

How can businesses use positive leadership to achieve greater success in a workplace that motivates millennials?

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Bachelor of Science HES in International Business Management**

by

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Declaration

This Bachelor Project is submitted as part of the final examination requirements of the Haute école de gestion de Genève, for the Bachelor of Science HES-SO in International Business Management.

The student accepts the terms of the confidentiality agreement if one has been signed. The use of any conclusions or recommendations made in the Bachelor Project, with no prejudice to their value, engages neither the responsibility of the author, nor the adviser to the Bachelor Project, nor the jury members nor the HEG.

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Geneva, June 3rd, 2019

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Executive Summary

In today's fast changing World, organizations' leaders must be quick to react and adapt to the evolution of society. Because of this fast-paced society, leaders have to take into account the arrival of new generations that come with new mentalities. However, how well matches the conventional manner to lead with the new generations?

This report has for objective to explore, understand and evaluate if the implementation of the leadership style "Positive Leadership" can contribute in helping organizations to reach greater success and have a positive influence in the work environment. In addition, the arrival of the millennial generation in the workplace is also a topic that this research aims to cover. This generation having its characteristics and traits, it is necessary to discover and apprehend their traits and see if while capturing what motivates them in the work environment, they can ultimately be in symbiosis with a "Positive Leadership" style.

In accordance with Kim Cameron's book "Positive Leadership: Strategies for Extraordinary Performance" (Cameron 2012), positive leadership nurtures the well-being of individuals in the workplace and consequently increases the productivity and performance. This type of leadership is divided in four pillars that contribute to the development of positive leadership, those pillars are: positive climate, positive relationships, positive communication and positive meaning.

Connecting this management style with the millennial generation and its characteristics in the workplace – which vary strongly from the past generations – this research has discovered that both millennial's traits and positive leadership have a beneficial correlation, to offer to leaders a way to manage efficiently and humanely this generation, while fostering growth in the organizations.

To corroborate those claims, this research has made an extensive literature review of positive leadership, millennials' characteristics, captured the essence of success and discovered what drives as motivator this generation. Moreover, it has been complemented with qualitative interviews to experts in different areas conducted by the researcher.

The final outcomes of this research have indeed successfully proven how positive leadership drives organizations to greater success while finding that millennials would truly be in synergy with such management style.

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1. Introduction

The objective of this research will be to discover, study, understand and explain if through the implementation of positive leadership, companies and workplaces could become more efficient in terms of profit, but mostly how it could improve the general welfare of the stakeholders, affecting the general efficiency of the work environment. In addition, millennials' arrival in the workplace is also a consequent change to consider when conducting this study (HumanResourcesMBA 2019; Shele Bannon, Ford, Meltzer 2011). Both aspects – positive leadership and millennials – will be studied, explained and put together.

A study (World Health Organization 2017) from the WHO in 2017 indicates that a negative work environment leads to physical and mental health problems. Apart from costing the global economy US\$1 trillion in lost productivity per year, there are now 300 million people suffering from depression. Stress, anxiety, burn out or just unhappiness are other issues related to this negative work environment. Such reports are becoming more and more recurrent, it could let us think that this tendency keeps developing and therefore potentially becoming a worse problem than it already is. It seems to be common knowledge that today's employees tend to become numbers in large corporations, that human resources are more concerned about resources than humans, and directors are pressured by shareholders to focus only on profit disregarding their employee's situation (Miller 2012; Ibarra 2015). Let us say that in some sad cases we became financially richer but humanly poorer.

To approach this situation, the research paper will study a type of management called "positive leadership", that will be described shortly by citing Linda Fisher Thornton, CEO of "Leading in Context" and writer of the book "7 Lenses: Learning the Principles and Practices of Ethical leadership":

"Positive leaders stay grounded in ethical values and use a human growth mindset. They are fixed and flexible at the same time, never straying from ethics but always willing to change with the times." (Thornton 2013)

It is necessary to mention that definitions of positive leadership can vary depending on the researcher. Here above, it has been generalized for the reader, but the research paper will define multiple definitions in the introduction to understand it holistically. From here, positive leadership will be the main approach to study in order to see if this particular type of management could have a positive influence on the situation addressed by the WHO.

On the other hand, this research will also consider the fact that more and more millennials are joining the workforce. This factor influences the workplace environment, including the type of leadership the company has decided to apply. After studying the millennials' topic, it will be determined if positive leadership is a coherent form of management when applied to millennials.

An important fact of this work is that it is necessary to consider that the analysis will be mostly applicable for western cultures' countries. Culture is a key element of behavior, and differences can be observed from one culture to another (Grieser 2017). Therefore, as the paper has researched and focused on western countries, it could be inapplicable for another type of culture or population.

1.1 **Defining the terms:**

1.1.1 Leadership:

"Leadership is a process whereby an individual influences a group of individuals to achieve a common goal." (Northouse 2010)

"Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives." (Yukl 2010)

"Leadership is viewed as a process that includes influencing the task objectives and strategies of a group or organization, influencing people in the organization to implement the strategies and achieve the objectives, influencing group maintenance and identification, and influencing the culture of the organization." (Yukl, Van Fleet 1990)

"Leadership is not just the ability of one person to bring others to do what is expected of them, but it is also the ability to get others to want to do what is expected of them. It does not involve the use of coercion, power or incentive; it is a person's ability to inspire others to achieve the collective goal, even in the absence of the leader." (Gaunand 2019)

From the definitions above, it is found that leadership is a process but also an ability that people may have. In all those definitions the final objective is "achieving a collective goal", where leadership is the root that brings people together to achieve such goal. Simply put, it seems that when applying an efficient leadership, companies and organizations can better and faster achieve objectives.

It is important to notice that the notion of "process" is usually understood as a systemic approach - part of a plan - and therefore not any special skill seems to be needed to achieve a process. However, from the second term used "ability", it is usually understood as a gift or personal skill someone may have. This difference could maybe be explained with the evolution of the term "leadership". In fact, using leadership as a process seems

“older” and has appeared in older researches for example from Gary Yukl who has been studying leadership in the 1980s.

In another hand we have for example Antonin Gaunand, that in 2019 sees leadership as an ability, and it seems in fact that how people understand has evolved from being a process to an ability. The point being that leadership should be treated as a set of competences and skills that people have and can afterwards work on a process to achieve the set objectives (Gaunand 2019).

1.1.2 Positive Leadership:

This term is used by some researchers differently but somehow, they all reach a final similar understanding of it.

From Dr. Kim Cameron, whose personal understanding of positive leadership will be further studied along this research captures the term as:

“Positive leadership refers to the implementation of multiple positive practices that help individuals and organizations achieve their highest potential, flourish at work, experience elevating energy and achieve levels of effectiveness difficult to attain otherwise.” (Cameron 2012)

“Positive leadership emphasizes what elevates individuals and organizations (in addition to what challenges them), what goes right in organizations (in addition to what goes wrong), (...), what is experienced as good (in addition to what is objectionable), (...), and what is inspiring (in addition to what is difficult or arduous). (Cameron 2012)

It could be summed up when saying that leaders who *“enable positively deviant performance, foster an affirmative orientation in organizations, and engender a focus on virtuousness and the best of the human condition”*.

Kim Cameron suggests four pillars that enable a “positively deviant performance” or allow companies and individuals to achieve positive leadership. Those pillars are: Cultivating a positive climate, building positive relationships, engaging in positive communication and creating positive meaning.

Yves Le Bihan, founder and president of the French institute of positive leadership “Institut Français du leadership Positif” in Lyon, defines the positive leader as:

“a person that operates its own transformation in order to accelerate its company or environment with a final objective to bring a positive impact on profits, the planet and the stakeholders. More precisely the positive leader develops a set of skills such as the mindfulness, developing its strengths, enabling empathy and compassion.” (Le Bihan 2019)

The basis of Yves Le Bihan practice of positive leadership is founded on three scientifically proven pillars which are the neurosciences, the positive psychology and the

mindfulness. It targets an optimal functioning of a company through the best use of its human, financial, environmental and material resources to achieve its objectives in a sustainable and ethical way. They rely on the fact that an employee who is positively connected to its environment will be more satisfied, committed and therefore more performing.

From just these two researchers, positive leadership doesn't have the same foundations (or pillars) but they do capture the same essence, which is briefly summed up here with values such as connecting with employees, having a meaningful goal or leaders that work on themselves to be better.

To sum up what positive leadership is, in the words of Jon Gordon, bestselling author and speaker on positive leadership:

"Positive leadership is not about fake positivity. It is the real stuff that makes great leaders great. The research is clear. Being a positive leader is not just a nice way to lead. It is the way to lead if you want to build great culture, unite your organization in the face of adversity, develop a connected and committed team and achieve excellence and superior results." (Gordon 2017)

1.1.3 Millennials:

Millennials (or Generation Y) are a generation of people born after the Generation X (people born between 1960 and 1980) and predecessors of the Generation Z (people born after 2000). The United States Census Bureau used the birth years 1982 to 2000 in a 2015 news release to describe millennials, but they have stated that "there is no official start and end date for when millennials were born" and they do not define millennials. From now on, those dates will be used throughout the report, even if it is possible to find some organizations that extend or reduce this range by a few years. (US Census Bureau 2015)

Some different names have been attributed to this generation such as "Generation Why? Or Y", "Internet Generation", "Generation Now", or "Generation Waking Up", as some of the informal names given by principally the media. Each different name has been given at one point because of a trait of character that could be found in this new generation, for example from "Generation Why?" because they tend to question everything to "Generation Waking Up" due to their raising consciousness about global sustainability and change.

In this research paper the term "millennial" will be used from now on, as it is the most popular and commonly found in the sources of this paper. It is also worth mentioning that most of the researches on millennials are US based, and their results wouldn't encounter strong bias if it is generalized or extended to a European Western culture.

A research from Deloitte in the US from October 2015 named “A new understanding of Millennials: Generational differences reexamined”, has studied what makes millennials different from previous generations and how we could describe them. It is for example mentioned that millennials are living at their parents’ house longer, slower to purchase their own car, and are embedded in student debt. What is also linked to this generation is that they have been strongly influenced by their economic environment (like the Great Recession) when they were youngsters and has affected their beliefs and aspirations in the workplace. (Buckley, Viechnicki, Barua 2015)

Hereunder is a shortened list (Abbot 2013; LuckyAttitude 2018) of characteristics we can find on millennials, which every number on this list has its specificities and reasons to be:

- 1) Millennials are on their way to be the most educated generation in Western History.
- 2) They are technologically savvy as they adapt faster to computer and internet services because they have always had them.
- 3) Millennials are multitaskers, this also means that they are easily distracted and find social media and texting hard to resist.
- 4) They are the most conscious generation when it comes to health, social, economic and environmental issues.
- 5) They see themselves as global citizens, who have a responsibility to make the world better, however less patriotic but globally minded.
- 6) Millennials want instant gratification and recognition. There is a need to feel like what they are doing is important and that they are on the right track.
- 7) Millennials value flexible working arrangements and freedom over the stable 9-to-5.
- 8) Millennials are strongly team-oriented and enjoy collaborating and building friendships with colleagues.
- 9) They want authenticity and claim to be authentic. Even if in the age of social media, authenticity is characterized by their online personas and their lives in the real world. They want authentic messages, authentic brands, and authentic interactions.
- 10) Millennials want to have an open and honest relationship with their manager and co-workers, often searching for transparency in businesses.

