaking in a short online survey that will take you between fifteen and twenty minutes to complete. The link to this survey is here: [https://goo.gl/forms/5Fgk4GgMhbpo3rR842](https://goo.gl/forms/5Fgk4GgMhbpo3rR842). Your participation in the survey discussion is voluntary. If you choose not to participate or withdraw from the study at any time, you may do so without penalty. The results of the research study will be published at the University of Southern Maine, but your name will not be used, and your results will remain confidential.

There are no foreseeable risks to you in this research. Although there will be no direct benefit to you, the biggest possible benefit will be furthering research in this field and contributing to a better understanding of your generation. If you are willing to participate, please sign the attached informed consent form.

Finally, if you have any questions or concerns about this research study or how the information will be used, please feel free to contact me at any time.

Sincerely,

Tarynne N. Scott
Appendix C: Survey Questions Example

Below you will see the list of questions that participants were asked to answer for the first part of the study. The answer options were; a) Strongly Agree, b) Agree, c) Neutral, d) Disagree, e) Strongly Disagree.

Post Millennial Generations in the Workforce

1. When it comes to communicating with a coworker or friend, I prefer sending an email, text message, or other means of electronic messaging.

2. I tend to be the kind of person who takes control of a group project or speaks up the most when in a group setting.

3. When someone criticizes me, I take it personally and it affects my relationship with that person.

4. I consider myself shy or introverted and it takes a while for me to feel comfortable around someone.

5. I am always looking to learn and improve

6. When I make a mistake, I own up to it immediately

7. I prefer a job with a lot of social interaction

8. I prefer a job that is task oriented where I can focus and check things off my to-do list

9. When considering applying for a job, how much I will be paid is the biggest deciding factor.

10. In order for me to feel happy at work, I need to feel appreciated and valued

11. When looking at a company I would like to work for, benefits packages or extracurricular offerings such as a gym membership or remote working opportunities is a major deciding factor.
12. I prefer working for someone I respect and who I consider intelligent over someone who is funny, or I consider a friend.

13. I prefer a supervisor or boss who takes the time to get to know me and help me grow professionally, over a supervisor who is hands off and allows me the freedom to learn on my own.

14. Having the latest technology at work is a necessity for me.

15. Being able to use my cell phone at work and use social media as a form of communication is a necessity for me.

16. I would be unhappy working in an environment without up to date computers and high-speed internet.

17. I value friendships and need to feel connected with my coworkers in order to enjoy my work.

18. I place a lot of value on community service and philanthropic work both in my personal and professional life.

19. Working for a non-profit or non-GMO appeals to me.

20. I like to listen to music or watch videos while I work.

21. I consider myself a good multitasker

22. I would like to have a job that allows me to travel all over the world.

23. Having a job I could do remotely would allow me the freedom of traveling wherever I want.

24. I view myself as dependable and responsible when it comes to completing tasks.

25. I value my home-life over my work-life

26. Having an even work-life balance is important to me.
27. I one day hope to start my own business and be my own boss.

28. I have a strong moral compass that cannot be waived or broken.

29. I consider myself a religious person

30. I think of myself as a global citizen and care deeply about world issues.

31. I need the freedom to decide when I work or when I am in the office/classroom. I want autonomy over my own schedule.

32. I worry about transitioning from school to a professional career.
Appendix D: CITU Certification

**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITU PROGRAM)**

**COMPLETION REPORT - PART 1 OF 2**

**COURSEWORK REQUIREMENTS**

* NOTE: Scores on the Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Tarynne Scott (ID: 7262648)
- **Institution Affiliation:** University of Maine System (ID: 1441)
- **Institution Email:** tarynne.auchf@maine.edu
- **Phone:** 2078444375
- **Curriculum Group:** Social & Behavioral Research - Basic/Refresher
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - Basic Course
- **Record ID:** 27619027
- **Completion Date:** 26-Jun-2018
- **Expiration Date:** 25-Jun-2022
- **Minimum Passing:** 80
- **Reported Score:** 84

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For this Report to be valid, the learner identified above must have had a valid affiliation with the CITU Program subscribing institution identified above or have been a past independent learner.