1.1.4 The workplace:

As this research paper focuses particularly on the fact that both positive leadership and millennials are in a workplace environment, it would be appropriate to define the term workplace and its specificities in 2019, based on how the millennials are shaping it, and how positive leadership transforms it when applied.

The workplace has existed since people would sit and write with papyrus or build magnificent buildings or simple houses, but in order to not get too deep into man's History, let's jump with the evolution of the workplace starting in the early 20th century. Taking for example Fordism or even Taylorism, the workplace was primarily about a "*modern industrial office*" which was seen as a place for economic mass production and efficiency. All of it in a very linear and ordered way, that also implemented the 8 working hours per day. After the second World War, the workplace found some redefining and become a "*social democratic office*", where employers added a social value into the workplace. The work environment became also a place of interaction between colleagues, meant to foster communication and collaboration. Finally, little by little with the arrival of new technologies such as the Internet, mobile phones, video conferences and so on, the office has become connected. (Myerson, Triomphe, Flamant 2015)

1.1.5 Success:

In addition to the abovementioned definitions, the research has also interest in having here a brief definition of "success" in all its forms and will later in the literature review inspect the definition of "success" in accordance with a workplace environment and organization setting.

From the business dictionary website, "success" is defined as:

"Achievement of an action within a specified period of time or within a specified parameter. Success can also mean completing an objective or reaching a goal. Success can be expanded to encompass an entire project or be restricted to a single component of a project or task. It can be achieved within the workplace, or in an individual's personal life. For example, if an individual's personal goal is to be accepted in a new career, success would occur after the individual has been officially accepted into his or her new place of employment." (BusinessDictionary 2019a)

Despite having stated above a crude but persistent definition, the research estimates that a more philosophical approach of success could also be appropriate. A quote from Aristotle, who is still considered one of the greatest thinkers in politics, psychology and ethics, states that:

"Happiness is the meaning and the purpose of life, the whole aim and end of human existence." (Aristotle)

The definition of success seems to be imbedded in purpose, goals, meaning, which would give an ultimate sense of happiness. All those words have their own definitions, but no matter how they are put, it is often that they are bound together. Moreover, Aristotle puts forward the idea that the ultimate goal for humankind should be also the flourishing and wellbeing of humanity. To reach this goal, humanity should reach his potential by actively behaving with virtue. (McCrory 2015)

2. Research Question

The research question addressed in this thesis aims to research and attempt to answer some different topics, as stated in the main page:

“How can businesses use positive leadership to achieve greater success in a workplace that motivates millennials?”.

The first topic addressed here is about positive leadership and the influence it could have on businesses. When taking for example the concerns expressed by the WHO in the introduction, positive leadership has an emphasis on the way leaders manage their team that would enhance the psychological, physiological and physical well-being of the employees. From that, many studies including the main reference of this research on positive leadership, state that the mental and physical conditions of the workforce affect their performance. Therefore, businesses that implement a positive leadership would affect positively the well-being of its employees, achieving first a general welfare in the company, but also increase its overall performance thanks to increased well-being of the workforce. Lastly, it would bring a solution from these issues brought up from the WHO, that recently¹ included burnouts as a syndrome resulting from an occupational phenomenon. The description from the WHO is as follows:

“Burn-out is a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed. It is characterized by three dimensions:

- *feelings of energy depletion or exhaustion;*
- *increased mental distance from one’s job, or feelings of negativism or cynicism related to one’s job; and*
- *reduced professional efficacy.*

Burn-out refers specifically to phenomena in the occupational context and should not be applied to describe experiences in other areas of life.” (World Health Organization 2019)

The second main topic addressed consists of millennials’ arrival in the workplace, more precisely their expectations in the work environment, their differences when compared to past generations and their overall behavior. More and more studies are conducted on millennials every year, to determine their characteristics, their expectations and beliefs, as they will be a major part of the workforce in the future. The issue here is that companies are wondering that if they adapt to this workforce, how to do it? Apart from

¹ On 28.05.2019

having examples of companies that undertook their organizational restructuring, the problematic aims to see if millennials' personality would match a leadership style like positive leadership, meaning that this generation would be motivated to work for a leader that uses positive leadership tools.

The expected outcomes of this research are that millennials' behavior are indeed different from past generations that shaped the workplace environment. To adjust the workplace environment with the millennials' new traits, the implementation of positive leadership could possibly help organizations to not only match and meet this young workforce's ideals, but also the rest of the generations that makes the workforce.

To analyze if indeed positive leadership and millennials could be a possible match for companies in terms of type of leadership to implement in regards of an atypical workforce, this research will explore the literature on those topics and interview different experts to gather knowledge on the gaps left by the literature.

Subsequently, a detailed approach to the definitions of "success" and "motivation" are necessary when willing to answer completely the research question: *"How can businesses use positive leadership to achieve greater success in a workplace that motivates millennials?"*. More specifically, what is greater success nowadays? And what motivates millennials taking into account their expectations of a workplace?

3. Literature Review

3.1 Overview

In the literature review, this report imports researches from experts, leaders, writers and institutions that collected an important amount of qualitative and quantitative data, which were afterwards analyzed to find and deliver information about the topics this report is engaged to explore.

To start the literature review, the research will analyze millennials' traits, which will be divided in four categories in order to apprehend better a whole range of behaviors, with a focus on the workplace environment. (PWC 2014; 2014; Deloitte 2016; Buckley, Viechnicki, Barua 2015)

Then, some investigation will be conducted on motivation and what incentives drives best millennials in the workplace. (Grant 2008; Staples 2016)

Afterwards, a brief link between what has been found to be the millennials' characteristics and a research from the Canadian Journal of Behavioral Sciences, which has investigated the topics of Corporate Social Responsibility, Psychologically Healthy Workplaces, and individual values in a workplace context, to highlight some facts found in the millennials' analysis. (Catano, Morrow Hines 2016)

Next, some insights on success in leadership and workplaces settings will be addressed. (Gallo 2016; Achor 2011)

Finally, the literature review will conclude with a detailed analysis of positive leadership, strongly supported by the book of researcher Kim Cameron, "*positive leadership: Strategies for Extraordinary Performance*". Despite most of the sources in this part of the research will be about Cameron's book, his research included and extensive list of researchers, scientists and experts, that made his book a compilation of scientific evidence that supports the use of positive leadership. (Cameron 2012)

3.2 **Millennials in the workplace:**

As the new connected type of office appeared, so did the millennial generation (Myerson, Triomphe, Flamant 2015). It is essential to differentiate that some millennials are in the workforce for a longer period of time than others. Indeed, there are early millennials (let's define them as born between 1981-1992) and the late millennials (1993-2000), some working for some years, and others finishing their post-obligatory studies or apprenticeships. However, the whole generation is inclined to have the same characteristics which differ from previous generations. (Buckley, Viechnicki, Barua 2015; Gursoy, Maier, Chi 2008)

Such characteristics are to be defined more precisely in a workplace context. In order to attain a precise description of such traits, hereunder is a description of millennials at work and what is commonly found to be their traits, divided in four categories: Strengths, Weaknesses, Needs & Values and Expectations. (PWC 2014; Pereira Mauricio 2017)

Table 1 - Millennials' traits

| <u>Strengths</u> | <u>Needs & Values</u> |
|---------------------------|----------------------------------|
| Tech-Savvy | New Challenges |
| Connected | Work-life Balance |
| Collaborative | Feedback |
| Innovative | Transparency |
| Networking | Flexibility |
| <u>Weaknesses</u> | <u>Expectations</u> |
| Career Impatience | Creativity > automated tasks |
| Lack of Loyalty | Opportunities to Learn |
| Lack of Experience | Sense of Meaning, Purpose |
| Entitled | Good impact on Society |
| Respect towards Authority | Work to contribute mentally |

3.2.1 Strengths

With the arrival of the *connected office* (Myerson, Triomphe, Flamant 2015), the early millennials were reaching their maturity and starting to work. As emails, Internet, mobile phones or videoconferences arrived in the workplace, so did the millennials. Their aptitude to use technology was innate, they grew up with it and used it as toys (video consoles of all types), for communication (MSN, blogs, forums, emails...) or entertainment (rise of Youtube and such platforms...). Evidently, it is no surprise that they are more comfortable with technology and its evolution. As they are the first generation to own personal computers at home, the use of computers at work was instinctive, and the learning of new programs was quicker in comparison with other generations. (Staples 2016; Buckley, Viechnicki, Barua 2015; Shele Bannon, Ford, Meltzer 2011)

Efficiency, innovation, adaptability and overall knowledge of technology are keywords for this generation considered now as tech-savvy. Some studies have been made to see if there was indeed a difference between generations on how they use technology at work and their efficiency. Results from Cisco (CISCO 2014) in their "2014 Connected World Technology Final Report" indicated that millennials were in average 82% more efficient than past generations in performing computer-connected tasks. All this tech-savviness was even more relatable with the apparition of smartphones, which are now part of everyone's, every day's life. With such advice and the apparition of social media apps, the millennials were hooked to be 24/7 connected. Transferring data from or to the "cloud", getting the latest information from around the globe, being reachable no matter the location, connecting with people from everywhere... this generation became involuntarily multitask competent. (Robinson, Stubberud 2012)

Concerning the collaborative skill, although it could be common to think that this connected generation could have been driven away from each other in terms of person to person communication, it has instead given a will for working in teams. As one report from Staples indicates, "working in a group atmosphere facilitates the sharing of ideas and makes it easier to receive regular feedback as millennials are drawn to collaborative workspaces because they easily satisfy their desire for learning and direction." (Staples 2016)

The will of working in teams is closely related to their will to share, learn and create something new. Their inclination to innovation is also linked to a will to be entrepreneurs, but differently from past generations. Even if creating a new "Facebook" is not easy, with technological tools at hand, millennials found a way to fund, create, and connect the offer and the demand of people. According to the U.S. Small Business Administration (SBA), reports show that millennials have an entrepreneurship mindset, but some barriers

actually made them less entrepreneurial than past generations. Indeed, a greater debt than before, perilous risks taking or “chasing the American dream”, were factors that stopped millennials from starting conventional businesses, therefore they retreated to what technology and the Internet offered, and started businesses linked to the use of technology that didn’t encountered (or less) barriers mentioned above. (Desjardins 2016) Another strength to consider when analyzing millennials is how networking is imbedded in their mindset at work and outside. Actually, it is relevant when it is known that they like to work in teams: networking comes naturally. Being more direct and easily more informal than their predecessors, the fluidity in communication can be exacerbated when they put their mind to connect with others, to such an extend to seem bold to previous generations. Moreover, with social media and networking platforms to connect with people, millennials are pushed towards such behavior. (Landrum 2018)

3.2.2 Weaknesses

On the other side of the coin, we find that millennials do not come exclusively with qualities, but also with weaknesses. As it will be detailed further, the mentioned strengths foster also behaviors that are often considered negative in the workplace or in every day’s life.

One noted behavior would be that millennials come with career impatience. This impatience to “climb the ladder and get promoted” attitude is often linked to the fact that they have been raised by parents that could give them all they wanted when they wanted it. Moreover, this impatience was the fruit of a strong narcissism and sense of entitlement, or as the Time would put it from data they researched:

“The incidence of narcissistic personality disorder is nearly three times as high for people in their 20s as for the generation that’s now 65 or older, according to the National Institutes of Health; 58% more college students scored higher on a narcissism scale in 2009 than in 1982. Millennials got so many participation trophies growing up that a recent study showed that 40% believe they should be promoted every two years, regardless of performance”. (Stein 2013).

It is without surprise that a general behavior of entitlement and instant gratification was an innate feeling, summing it to the ability to have everything only one click away and hearing “you can be anything you want to be” while growing up, it certainly did not foster qualities such as patience and humility, and did not make time and experience factors of career advancement.

As consequence of this career impatience, when millennials feel they are not awarded promptly they tend to search quickly for new opportunities somewhere else. This could raise questions about loyalty towards their company, as employers invest time and

resources to recruit, train and retain employees. Often considered as being less loyal than older generations, millennials tend to do job-hopping more often than past generations, particularly before they settle down and have kids. It's also reported that millennials are "both entering the labor market and forming households later than their predecessors did". Moreover, depending on how the economy is doing, younger people being more adaptable than elders, are the first ones to search for new opportunities – when the economy is growing – and many are still relying on seasonal or temporary work to pay off student loans, or make some pocket money. Besides on how the labor market can be, to millennial employees, loyalty means that "*organizations assure that there are ample opportunities, offer professional development and training, and provide coaching and mentoring.*" Not unexpectedly, millennials have the capacity to be loyal particularly when supportive and family-like environment is nurtured, and the organization has a culture to make its employees its core value. (Hershat, Epstein 2010; Buckley, Viechnicki, Barua 2015)

Concerning a lack of experience, millennials entered – and are still entering – a highly competitive and technical market, forcing them to do more studies and reach post-secondary education just to differentiate themselves from the competition and the piles of resumes that employers receive. High education is at one point attained but at the cost of sacrificing years where they could have been working and gained experience. As some employers can be reluctant in training employees (this feeling is reinforced when it becomes common knowledge that millennials lack loyalty towards employers), "they want them to acquire the training on their own and at their own cost." (Nyholm 2017)

In the end of the day, with a labor market more competitive than ever, millennials compete against each other, but also against previous generations that do have years of experience.

The boldness and entitlement that can be perceived by employers comes from the fact that millennials do respect authority, but they are not impressed by it, or titles and hierarchy. Like seen before, they have grown in an environment where they were overprotected by parents to an extent that reports named this behavior "helicopter parents" (Wikipedia 2019; Ginott 1969). The difference between parents being the rulers and children listening to them has been blurred in comparison with older generations where parents had more authority over their children. Moreover, at school they have been taught to ask questions and use rational thinking instead of "do it because I say it". They want to understand what they are doing and why, which can be confused with irrespective behavior when they are required to follow orders. (Pereira Mauricio 2017; Allen, Allen, Karl, White 2015)

3.2.3 Needs

As they grew up in a fast-changing environment, got performant in multitasking, and as reported they lack patience, they can be quickly bored and therefore pursue constantly new challenges. Being able to find variety in their work and feel useful in their tasks are good motivators that extent productivity and loyalty. From a book by Bruce Tulgan who investigated millennials, he affirmed that *“They want to learn, to be challenged, and to understand the relationship between their work and the overall mission of the organization. They want . . . some flexibility in where, when, and how they work”*. (Tulgan 2009) Besides, no matter the generation, boredom doesn’t motivate anyone to do their best, and doesn’t encourage performance nor happiness in the workplace, so delegating challenging work to millennials employees to spark creativity and a sense of working for some purpose is necessary for them to thrive at work. (Baldassarre 2017)

Maybe one of the most contrasted difference with the Baby-Boomer generation, is the work-life balance that millennials are seeking for. Boomers have been depicted as the workaholic generation, where building a career was one of the top priorities. Moreover, Boomers considerate competitiveness being a great motivator and focused on climbing the hierarchical ladder. (Gursoy, Maier, Chi 2008; Marston 2010) This behavior is strongly different with what it has been found when studying millennials’ behavior at work. Indeed, for various reasons, millennials prioritize work-life balance. For one, from a Deloitte study, they capture success as “having control over how and when they work and accumulating various life experiences, both of which are enabled by a better work-life balance”, which differ strongly with how precedent generations saw success, for example getting better job titles, high salaries, cars, houses.... millennials are more attracted to experiences than owning materialistic symbols of success. In addition, strongly linked to a wish of flexibility, they are always connected and therefore can be doing work-related tasks at home, like checking the emails even before getting up in the morning or having phone calls or video calls anywhere. More specifically about flexibility, in their 2016 millennials report, Deloitte stated that 88% of them wish their work could provide them with more flexibility and give them the option to work away from home, and if possible, have more chances to start and leave work at the time they pick. It strongly demonstrates this will of flexibility, where 75% of millennials would find a job that could give them such possibility, or to do that as often as possible. (Deloitte 2016)

In fact, the workplace shifted from a place to a space. They like using technological tools with which they are comfortable with and have little to no problem blending work with life, therefore creating a will for flexibility and work-life balance. Summing that with the fact that in the last decades women entered the workforce to work as much as men in comparison with the Boomer generation, it added a dual income factor for millennials

that are living in couple. Having a partner who is also working full-time increased the difficulty to manage family related duties or personal life in addition with working full-time. (Harris 2014)

The need to ask for feedback on their work is also a particular trait of millennials. They don't consider HR's annual surveys or feedbacks as the one they need, but principally person to person with their direct managers, to check if they are on the right track, keep the objectives in mind and bring new insights and ideas to the current task. All this preferably in an informal, continuous and efficient way.

This need for feedback could be linked to two factors of their environment. As reported before, millennials have been raised in environments where they were under constant care and had their parents besides them to answer their questions at any time. Another factor would be that as they grew up and interacted online with friends through many social media websites, feedback was immediate, as their online personas were connected to hundreds of people instantly commenting their actions (Instagram pictures, Facebook and Tweets comments...) leading them to a need for continuous and instant feedback. (Thompson 2011)

This report indicated also that millennials have a desire for transparency, as customers or employees. Through feedback, they search to get information about if what they do is correct but also to know if their performance and goals are aligned with the company's. Following a report of the Public Relations Society of America, millennials value transparency and strong ethical rules, which afterwards fosters better relations with their company. Transparency enables such behaviors, also does an honest and transparent conversations with their managers. On the contrary, problems associated with their managers lying and a general lack of transparency, led to ethical stress and poorer relations, particularly since these behaviors seem to be unpunished. This led to a common observation like: *"I do not have much respect for my bosses. I feel that they are unethical people who only care about themselves or the money they are making. They do not offer guidance or good ideas. I'm disappointed with the lack of leadership in my firm."* This generation is strongly inclined to pursue trustworthiness and social responsibility, and they are faithful to businesses who embrace such qualities or even live them. Loyalty went down when millennials supposed that their managers or company had a lack of integrity or were inclined to sacrifice such values for financial benefits or what they perceived as unethical reasons. In case of mistrust that millennials can show towards their employers, the trust must be earned again not only through clear and honest communication but also by pointing out the right direction and put it into motion. (Curtin, Gallicano, Matthews 2011)

3.2.4 Expectations

When they arrive in the working environment, millennials have also specific expectations about their work. Apprehending better what they expect in order to perform at work is essential for managers and companies, as expectations from an employee are met, it can play a non-negligible role on the performance of employees and the positive results the company can capture from it.

One noted expectation that millennials are bound to this will to encounter new challenges, meaning they try to avoid a work routine that kills creativity or ties them to a un motivating job. As innovation is one of their characteristics, being forced to work in an environment that doesn't engage in creative tasks or involves too much "mechanical routines", doesn't fit with their expectations and values at work. And consequently, millennials likely desired jobs won't be affected as much as others by the automatization of work, or being substituted by a robot, as a research from Indeed suggests (Mamertino 2017). Work in transportation, construction, production and such, have more chances to be automatized in comparison with more cognitive jobs for example in management or services, which attract millennials, in order to bring solutions and solve problems that need reasoning.

Millennials also expect their employer to give them opportunities to progress in their work but also to learn. As they are attracted in self-growth and show career impatience, it is no wonder if they look for a job that gives them the possibility to learn by receiving responsibilities, challenges or work on a particular project that will mentally challenge them and reward them with knowledge, experience and feeling of contribution. From a PWC report where 4'364 millennials graduates where surveyed, the top three specificities that an employer can have to retain millennials are from best to last: opportunities for career development (52%), competitive wages (44%), excellent training or development activities (35%). (PWC 2014)

As this report mentioned it earlier from a Forbes' publication (Baldassarre 2017), it was mentioned that a sense of purpose drives millennials towards jobs that can provide it to them. From the same report of PWC mentioned above, it has been assessed that 88% of millennials said they were searching for a business with CSR values that mirrored their own, and 86% said they would think about leaving a job in the event that their values didn't match with the company's. For instance, companies with missions and values that would emphasize sustainability would attract strongly millennials due to the sense of purpose that sustainability offers. However, an important note left by the PWC report is that depending on the economic conditions, such values would decrease if millennials had to compromise between CSR values and a competitive salary. Nonetheless, suggesting that the market is stable and job opportunities arise, companies with values

that match millennials' dispose of a consequent advantage in recruitment and employee retention. (PWC 2014)

Linked to this sense of purpose, bringing something positive for the society is also an expectation that millennials have in the workplace. Working for a company with strong ethical and positive values is great but knowing that they create something that is valuable and helpful for the entire society is somehow what pushes millennials to be the most performing at work. Millennials have strong opinions and deeply care about issues such as climate change, human rights or immigration. But they do not only have opinions, they are also engaged through various ways to be an active changemaker on such topics. They are conscious consumers and use their vote to try to make a positive change for their values or can be activists marching on the streets for a common cause as the "School strike for the climate" that has been seen recently throughout the World. In other words, millennials want to matter in a World that is troubled by global issues and having a job that helps find solutions to such issues is an exceptional motivator. (Izzo 2018)

3.3 **Motivation and Millennials**

As this research has enlightened some aspects of millennials, it has now to research what is motivation, what drives it and how millennials are driven by it.

"Motivation" as definition from the business dictionary is the following:

"Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal. Motivation results from the interaction of both conscious and unconscious factors such as the intensity of desire or need, incentive or reward value of the goal, and expectations of the individual and of his or her peers. These factors are the reasons one has for behaving a certain way. An example is a student that spends extra time studying for a test because he or she wants a better grade in the class." (BusinessDictionary 2019b)

What has been done in the workplace to "motivate" employees, is giving incentives and rewards like salaries so employees achieve a certain task or goal. In short, it is usually by the "carrots and sticks" method that businesses have incentivized employees to work, or in more specific terms with extrinsic motivators. To summarize what extrinsic and intrinsic motivators are: (LeadershipCentral 2019; Ryan, Deci 2000)

- *"Extrinsic motivation means that the individual's motivational stimuli are coming from outside. In other words, our desires to perform a task are controlled by an outside source. Note that even though the stimuli are coming from outside, the result of performing the task will still be rewarding for the individual performing the task."* (LeadershipCentral 2019)

Examples: Salaries, bonuses, benefit packages...