Verify at: [www.citiprogram.org/verify/7e599260ac-6668-4580-b146-db6a6ed540314-27619027](http://www.citiprogram.org/verify/7e599260ac-6668-4580-b146-db6a6ed540314-27619027)

Collaborative Institutional Training Initiative (CITU Program)

Email: support@citiprogram.org
Phone: 888-529-5329
Web: [https://www.citiprogram.org](https://www.citiprogram.org)
COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 2 OF 2

COURSEWORK TRANSCRIPT**

**NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- Name: Tarynne Scott (ID: 7252646)
- Institution Affiliation: University of Maine System (ID: 1441)
- Institution Email: tarynne.scott@maine.edu
- Phone: 2076644375
- Curriculum Group: Social & Behavioral Research - Basic/Refresher
- Course Learner Group: Same as Curriculum Group
- Stage: Stage 1 - Basic Course
- Record ID: 27916627
- Report Date: 20-Aug-2018
- Current Score**: 84

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<td>6/5 (100%)</td>
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For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid independent Learner.

Verify at: [www.citiprogram.org/verify?7k58320caci-66e5-40b4-b46e-d868a956011-27616627](http://www.citiprogram.org/verify?7k58320caci-66e5-40b4-b46e-d868a956011-27616627)

Collaborative Institutional Training Initiative (CITI Program)

Email: support@citiprogram.org
Phone: 888-520-5920
Web: [https://www.citiprogram.org](https://www.citiprogram.org)
Appendix E: Informed IRB Consent

INFORMED CONSENT DOCUMENT
AGREEMENT TO BE IN A RESEARCH STUDY

PROTOCOL NUMBER AND
TITLE OF STUDY: Post Millennial
Generations in the Workforce

NAME OF PERSON IN CHARGE OF THE
RESEARCH STUDY (STUDY DOCTOR/
INVESTIGATOR): Tarynne Nichol Scott

TELEPHONE NUMBER(S), DAYTIME: 207-844-4375
AFTER HOURS: 207-844-4375

INTRODUCTION

You are being invited to volunteer for a social-behavioral evaluation and focus group research study. You must read and sign this form before you agree to take part in this study. This form will give you more information about this study. Please ask as many questions as you need to before you decide if you want to be in the study. You should not sign this form if you have any questions that have not been answered.

You must be honest with the investigator about your lifestyle or you may provide misleading study data by participating in this study.

PURPOSE OF THE STUDY

The purpose of this quantitative study is to explore the impact that Post Millennials will have on followership and the workforce because of their differing cultural beliefs and behaviors.

If you qualify for the study, you will not be receiving compensation in the form of money or goods, however, you will have the ability to help others understand your generation further and be prepared for you to enter the workforce.

HOW LONG THE STUDY WILL LAST AND HOW MANY PEOPLE WILL BE IN THE STUDY

The first phase of the study will last about ten to fifteen minutes, and the second phase of the study will be a small group discussion lasting about an hour and a half. About 30 to 50 men and women, ages 18 to 23 are expected to be in this study.

TO BE IN THIS STUDY
Participant Responsibilities:

While participating in this research study, you will need to:

- Be willing and able to follow the study directions and procedures
- Tell the study staff about any concerns or problems
- Ask questions as you think of them
- Tell the investigator or the study staff if you change your mind about staying in the study.
- Answer all questions honestly and openly

WHAT WILL HAPPEN DURING THE STUDY

Screening:

Before the study starts, you will be asked to sign this consent form.

Study Procedures:

1. The researcher will email a link to a survey on Post Millennials
2. Participant will take the survey in a timely manner
3. Researcher will review the results
4. Participant and researcher will sit down in a small group discussion where researcher will report on the results of the survey
5. Participant will then engage in a discussion with a small group
6. Once all data has been collected, the researcher will write a final report and draw final conclusions which will be published electronically at the University of Southern Maine.

You will be asked to give permission for the interview to be audio-recorded to ensure that the Investigator can remember accurately all the information you provide. The Investigator will keep these tapes in a secure location and they will only be used by the researcher. If you prefer not to be audio-recorded, the Investigator will take notes instead.

POSSIBLE RISKS

To the best of our knowledge, the things you will be doing have no more risk of harm than you would experience in everyday life.

The risks to your participation in this online study are those associated with basic computer tasks, including boredom, fatigue, mild stress, or breach of confidentiality. The only benefit to you is the learning experience from participating in a research study. The benefit to society is the contribution to scientific knowledge.