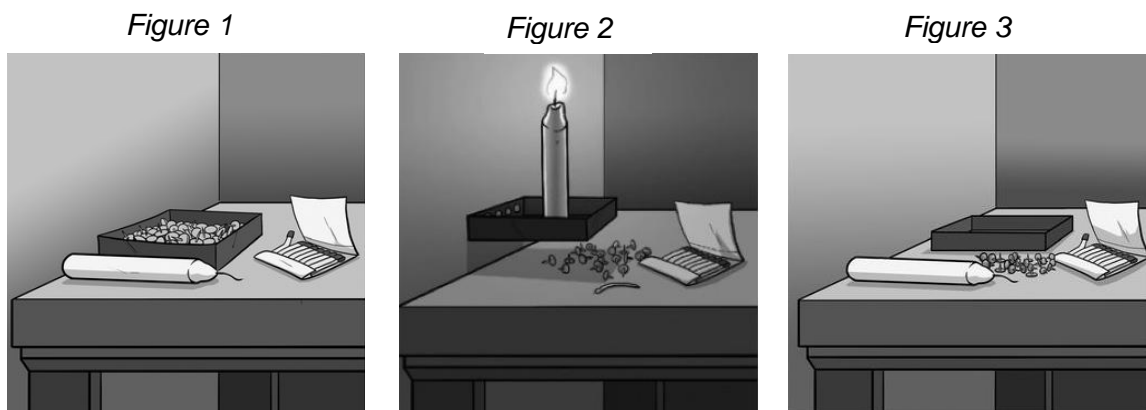
- *“Intrinsic motivation means that the individual's motivational stimuli are coming from within. The individual has the desire to perform a specific task, because its results are in accordance with his belief system or fulfills a desire and therefore importance is attached to it.” (LeadershipCentral 2019)*

Examples: any reason that provides interest, enjoyment, pleasure or satisfaction.

An interesting experiment conducted by Karl Duncker, called the “Candle Problem”, aimed to show how minds work differently when attributing different motivators. To understand it better, and grab the coming concepts, it will be shown next how this experiment was conducted.

“Karl Duncker asked people to solve the problem of a candle dripping wax onto a table using only what was in front of them; a box of thumb tacks and a book of matches (figure 1). Most people didn't see the creative way to solve the problem, which was to tack the box (from the tacks) to the wall and put the lit candle in the box (figure 2). He then rearranged the task so that the tacks were originally outside of the box (figure 3). Duncker found that people generally solved this much easier, as they viewed the box as an object of use, instead of just a container to hold the tacks.

Figure 1 - Candle Experiment



This experiment was later held in 1962 by Glucksberg, but this time, he had two groups of people solve the task. To one group he offered a monetary incentive for the fastest time to solve the problem, and for the other group he did not. As expected, the group with the money prize solved the problem faster, but only the problem where the box was laid out separately from the tacks. The other problem, where the tacks were in the box, was solved faster by virtually all of the people not offered a cash reward. The people in the reward group had their creative side blocked out with the introduction of money.” (Kounios, Beeman 2015; Anonymous 2019)

The conclusion being, that for a simple and linear method, where one set of rules to create one solution is better motivated by extrinsic motivators than intrinsic. However,

when having to think critically to solve a complicated problem, intrinsic motivators work best.

In the business operating system nowadays, in western culture, it is less about linear protocols, machines and softwares can now do that type of work. The usual work made by people is now more about thinking critically for solutions, find new ideas and such.

To give a real-life example, in 1993, Microsoft started an encyclopedia called Encarta for which Microsoft arranged all the right extrinsic motivators, like paying professionals to write and edit thousands of articles. There were some highly paid managers to supervise the project to make sure it would succeed. In 2001 Wikipedia was born, with a totally different model, free and where contributors weren't paid to work for, they would just do it for fun, they would do it because they wanted to do it. (Pink 2009)

Now that this research has pointed out two types of motivation, what drives it depending on the context, it is necessary to input the millennial's motivations into it.

When taking into account the "Expectations" the millennials have in the workplace that has been studied in the section 3.2.4, the research observes similarities between intrinsic motivation and millennials expectations in the workplace.

First, it has been mentioned that they were seeking new challenges, creative tasks, to bring solutions and solve problems that need reasoning. It looks like intrinsic motivators match better those mentioned wants than extrinsic motivators.

Second, millennials expect their employer to give them opportunities to learn. Tasks provided that are designed to work in a linear and automated way are not mentally challenging nor learning driven, therefore they do not provide the incentives required by millennials. (Kounios, Beeman 2015)

Lastly, it has been observed that millennials are driven by jobs that gives them purpose, meaning that it aligns with their area of interest and match with their values, which would be driven by intrinsic motivators. (Deloitte 2016)

To sum-up, millennials are motivated and driven by what comes from within them, and not salaries which are extrinsic motivators, while most companies focus on extrinsic motivators, to motivate their employees. (Pink 2009)

3.4 CSR, PHW and individual values in the workplace

More in depth, following a journal article from the Canadian Journal of Behavioral Sciences (CJBV) (Catano, Morrow Hines 2016), the aforementioned characteristics that millennials want to find in a workplace are found again in the article, and a particular focus is given to the Corporate Social Responsibility (CSR) factor, the Psychologically Healthy Workplaces (PHW) and individual values that attract millennials in search for a job.

Now that this report has analyzed the common characteristics of millennials and understood the prime factors that they search in a workplace, the mentioned journal article affirms that millennials were attracted by workplaces that had included CSR and PHW information in their policies. This wouldn't only being seen by millennials as "a good place to work", but also it increased the good reputation of the company. The article conclusion highlighted the value of CSR and PHW concepts in the workplaces, as such concepts are getting more and more importance in successful companies and the attraction and retention effects they have on millennial employees.

In order to center again this thesis on the matter exposed by the WHO about negative consequences of a workplace on physical and mental health, the concept of PHW mentioned by the CJBV makes a good connector between the expectations that millennials have in the workplace and the positive practices that PHW fosters such as "*work-life balance, employee growth and development, health and safety, employee recognition, and employee involvement*", which were linked to "*commitment and tenure*" of employees. (Catano, Morrow Hines 2016)

So far, millennials' expectations of a workplace are in accordance with the PHW concepts which both have the capacity to solve or lessen the problem mentioned by the WHO. This thesis is not only exploring the millennials behavior in the workplace, but also how positive leadership could be the connector and solver of the negative impacts happening in the workplaces.

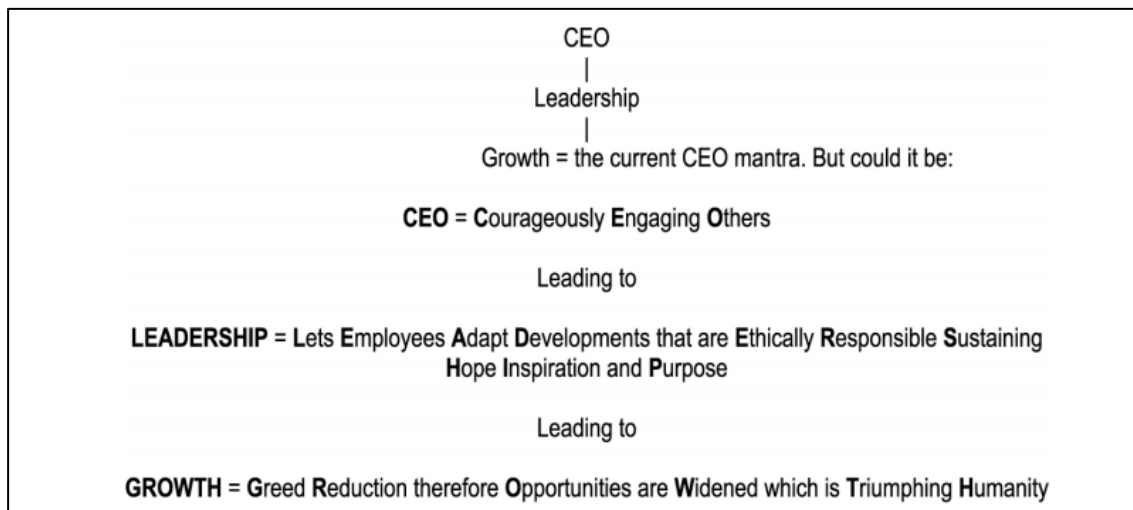
3.5 Insights and measures of success in Leadership and workplaces

Before continuing with the positive leadership chapter, the research mentioned in the introduction the concept of success. While having a global approach of this term, it is necessary to narrow it down from the perspective of a work environment and leadership.

Starting with a paper by Robert Burke, program director at Melbourne Business School, he highlights that to attain success in organizations, there must be a change in leadership that could be brought by a touch of spirituality, but mainly that this leadership should

“focus on a return to the economy serving humanity as opposed to the current situation where humanity is serving the economy”. Aiming at success, he stated that a shift that fosters ethics, sustainability, inspiration and purpose between other factors would allow growth and therefore success. To illustrate this idea, the next figure shows better his philosophy: (Burke 2006)

Figure 2 - Success through new Leadership



This view of leadership connects what has been stated in the introduction in regards with the philosophy of Aristotle, but with a leadership approach.

In terms of workplace's definition of success, conventionally, it was usual to define a successful person the one who climbs the ladder in the hierarchy, the one who gets promoted and gets titles. Professionally, building a career has been the aim for many professionals, and when such aim was reached, success would come through getting titles, promotions and high managerial functions. (Gallo 2016)

How to understand best that from a man that got titles, promotions and evidently reached the summum of what was success from a conventional point of view, than Warren Buffett, third most wealthiest man? (Mejia 2018)

Here are some of his quotes on success:

“If you get to my age in life and nobody thinks well of you, I don't care how big your bank account is, your life is a disaster.” (Warren Buffett)

“Basically, when you get to my age, you'll really measure your success in life by how many of the people you want to have love you actually do love you.” (Warren Buffett)

Surprisingly, the research has identified a “successful” person that has managed to reach an unconventional amount of wealth, power and fame, but nonetheless thinks that this success is nothing without people loving you nor having done anything “Good” in your life. Ultimately, he states that:

“In the world of business, the people who are most successful are those who are doing what they love.” (Warren Buffett)