ADDITIONAL RISKS OR DISCOMFORTS

There are no additional risks or discomforts expected with this study.
POSSIBLE BENEFITS OF THE STUDY

You may receive a chance to be in a research study that may help others.

ALTERNATIVES TO PARTICIPATING IN THE STUDY

Since this study is for research only, the only other choice would be not to be in the study.

CONFIDENTIALITY

Your records of being in this study will be kept private except when ordered by law. The following people will have access to your study records:

- The investigator
- Sponsor company or research institution [University of Southern Maine]
- IntegReview IRB
- Regulatory authorities

The Institutional Review Board (IRB), IntegReview, and accrediting agencies may inspect and copy your records, which may have your name on them. Therefore, total confidentiality cannot be guaranteed. If the study results are presented at meetings or printed in publications, your name will not be used.

The Investigator may quote your remarks in presentations or articles resulting from this work. A pseudonym will be used to protect your identity, unless you specifically request that you be identified by your true name.

Although we ask everyone in the group to respect everyone’s privacy and confidentiality, and not to identify anyone in the group or repeat what is said during the group discussion, please remember that other participants in the group may accidentally repeat what was said.

OTHER INFORMATION

The data collected in this survey will be confidential and anonymous.

IN CASE OF STUDY RELATED INJURY

There is no more risk participating in this study than one takes walking through a typical day.

LEGAL RIGHTS

You will not lose any of your legal rights by signing this consent form.
CONTACT INFORMATION

If you have questions, concerns, or complaints about this study or to report a study related injury, contact:

Tarynne Scott
207-844-4375

If you are unable to reach anyone at the number(s) listed above and you require immediate (life threatening) medical attention, please go to the nearest emergency room.

If you do not want to talk to the investigator or study staff, if you have concerns or complaints about the research, or to ask questions about your rights as a study subject you may contact IntegReview. IntegReview’s policy indicates that all concerns/complaints are to be submitted in writing for review at a convened IRB meeting to:

<table>
<thead>
<tr>
<th>Mailing Address:</th>
<th>OR</th>
<th>Email Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairperson</td>
<td></td>
<td><a href="mailto:integreview@integreview.com">integreview@integreview.com</a></td>
</tr>
<tr>
<td>IntegReview IRB</td>
<td></td>
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</tr>
<tr>
<td>3815 S. Capital of Texas Highway</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suite 320</td>
<td></td>
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<td>Austin, Texas 78704</td>
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If you are unable to provide your concerns/complaints in writing or if this is an emergency situation regarding subject safety, contact our office at:

512-326-3001 or
toll free at 1-877-562-1589
between 8 a.m. and 5 p.m. Central Time

IntegReview has approved the information in this consent form and has given approval for the investigator to do the study. This does not mean IntegReview has approved your being in the study. You must consider the information in this consent form for yourself and decide if you want to be in this study.

PAYMENT FOR BEING IN THE STUDY

You will not be paid for being in this study.

VOLUNTEERING TO BE IN THE STUDY

It is your choice if you want to be in the study. No one can force you to be in the study. You may not want to be in this study or you may leave the study at any time without penalty or loss of benefits to which you are otherwise entitled.

Students:
Students of this institution are allowed to participate in this study. If you are a student:

- The decision to participate or not will not affect your grade, recommendations, employment or the like.
- For mandatory participation or for extra credit, you will be given other options for fulfilling the research requirement, such as writing short papers or book reports, special projects, and brief quizzes on additional reading.
- Failure to participate will not have a negative effect on your relationship with the investigator or the faculty.

The investigator or IntegReview IRB may take you out of the study without your permission, at any time, for the following reasons:

- If you do not follow the investigator’s instructions
- If we find out you should not be in the study
- If the study is stopped
- If it becomes harmful to your health

If you leave the study or if you are taken out of the study, you may be asked to return for a final visit to have some end of study evaluations or tests. If information generated from this study is published or presented, your identity will not be revealed. If you leave the study, no more information about you will be collected for this study. However, all of the information you gave us before you left the study will still be used.

NEW FINDINGS

If there is new information or any significant new findings that could relate to your willingness to continue participation we will tell you. You can then decide if you still want to be in the study.