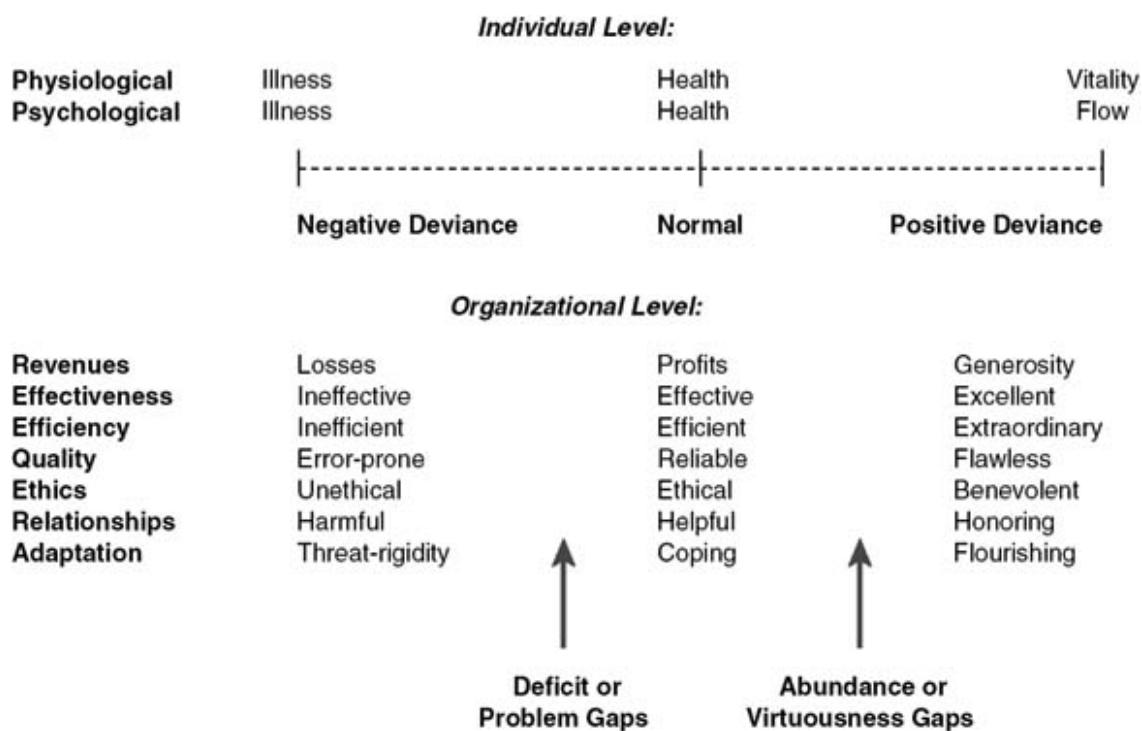
To sum up this section, while having in mind what has been conventionally seen as success in the workplace, like getting promotions, results and develop a career, it seems that reached a certain point, at an individual level, success takes a more philosophical form and shifts towards creating purpose, fostering ethics or doing what you love.

3.6 **Positive Leadership and its effects on the workplace**

To start with Kim Cameron's book "Positive Leadership: Strategies for Extraordinary Performance" is necessary to understand positive leadership, its strategies, and techniques as Kim Cameron approached this type of leadership with a deeper scientific approach than other researchers, taking for example Jon Gordon who researched it more through experiences lived by leaders that could be referenced as "positive leadership practices".

It has been mentioned in the introduction under "defining the terms", *positive deviant performance*, which is the goal of positive leadership, and actively fostering. It can be better understood as a figure he named "Deviance Continuum" (Cameron 2012):

Table 2 - Positive Leadership - Deviance Continuum



Cameron explains that organizational abundance or virtuousness refers to behaviors that extend beyond what is normally expected. But in practice, most organizations are made to attain stability, steadiness and predictability that would be represented in the middle column of the continuum. As Cameron puts it:

"investors tend to flee from companies that are deviant or unpredictable in their performance. Consequently, organizations formalize expectations, reporting relationships, goals and targets, organizational rules, processes and procedures, strategies and structures – all intended to reduce variation, uncertainty, and deviance". In the other hand companies that reach the right-end of the continuum tend perform in extremely positive ways that entails more than earning revenue than the average, but also "achieves the best of the human condition".

This thesis will not restudy the work of Kim Cameron, however some examples will be taken to show how positive leadership has contributed to greater financial performance, better health for employees (for example blood pressure, anti-aging hormone, brain activity ...) or enhanced employee performance under a positive leadership influence. In order to enable positive leadership, it has been mentioned earlier in this report the existence of four pillars that allows the development of positive leadership, which are:

- 1) Positive climate: Which fosters compassion, forgiveness and gratitude.
- 2) Positive relationships: Which builds energy networks and reinforce strengths.
- 3) Positive communication: Which provides best-self feedback and use supportive communication.
- 4) Positive meaning: Which affects human well-being, is connected to personal values and builds a community.

Kim Cameron highlights the fact that each of those pillars, that are in fact strategies, are interrelated and reinforce each other mutually. To see if positive leadership has indeed a capacity to be linked and work with millennials' behaviors and if there could be a positive correlation in a workplace when implementing positive leadership, the next steps will be to discover how each of the four strategies are conceived.

3.6.1 Positive climate

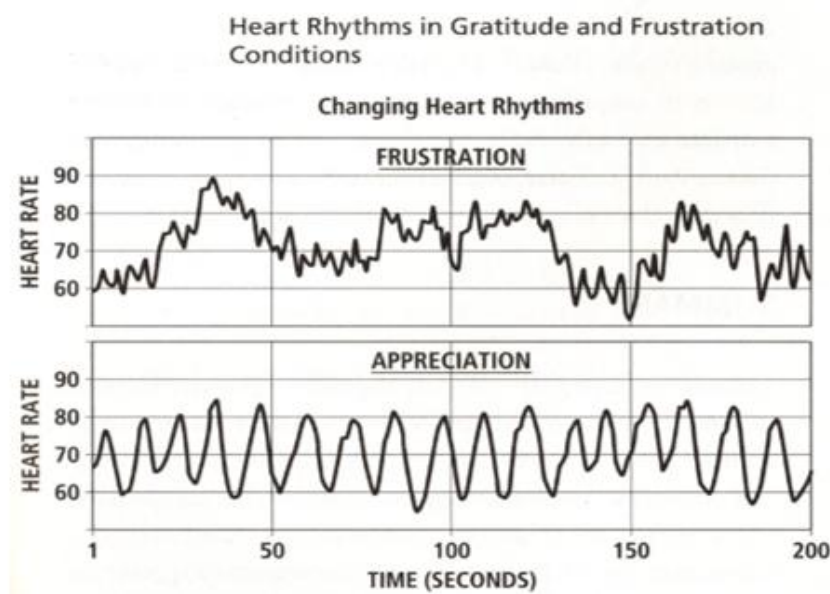
As it is referred in Cameron's book, "*Positive climate refers to a work environment in which positive emotions predominate over negative emotions.*" When employees are filled with positive attitudes such as joyfulness, appreciation or love, they are typical influencers and experiencers of a positive climate. On the other hand, employees suffering from anxiety, stress and distrust don't create and live a positive climate. In addition, it has been proven that such "*positive emotions lead to optimal individual and organizational functioning*" (Bagozzi 2003), meaning that an organization would be better performing in many aspects if fostering positive emotions.

The main point of creating a positive climate is that people that are in it, are able to take in more information than people not experiencing it when living positive emotions. Indeed, such climate enhance cognitive perspective, the ability to attend to more information, make richer interpretations, lifts creativity and productivity. To sum up, it boosts the intellect of people, which affects not only the individual but in short and long-term the organization too.

Subsequently, to enable such climate in the workplace, Cameron explains that it is not about smiling, being cheerful all the time or being Pollyannaish, but being aware of the problems and concentrate primarily on what is positive, rather than negative or threatening, and turn such threats into new opportunities and positive results. Compassion, forgiveness and gratitude are major enablers of a positive climate and Cameron explains how they can turn problems into solutions that were not expected. In its summary of positive climate, encouraging acts of compassion in the workplace, encouraging collective forgiveness and showing gratefulness tend to create virtuousness in a workplace and foster a positive climate.

To illustrate one of the benefits of having a positive climate, the next figure shows the heart rhythms comparing gratitude with frustration: (McCraty, Childre 2004)

Figure 3 - Positive climate - Effect of emotions on heart rhythm



3.6.2 Positive relationships

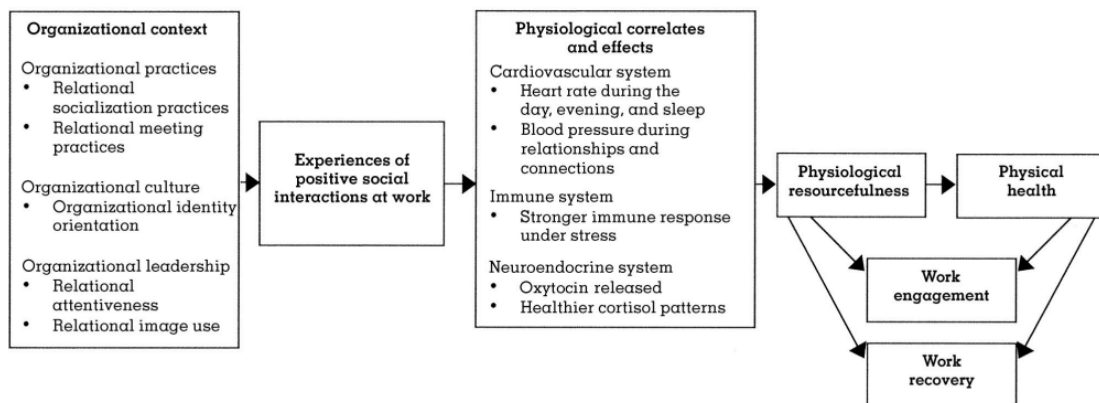
It is very quickly mentioned in Cameron's book that positive relationships "*are those that are a generative source of enrichment, vitality, and learning for both the individual and the organization*". It has been mentioned in this report that Cameron's research had a deeper scientific approach, this is for example the case as the research undertook to understand the effects of positive relationships at work. It is discovered that people experiencing uplifting connections with other individuals had beneficial aspects on health and human behavior. More precisely, it affected positively the hormonal system (leading to a greater ability to handle stress or increase pro-social behaviors between other factors), the cardio-vascular system (lower-blood pressure...) and the immune system,

but also other psychological, emotional and organizational benefits were uncovered when having positive relationships.

To illustrate those benefits thanks to a research conducted by researchers Emily Heaphy and Jane Dutton, here is an illustration on how positive relationships enhance physiologically and physically the employees: (Heaphy, Dutton 2008)

Figure 4 - Positive relationships – Effects of positive social interactions at work

The Physiology of Positive Social Interactions at Work



In order to attain a positive deviance from relationships at work, Kim Cameron recalled the research from scientists about “positive energizers” and “negative energizers” people (which Jon Gordon named “energy vampires” (Gordon 2017)) and how he makes it a central factor of creating a positive climate. Having positive and/or negative energizers in an organization can have “important implications” for an organization and its people. *“positive energizers uplift and boost people around them, create support and vitality and are usually optimistic, heedful, trustworthy and unselfish”* people. On the other hand, negative energizers usually are *“critical, cynical, inflexible (...) and sap strength from people.”* It is importantly mentioned that such behaviors are not personality related but learned behaviors, meaning that everyone can become a positive or negative energizer. Positive energizers tend to perform better at work, and not only they enable also others around them to perform better, but they influence their workplace to such a degree that they also help others become better energizers. The climate they create in the workplace through their relationships with coworkers allow the beneficial aspects on health and human behavior seen before to take place.

3.6.3 Positive communication

Like the name suggests it, positive communication happens when *“affirmative and supportive language replaces negative and critical language”*. Indeed, Cameron's third pillar consists on how communication is transmitted across the organization between employees and managers. Through his research, he supports that greater organizational performance is attained when a higher ratio of positive statements is made in comparison with negative ones. More precisely, a team working together and phrasing sentences to express appreciation, support, approval or compliments, showed better results than a team using negative statements such as criticism, cynicism, disapproval and such. It is necessary to clarify that a research was conducted where both teams were examined under the same circumstances, and that it was not a matter of negative and positive statements towards a failed or succeeded task that therefore would have influenced a natural response (negative if failed, positive if succeeded). Actually, there was criticism, confrontation and correction in the team that showed better results, but they were presented in a positive manner and context.

Further in his research, after analyzing more factors, Cameron explains that positive communication *“creates significantly more connectivity – that is, the exchange of information, interpersonal interactions, and positive emotions – in organizations”*, which therefore engenders better performance. It is advised that to produce effective positive communication, leaders should start by using positive talk themselves, meaning *“minimizing criticism and negativity, and replacing them with an abundance of positive feedback and support”*. Providing transparent information and communicating honestly being also one of the fundamentals of communication, in order to maintain trust and confidence among employees. However, and not so surprisingly, it is mentioned that too much positivity would also create complacency and mediocrity, which is why it is necessary to keep a certain rigor when implementing a positive communication leadership.

Apart from a role-model style to adopt by the leaders, the use of “best-self feedback” and feedback through “supportive communication” is also mentioned as strong factors to foster positive deviance. Briefly, the “best-self feedback” method consists in focusing on the strengths of employees and what they do great naturally to highlight their talents and capabilities. This encourages a positive exchange between employees and extends motivation and gratification. Those receiving this positive feedback would strengthen relationships with the feedback givers (both could be employees and/or leaders) and give them in return a positive feedback.

About “supportive communication”, Kim Cameron explains that when there is a need for addressing an issue or giving a negative feedback, supportive communication helps

preserve and support the relationship with the receiver. An example showed in the research would be to use a descriptive communication approach rather than an evaluative communication approach:

Table 3 - Descriptive vs Evaluative communication

| Descriptive communication | Evaluative communication |
|----------------------------------|---------------------------------|
| Describe a situation | Evaluate a situation |
| Identify objective consequences | Placing blame |
| Suggest acceptable alternatives | Arguing who is right or wrong |

Shouting praise and whispering criticism would be an efficient way to describe how positive communication is reached. Leaders showing support through communication, providing feedback on strengths and using descriptive communication to correct people are some of the tools that can be used to foster positive communication.

3.6.4 Positive meaning

The last pillar mentioned in *“Positive Leadership: Strategies for Extraordinary Performances”*, has for general topic the purpose at work. Following the research of Kim Cameron, it is quickly mentioned that actively working in a profession that gives purpose has positive outcomes, for the individual and the organization. Such outcomes are for instance a *“reduction in stress, depression, turnover, absenteeism, dissatisfaction, and cynicism, as well as increases in commitment, effort, engagement, empowerment, happiness, satisfaction, and a sense of fulfillment.”* (Chen 2007)

Further, the distinction is made between three kinds of meaning with work for individuals – job, career or calling – and between three types of relationships between individuals and their organization – compliance, identification and internalization – that would be imaged as:

Table 4 - Meaning and Relationships of Work

| Meaning of Work for individuals | Relationships between individuals and organizations |
|--|--|
| Job | Compliance |
| Career | Identification |
| Calling | Internalization |

Individuals who see work as a job are essentially people who work to get enough money to live, to be financially stable but don't gain specific fulfillment from the work they do. In parallel, when compliance is the relationship set between individuals and their

organization, the individual consents doing the work required in exchange for a salary and is not interested in doing more than expected.

Then, people who are pursuing a career are motivated not only by a financial reward, but also by success and accomplishment, which could be titles, prestige, power, recognition or so. Here it is about growth as an individual in his professional setting and focus specifically on his personal achievements and goals as an individual. In parallel, when identification is the relationship set, the organization possesses motivated employees which are more engaged in their work and seek involvement to attain their personal goals.

Finally, the sense of work as a calling, illustrate an individual that is motivated by the work itself, what it represents for him and gives him a deep sense of purpose. It goes beyond reaching a high salary, getting promoted or attain prestige as an individual, but more about what his work represents and the “greater good” it creates for the individual, the organization and the clients or the world in general. In parallel, individuals that have reached a relationship with their organization and absorbed all its organizational goals and purpose, is called internalization. When such relationship is attained, there is a deep belief that their work is right and good. The loyalty towards their work is absolute and the behavior they show towards their organization is associated as meaningful. When individuals find their calling in a work and the relationship between them and their organization is internalized, not only high satisfaction and motivation is created, but also higher performance is attained, which is what positive meaning would aim to be.

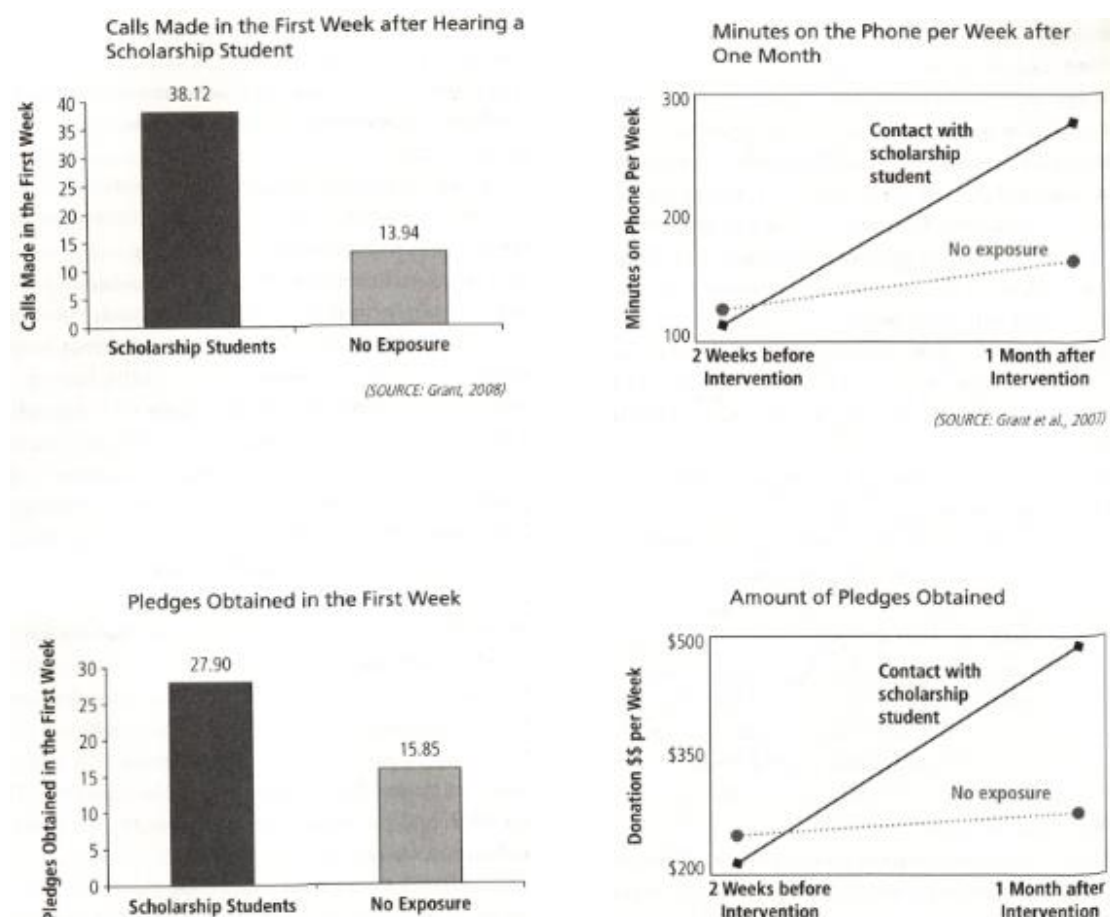
To enable positive meaning (calling and internalization), the leader must integrate in his employees the passion and purpose that the organization has. Relying merely on the purpose of attaining a high financial performance doesn’t motivate the employees and doesn’t show them the true meaning of the organization. When work is associated with purpose or meaningfulness, it usually possesses at least one of the four following factors:

- 1) *“The work has an important positive impact on the well-being of human beings.”*
- 2) *“The work is associated with an important virtue or a personal value.”*
- 3) *“The work has an impact that extends beyond the immediate time frame or creates a ripple effect.”*
- 4) *“The work builds supportive relationships or a sense of community in people.”*

Through some illustration, the thesis will explain better the concept with an example given by Cameron, but which research has been conducted by Adam Grant.

The research took two groups of students whose task was to call university's alumni to request donations, by reading a standardized script. As expected, the callers got massive rejection from the potential donors. To see if giving one group of students a sense of purpose would change the results, the researchers introduced for five minutes a student whose scholarship was obtained thanks to the donations. By just thanking the callers and explaining how important it was for the student to get his scholarship, he gave an indication to the callers that their work was meaningful. Without introducing this student to the other group, the researchers tried again the experiment. The next figures illustrate the results. (Cameron 2012; Grant 2008)

Figure 5 - Positive meaning - Scholarship experiment



The imaged results show definitely an improvement from the group who was in contact for five minutes with the scholarship student, in terms of productivity, performance and effectiveness comparing with the other group. The brief conclusion being that giving a sense of purpose to a team, would increase the overall performance.

To sum up, by establishing, recognizing, rewarding and maintaining a list of goals reached that contribute to human benefits, are things that leaders should do to show employees and people that there are effectively positive results of the work they do. Emphasizing the core values of the organization with its employees so the values of each individuals are matching with the organization's. Finally, to ensure that the work they do gives meaning to the employees and so they know how they contribute to the goals set which are in accordance with the core values of the company, with the final reward of reaching higher performance.

3.7 Findings of the Literature Review

This section will highlight what has been found precedingly and summarize the important aspects of the literature review, try to identify the gaps that are left and possibly answered by a future collection of data in the analysis and outline some areas for future studies.

First, the millennials traits addressed and illustrated by the table 1, makes a census of what this generation has in particular when compared with other generations, in a workplace environment. This research considers that the "Expectations" section is particularly relevant when starting to connect with the following point that is "Motivation and Millennials". Indeed, in this section, the examples given link millennials' expectations with two types of motivators: intrinsic and extrinsic, which have been defined.

Furthermore, the brief part of "CSR, PHW and individual values in the workplace" enlightens values and ethics that also connects millennials with their values.

Then, the research has explored "success" and its definitions, through for instance the opinion of one of the most "successful" man that is Warren Buffett, and by giving an insight on successful leadership.

Finally, the introduction of "Positive Leadership: Strategies for Extraordinary Performance", book redacted by Kim Cameron, and which is considered one of the main topics of this thesis, is divided by four pillars which each one has been detailed.

So far, it is found that while Millennials may seem to have particular traits in comparison from other generations, from what has been gathered as secondary data, it has been brought up² that their expectations in a workplace are bound to having the opportunity to be creative and asking for challenges that ask them to use critical thinking. Moreover, they put an emphasis on "why?" such tasks must be performed in order to capture the true meaning of their work and purpose, to put extra effort and passion into it.