THE REASON FOR INSTITUTIONAL REVIEW BOARDS AND INFORMED CONSENT

What is a consent form?
The informed consent document contains information required by federal regulations. The informed consent document must be approved by an Institutional Review Board (IRB).

What is an Institutional Review Board (IRB)?
An Institutional Review Board (IRB) is a group of people that reviews research studies. The main goal of this review is to protect the rights and well being of the human subjects participating in research studies.

IntegReview, the IRB for this study
IntegReview is an IRB whose board members provide IRB services across the United States, Latin America and Japan.
To meet requirements of the law, the IntegReview Boards currently include:

- Doctors
- Pharmacists
- Nurses
- Toxicologists (people who study the harmful effects of chemicals)
- Other specialists
- Others who do not have a background in science/medicine

**AGREEMENT TO BE IN THE STUDY**

This consent form contains important information to help you decide if you want to be in the study. If you have any questions that are not answered in this consent form, ask one of the study staff.

Please answer **YES** or **NO** to the following questions:

A. Is this document in a language you understand? __________

B. Do you understand the information in this consent form? _____

C. Have you been given enough time to ask questions and talk about the study? _____

D. Have all of your questions been answered to your satisfaction? __________

E. Do you think you received enough information about the study? _____

F. Do you volunteer to be in this study of your own free will and without being pressured by the investigator or study staff? _____

G. Do you know that you can leave the study at any time without giving a reason and without affecting your health care? _____

H. Do you know that your health records from this study may be reviewed by the sponsor company and by government authorities? _____

I. Do you know that you cannot be in another study while you are in this study? _____
IF YOU ANSWERED “NO” TO ANY OF THE ABOVE QUESTIONS, OR YOU ARE UNABLE TO ANSWER ANY OF THE ABOVE QUESTIONS, YOU SHOULD NOT SIGN THIS CONSENT FORM.

Printed Name of Adult Study Subject

Signature of Adult Study Subject Date

Printed Name of Person Explaining Consent Form

Signature of Person Explaining Consent Form Date

You will be given a signed and dated copy of this informed consent to keep.

The signature lines below are required when adult subjects are not able to legally give consent.

Printed Name of Guardian or Legally Authorized Representative

Signature of Guardian or Legally Authorized Representative Date

You (and/or your legally acceptable representative) will be given a signed and dated copy of this informed consent to keep.

CONSENT FOR SUBJECTS WHO CANNOT READ
The study subject has indicated that he/she is unable to read. The consent document has been read to the subject by a member of the study staff, discussed with the subject by a member of the study staff, and the subject has been given an opportunity to ask questions of the study staff.

Printed Name of Impartial Witness
Signature of Impartial Witness*  Date

*Impartial Witness: A person, who is independent of the study, who cannot be unfairly influenced by people involved with the study, who attends the informed consent process if the subject cannot read, and who reads the informed consent and any other written information provided to the subject.

The signature lines below are required for subjects that are visually impaired.
The study subject has indicated that he/she is visually impaired. The consent document has been read to the subject by a member of the study staff, discussed with the subject by a member of the study staff, and the subject has been given an opportunity to ask questions of the study staff.

________________________________________________________
Printed Name of Impartial Witness

________________________________________________________
Signature of Impartial Witness*  Date

*The impartial witness attests that the information in the consent form and any other written information was accurately explained to, and apparently understood by, the subject or the subject's legally acceptable representative, and that informed consent was freely given by the subject or the subject’s legally acceptable representative.

You (and/or your legally acceptable representative) will receive a signed and dated copy of this consent form to keep.

PHOTO RELEASE FORM

You give the company paying for this research study the right to use, copy, and give out the pictures taken of the small group discussion.

Your pictures may be used for advertising or in scientific journals or magazines.

Your pictures may be used as part of a larger presentation, along with other pictures, videotapes or things like that. Your pictures may also be edited.

The company paying for this research study may give other people or companies permission to use your pictures.

We will try to hide your identity. Your name will not be on the pictures. You have the right to review your pictures and cancel this Photo Release Form.

Statement of Consent:
I have read this release and understand its meaning. I understand I do need to sign this Photo Release Form in order to be in the study.