² From page 11 to 18 – Millennials' traits

In another hand, while positive leadership has been defined from the perspective of Kim Cameron's book, this type of management has a focus on human wellbeing in the workplace that therefore would foster higher performance. From indirect factors such as being mentally and physically healthier to create positive body reactions which lead for instance to the capacity of capturing more information or enhancing creativity, to more direct factors as creating a work environment beneficial to human connection, fostering virtues and inserting a climate where positive emotions dominate³.

While defining success, assertions about a transition from materialistic to more intrinsic definitions of success have been made. Following the philosophy of Robert Burke as seen in page 22 with figure 2 "Success through new leadership", where ethics, sustainability and purpose were factors promoting greater performance which he also translates as success. As indicated in page 23, supported by Warren Buffet quotes, it seems indeed that success transitions from titles, career building and power, to more philosophical terms and reaching happiness or find purpose in the work and loving it.

Finally, when briefly reviewing motivation⁴, having more intrinsic motivation to perform a task or working in general seems to be better suited with the current state of the economy and workforce as explained by Dan Pink, and when taking into consideration the emphasis put on what drives millennials at work, which drifts from just the obtention of salaries and titles to more purposeful motivation that would come from within the individuals.

Despite having addressed the topics mentioned in the research question, this thesis will investigate if what has been observed in the literature review as secondary data corroborates with a research of primary data conducted by the researcher. A deeper understanding of millennials with experts who have been in their presence for a time would be necessary to capture more details that could have been omitted in the literature review. Next, a better understanding of leadership and positive leadership is required to also gather more data and knowledge on this topic, which should be obtained from a leadership expert.

³ From page 24 to 32 – Positive Leadership

⁴ From page 18 to 20 – Motivation and Millennials

4. Analysis

4.1 Research Methodology

In order to continue a suitable investigation for this research paper, raw data will be collected in the form of interviews, which will create the data set on which the analysis will be based, as it will be represented in table 5 in the “Data Collection” section. Moreover, in this part of the thesis, the objective is to collect additional data to fill the gaps the research had identified in the literature review. To collect such data, the method used in this thesis is a qualitative approach, through interviews of people that are experts in their field. Qualitative methods like interviews are best for describing, interpreting, contextualizing, and gaining in-depth insight into the specific topics that the research question is exploring (Merriam, Tisdell 2009). No quantitative research has been done as many institutions had already gathered quantitative data on such topics, mainly millennials. As the research question is made of different topics, the research had to identify first which expert should be interviewed so the answers given would be relevant for the thesis. The sample of experts for this research has been selected carefully and non-randomly. Indeed, experts have been chosen for a certain purpose, as it will be more detailed in the next pages. Additionally, the data collection will take place in the natural setting of the interviewees or in a familiar place to them. Finally, according to Merriam’s six methods to conducting a qualitative research, this thesis will follow the basic qualitative research approach (Merriam, Tisdell 2009).

In total they were five experts interviewed in different areas to capture different experiences and opinions, in interviews that would be conducted in a semi-structured way. It mainly consisted of the interviewer⁵ asking first general questions on the interviewee’s journey and experiences and continuing with open questions to narrow down the answers to gather precise data on the topic researched. A pattern of questions is found in each interview which is the following:

- General overview of the interviewee profile and experience
- Interviewee’s type of management/leadership style (A)
- Behavior towards team and himself when low performance or difficulties (B)
- Behavior towards team and himself when high performance or successes (C)
- Interviewee’s definition of “success”
- Interviewee’s global opinion on millennials (D)

⁵ The interviewer has always been Guillermo Alonso de Celada

- Issues and problems of millennials at work or in life (E)
- Virtues and aptitudes of millennials at work or in life (F)

This will show in the table 5 as the following:

- A) Type of leadership (Leadership)
- B) Difficulties and Challenges (Leadership)
- C) Positive Results and Wins (Leadership)
- D) Opinion (Millennials)
- E) Problems (Millennials)
- F) Virtues (Millennials)

The first topic investigated is about the type of management the interviewees apply and how close it is to positive leadership. Indeed, as “positive leadership” may not be known or consciously applied by leaders, the objective was to see how interviewees in a management position apply their leadership in general and in given situations, and their behaviors as leaders of a team. Afterwards, see how they understand positive leadership – if they have an idea of it – and through brief explanations of it, what their opinion is. The persons approached for this topic were a professor of leadership, a football coach in Geneva, a director in the geothermic department at SIG and a bank employee at BCGE in charge of apprentices.

The second topic addressed is about millennials and to know how interviewees see them and their opinion about it when working with millennials. Since a portion of the millennials’ generation is already working, the research interviewed first a professor in high school that has forty years of experience with students and has seen many different profiles and generations, to have a global perspective. This interviewee also had to apply management tools for students, which gave information on a leadership style based on students. The above-stated interviewees had also millennials working with them, which let the questions about millennials take place after questions on leadership and management.

As mentioned above, here is a more specific understanding of each interviewee and its personal profile, as shown hereunder:

- Dana Walden; interviewed the 16.05.2019 at HEG for one hour.

Dana Walden was born in Tennessee and grew up in Texas, US, where she studied in University. Currently professor at HEG in the department IBM, teaching

“Leading the Organization”, she is also owner of a consultancy and coaching business in Geneva named “Certo”, where she coaches clients on leadership (from self-leadership to personal branding presence).

Her experience and expertise on leadership has been essential for the development of the thesis, as well as her insights about a multigenerational presence in the work environment. Moreover, the fact that she works in an environment where millennials are present, she brought insights on how her leadership style and this generation connect with each other.

- Claude Schneider; interviewed the 17.05.2019 at his home in Geneva for 45 minutes.

Claude Schneider is a professor of Physical Education in “Collège et école de commerce André-Chavanne”, where he teaches since 1980, giving him almost 40 years of experience in the education area.

His extensive experience with students being formidable, Claude Schneider added mostly insights to this thesis when having to compare different generations and the evolution of students throughout the years.

- Philip van Woerden; interviewed the 18.05.2019 at his home in Geneva, for one hour.

Philip van Woerden is currently working at BCGE in the marketing⁶ and communication⁷ department for eleven years.

While having to work with a millennial employee in the communication department, his insight brought a day to day perspective with a “member” of this generation. Moreover, he also must work with apprentices during certain events, that fortify his experiences with them and the management style he adopts with them.

- Eric Séverac; interviewed the 23.05.2019, at the Graduate Institute of International and Development Studies (IHEID) Geneva, for 45 minutes.

Eric Séverac is the current coach of Servette FC Chenois Féminin for two years. Working currently at IHEID as financial director for 16 years, he also coaches football teams nonprofessionally for 27 years.

⁶ More specifically in sponsoring

⁷ More specifically in events management and private clients

Eric Séverac has brought an interesting and formidable expertise in terms of management, which focused on his current football team. This team made of women from 16 to 32 years old also added a better perception of millennials in a sporting framework. On the 25.05.2019, the interviewer also went to an official football match to make an observational interview.

- Michel Meyer; interviewed the 24.05.2019 at “Services Industriels de Genève⁸” (SIG), for 30 minutes.

Michel Meyer is the supervisor of the SIG's project “GEothermie2020” and manager of the geothermic department at SIG.

Currently working with a team of seven people for the above-mentioned project, Michel Meyer has the supervisor position. Apart from the information gathered about having to manage a team, M. Meyer also brought up that the SIG had recently a change in their organization structure, that modifies the way of leading a team and the work-environment.

To conduct each interview, a date was fixed with the expert and all of them were made person to person. An audio recording of the interview has been made to capture every bit of information in the conversation and transcribed later. The minimum amount of time of the interviews was about 30 minutes, and the longest one took 1 hour. The transcriptions can be found in the appendices section in the end of this thesis. It is important to note, that two days after the interview with Eric Séverac had been made, the researcher also went to an official football match where the coach and his team were playing, in order to add a participation observation to gather “on the field” data (Bailey, Gatrell 1995).

Lastly, the whole goal of each interview is to determine the experts' view and use of their leadership style, in order to see if it would corroborate with some, all or none of the factors that would enable a positive leadership style, seen in the literature review. Imbedded in the leadership questions, the research aimed to find what the experts would consider “success” personally but also within their team and their management style. Moreover, a transition would be made from leadership to millennials' focused questions to determine if their leadership style could merge with the behaviors stated in the

⁸ “Services Industriels de Genève” is a Swiss cantonal company which provides water, gas, electricity and thermal energy

literature review, and if such style would create an environment that would motivate and match millennials' values or not.

4.2 **Data Collection**

The collected data is to be found in the next table as a recompilation of the answers given by the experts. The table is divided in two main topics: "Leadership" and "Millennials", which are themselves subdivided into three categories each, respectively "Type of Leadership, Difficulties and Challenges, Positive Results and Wins" for the "Leadership" topic and "Opinion, Problems, Virtues" for the "Millennial" one.

Each interviewee is found on the left-hand side of the table, and a summary of their answers is then to be found in the table for the mentioned topics.

Even though the entire information collected is not in the table, it is nevertheless relevant enough when needing to have a perspective of the answers and an overview of each interviewee's opinion throughout the interview. The full interviews transcribed are located in the appendix of this research.

It is relevant to mention that this thesis has included in the following table a section under leadership called "Type of leadership", which would need better description for the reader to understand globally which description can be given for each type of leadership, in a elementary way (Wikipedia 2019; Raza 2015):

- Autocratic: the leader retains all power, authority, and control, and reserves the right to make all decisions.
- Democratic: the leader shares distribution of responsibility, empowering group members and aiding group decision making.
- Strategic: the leader is able to influence others to voluntarily make decisions that enhance the prospects for the organization's long-term success while maintaining short-term financial stability.
- Transformational: the leader motivates others to do more than they originally intended and often even more than they thought possible.
- Team: the leader involves the creation of a vivid picture of a team's future, where it is heading and what it will stand for. The vision inspires and provides a strong sense of purpose and direction.
- Cross-Cultural: leader who can effectively adjust their leadership to work in different environs.
- Facilitative: this leadership involves monitoring group dynamics, as well as offering process suggestions and interventions to help the group stay on track.

- Laissez-faire: the leader gives authority to employees, those work as they choose with minimal or no interference from the leader.
- Transactional: it involves an exchange process, whereby followers get immediate, tangible rewards for carrying out the leader's orders.
- Coaching: where followers are helped to improve their skills. Coaching leadership achieve that by motivating, inspiring and encouraging his people.
- Charismatic: it involves a transformation of followers' values and beliefs, through the manifestation of the leader's charisma.
- Visionary: The leader is inspiring in vision and helps others to see how they can contribute to this vision; allowing the leader and followers to move together towards a shared view of the future.

Although the mentioned terms are straightforward and could lack in depth, it gives better insight on the leadership styles that have been observed during the interviews by the researcher. As this research focuses on "positive leadership", the above-mentioned leadership styles are introduced to give an idea of the leadership style the interviewees used. Despite only attributing one style of leadership per expert, the most predominant has been given, even though the experts may use many different leadership styles in their management tasks.