____________________________
Printed Name of Adult Study Subject

____________________________
Signature of Adult Study Subject

Date

____________________________
Printed Name of Person Explaining Release Form

____________________________
Signature of Person Explaining Release Form

Date

**The signature blocks below are also required when adult subjects are not able to legally give consent.**

____________________________
Printed Name of Guardian or Legally Authorized Representative

____________________________
Signature of Guardian or Legally Authorized Representative

Date

You (and/or your legally acceptable representative) will be given a signed and dated copy of this release consent form to keep.

**CONSENT FOR SUBJECTS WHO CANNOT READ**
The study subject has indicated that he/she is unable to read. The consent document has been read to the subject by a member of the study staff, discussed with the subject by a member of the study staff, and the subject has been given an opportunity to ask questions of the study staff.

____________________________
Printed Name of Impartial Witness

____________________________
Signature of Impartial Witness*

Date

*Impartial Witness: A person, who is independent of the trial, who cannot be unfairly influenced by people involved with the trial, who attends the informed consent process if the subject cannot
read, and who reads the informed consent and any other written information provided to the subject.

The signature lines below are required for subjects that are visually impaired.

The study subject has indicated that he/she is visually impaired. The consent document has been read to the subject by a member of the study staff, discussed with the subject by a member of the study staff, and the subject has been given an opportunity to ask questions of the study staff.

__________________________________________________________
Printed Name of Impartial Witness

_____________________________________________________________
_____________________
Signature of Impartial Witness* Date

*The impartial witness attests that the information in the consent form and any other written information was accurately explained to, and apparently understood by, the subject or the subject’s legally acceptable representative, and that informed consent was freely given by the subject or the subject’s legally acceptable representative.

You (and/or your legally acceptable representative) will receive a signed and dated copy of this consent form to keep.
PHOTO ASSENT FORM FOR MINOR STUDY SUBJECTS
6 – 18 years of age
(IntegReview will complete the age range per PI’s state law on age of consent)

You are being asked to let us take pictures of the small group discussion. You are also being asked if we can make copies of these pictures and let other people see them.

We will not put your name on the pictures. We will not put anything on the pictures that would let anyone know who you are. You can look at your pictures whenever you want to.

Your pictures might be shown in a video or slide show in front of other people. Your pictures might also be put in magazines that doctors and scientists read.

Your pictures could be used to advertise the University of Southern Maine graduate degree dissertation. Sometimes pictures are changed in order to make it easier to see what is important in the picture. We may need to change your pictures to do those things. We might also let other people or companies use your pictures.

We will take pictures of everyone who is in this study. If you decide to be in this study, we will need to know if it is okay for us to take your picture. If you sign this piece of paper, it means that it is okay with you for us to take your picture as part of being in this study.

Photo Assent Statement:

I have read or someone has read to me this photo assent form. My parent(s) or my legally authorized representative (if applicable) and the investigator have explained it to me and have answered my questions. I agree to let my pictures be taken and used as described above.

Printed Name of Minor Study Subject

Signature of Minor Study Subject

Date

Printed Name of Person Explaining Photo Assent Form

Signature of Person Explaining Photo Assent Form

Date

You (and/or your legally acceptable representative) will be given a signed and dated copy of this assent form to keep.
HIPAA AUTHORIZATION

*If HIPAA Authorization wording is integrated in this informed consent document, IntegReview will review the content for confidentiality language and readability (language, grammar and/or spelling) only. BECAUSE IRBs ARE NOT REQUIRED TO ENSURE COMPLIANCE WITH THE PRIVACY RULE, INTEGREVIEW IS NOT RESPONSIBLE FOR ENSURING THAT THE APPROPRIATE HIPAA REQUIREMENTS A*
Biography of the Author

Originally from Topsham, Maine, Tarynne Scott received her BS in Secondary Education with a focus in Social Science from the University of Maine in 2016. Tarynne went on to work for the University of Southern Maine with the Title III Grant and Clifton Strengths Initiative where she discovered her love for higher education and academia. Tarynne complete her Masters of Leadership Studies from the University of Southern Maine in May of 2019 while working as a Faculty member of Southern Careers Institute, a Community College in Texas, teaching Communication and Introductory Business courses. Her lifelong dream is to return to her home state of Maine and educate the leaders of tomorrow after obtaining her PHD in Leadership.