Table 5 - Data Collection

| Expert's Name | Leadership | | | Millennials | | |
|-----------------------|--------------------|---|---|---|---|---|
| | Type of Leadership | Difficulties and Challenges | Positive Results and Wins | Opinion | Problems | Virtues |
| D. Walden | Democratic | Solves challenges through honesty, becomes directive if rules are broken, uses active listening and sharing | Supports recognition awards, uses the positive results to enhance connection and foster cohesion | Finds positive the mix of generations even if it can be challenging at first, but rewarding in the long term | Overuse of technology creates problems, when it had to connect people it often disconnects them in reality and creates a gap in human connection | Are fond of working in groups and good at it, work together to face global issues, less materialistic |
| C. Schneider | Transactional | Solves conflicts by calming, through discussion, and performance by supporting with the help of the team | Gives good grade, renews the challenges to face and then uses rewards such as games | Past generations had better physical aptitudes, also has to justify more about the instructions given | As information is now always reachable, the teacher seems less relevant and students show less respects towards them, basic education is less and less present | Their questioning about everything is also positive, which opens more possibilities and exchanges, sees a come back to nature |
| P. van Woerden | Coaching | Takes responsibility and ensures that problems created can be turned into opportunities to learn | Values positive results to the maximum, gives compliments and thanks, highlights employees by giving them the credits | Sees that there is a lot more information to handle for Millennials: "either they know what to do, or they are overwhelmed by choices and information" | Some Millennials struggle in finding motivation at work and "dive" into their phones to distract themselves from boredom | The overwhelming access to information let also room for discussion on various topics and interests can be found easier |
| E. Séverac | Coaching | Lessens feeling of defeat through psychological processes and pedagogy to reestablish positive attitudes | Tries to be the most critical and tries to find the causes of the success to diminish the "luck" factor, implements a victory chant | Generational differences are all about values, that are transmitted from older generations to new ones. No generation is better or worse, just have to adapt to the World | Problems that people can find in Millennials are mostly due because of "bad" parenting and correlates the fact that when a youngster is difficult, the parents are too. "Like father like son". | Sees the evolution of the technology as positive and the use Millennials make of it. While parents teach good values there will be a positive evolution |
| M. Meyer | Facilitative | Engages the team through discussion to find and analyze the problem, has to react quickly to not be overwhelmed | Use evaluations 3x a year and use financial rewards, while highlighting the success of the team | Humanely very committed, willing to be involved in the team to improve quality of life of the team at work | From observations, Millennials struggle with a strong hierarchical organization, not fond of intense workload and pressure | Give their trust to the team easily, put clearly into words their priorities at work and in life, put values and environment as priorities |
| | | | | | | |

4.3 **Analysis of the Interviews**

In this section the research will investigate in detail the answers given during the interviews by the experts. By using the table in the past section and the complete material in the appendix, the researcher provides here all the information found and collected.

This section is also divided in two categories; individual analysis and collective analysis.

4.3.1 **Individual analysis**

To capture best the entire information given by each expert, the research starts by analyzing individually the answers given by each expert separately.

4.3.1.1 **Dana Walden:**

Dana Walden, who is an expert in leadership, stated that her personal style of leadership would be primarily democratic.

While she was getting leadership skills, knowledge and immersing herself into the topic, Ms. Walden had set in her mind that leaders are the ones that **encourage, engage, empower and inspire** people to reach the performance expected, by looking first at what a **leader should search introspectively** to be able to deliver the best managing performance. From this point, the research highlights that the leader is the first man in the team that must attain certain competences to then affect his entourage in the best way.

As of her personal style, Ms. Walden asked for **feedback** and also used 360° feedback method, to make this introspection mentioned before. The feedback she received about her leadership style was that it is **empathic, motivating and makes people around her trust her**. She believes that when it comes to leadership, it is essential that a connection is created with the employees and others, by also mentioning emotional intelligence leadership styles, that englobes how she sees leadership.

Still in her way of managing, she highlights that leadership is first of all **about influencing in a positive way**, that may sometimes need for making a step closer first to the person you want to influence, to **connect truthfully** with this person.

In many cases she had to adapt her leadership style for people who needed more directive leadership at first, but that when trust is gained, this people become more collaborative along the way.

While facing challenges, her first move is to put **honesty** in the front line, to see where and why there is a problem. She expressed this by giving an example from her professor's experience:

- *"Today I had to tell the students "sorry you have a presentation that is due, everyone is supposed to be in class, where are your groupmates?" as they couldn't find any excuse, then it is necessary to move a little bit away from being the empathic leader and starting being a bit more direct. Afterwards, remind those students that "these are the rules of engagement, this is what we agreed to, this is how it works... ". Adapting from a collaborative style to more authoritative is needed when the person in front of you can't straightforwardly answer honestly."*

More precisely in a company setting, while proceeding to talk to the employees, empathy and active listening are methods that work to see what is not working from the employee perspective and ask about his opinion about the matter. In the end, the leader can choose if taking into account the suggestions about the matter, which is a **two-way conversation** that open more solutions compared than just scolding the employee.

When positive events or high-performance occurs, she strongly stresses recognition awards. Indeed, after her experience at Yum Restaurants, she noticed that there was an extensive recognition program set by the company. This would give anyone the opportunity to say "thank you" or "well-done!" to any employee, staff, director or even restaurant's clients when something positive happened. She mentions that recognition is a sincere, spontaneous and easy way to **show gratitude**, which fosters better performance from the employees, enhance innovation, creativity and confidence among other positive consequences. Overall, a **greater connection** between every stakeholder and an environment where there are positive emotions.

While asking Ms. Walden about her opinion on "success", she compared herself in the past and currently. In the past she saw success by meeting targets and achieving results, she asserted having a "pacesetting leadership" style. Now, she still focuses on hitting the goals, but she has reviewed her personal goals and worked to achieve them, which all revolve about her well-being, physical and mental state. She concluded with a citation by Shawn Achor, writer of "The Happiness Advantage":

- *"For untold generations, we have been led to believe that happiness orbited around success. That if we work hard enough, we will be successful, and only if we are successful will we become happy. The opposite is true."(Achor 2011)*

The interview shifted from leadership questions to focus more on generations and particularly millennials. Ms. Walden overall opinion emphasized that the mix of generations in a company and in the World in general is positive. The generational diversity creates better solutions and ideas in the long-term, but challenges to overcome in the short-term can be found due to this generational diversity, that involves also different points of view and attitudes, that must be reconciled to avoid problems.

When having to state the problems that she sees particularly with the millennial generation (and the next), is that **technology** has brought new difficulties in her profession as a teacher for instance. Ms. Walden believes that technology has put **barriers for human connection**, while it was supposedly aimed to enhance it. The example given was that within her class, when laptops are open and presentations by students are going on, she noted that less interest was ported to the students presenting by their classmates, due to the new center of attention that are smartphones and tablets in class.

However, when pointing out virtues and positive behaviors of the millennial generation, Ms. Walden brought forward the fact that they were willing to work in groups and that was important for her as she states that:

- *“I really appreciate that because I think that we're stronger together, even if I'm someone who likes to perform at an individual level, we as a society we have to become more group-minded and work together...”*

Another behavior that she considers being positive is that millennials seem to be **less materialistic and setting other priorities than just working and getting money**, which such behavior strongly differs compared to older generations, for example the Baby-Boomers.

Apart from the specific questions, Ms. Walden, expressed some global aspects that would match millennials' values in terms of hierarchical organizations and the future of the workforce. Millennials would be more inclined to **drop the “command and control”** or “top-down” hierarchy, for a more democratic style where everyone is involved in making decisions. Moreover, their **impatience** could lead to some friction with the generation preceding theirs (generation X), in terms of who is getting the management positions.

She concludes the millennial topic with the feeling that they are more focused on meaning and purpose while waiting for the next step up in the hierarchical ladder.

While Ms. Walden is seeing a shift that distances itself from getting titles and promotions, she states the following that sums-up perfectly such shift and evolution:

- *"I believe we have to know how we can make work meaningful, how can we see each and every person as a leader with an opportunity to influence for the greater good, and by doing so create something that's great for us at work but for our community and the World, and in satisfying a lot of these desires to move up, to develop to grow, and remove the feeling of having a title."*

4.3.1.2 Claude Schneider:

The interview with M. Schneider appeared to reveal thorough information about generational differences throughout the years in a high school setting, and the management style that teachers adopt to manage the students.

Different from a classic work environment, the education system and its environment has much to share when exploring the relations between teachers and students, the management style mostly adopted, and the evolution of student's behaviors.

An important point here to remember is that M. Schneider teaches physical education since he is a teacher and has not taught another course. He has however indirect knowledge of typical classrooms atmosphere and its intricacies.

Starting also with questions about management, M. Schneider explains that in the education system, or in high school at least, there is a framework to respect that is made of a program and rules to follow. When asked what he would consider his type of leadership, he answered that he **must adapt** depending on the class and the students. While prioritizing first a friendly approach to get to know the students and their behaviors, he still highlights the rules to obey and the limits to not exceed. When having to do that for every first-year class, there is less need of reminding such context to the students that are in the high school for more than a year. The norm being here that it is necessary to be authoritative at first, and smoothly getting into open and friendly communication, hence the adaptation. The rule is quite simple; disobedience or crossing the limits set, have adverse consequences for the students, and obedience makes the teacher more disposed to be friendly. This is partly why this research appointed M. Schneider as having a **transactional type of leadership**.

He states a massive difference between students aged 16 in comparison with those who are 20 regarding their behavior, but not only due to the four years difference, but mostly

because those older ones had a professional experience, which instilled in them a sense of well-defined hierarchy and **respect towards the authority**, that is the manager or the teacher. M. Schneider would often state the factor of respect during the interview, which is also found later in this report.

When addressing the question of what his reaction is towards difficulties and challenges, his answer focused first on conflicts between students, where he has to react as quickly as possible to deescalate the situation through reasoning and conversation. However, that type of situation doesn't happen often.

But more interestingly, M. Schneider highlighted what happens when a bad performance is made by a student. When such cases happen, he asserts that he first starts by giving small hints about the exercise to help the failing student, if it is unsuccessful, he proceeds to get indirectly the rest of the class to **help the student**, which **fosters a climate of helpfulness, comradeship and the feeling of being part of a group**. He mentions that it is also his duty to ensure that he helps **creating a positive and cohesive environment** for the students, and he takes pride and pleasure when he reaches this goal. When this positive climate is reached, he finds interesting in observing the students who helped create such climate, those who didn't if any, and how the help was provided. More importantly, without the researcher mentioning anything about the millennials at this point in the interview, M. Schneider states that he has seen a clear evolution in the behavior of students when having to help others. In those last years there is a stronger will for cohesion and helping each other than in the past. When he first started teaching, students were more individualists, while now this team behavior appears much faster and stronger, and also comes naturally.

In this particular case, having to face performance challenges or difficulties, M. Schneider **sees what is positive about it and transforms those difficulties into great opportunities**.

Linking this with how M. Schneider proceeds for the evaluation, he divides the grade in three sections:

- One third the performance
- One third the control of the activity
- One third the application rating

Someone who can't do it but who has made the effort and is involved with a positive attitude will still have the average... *"we make sure that it is rewarded in the attitude too"*. And on a personal level, what is also part of the job is the attitude that the teacher must

develop, which is a positive attitude of mutual aid, the teachers want to see the students progress during the year, they support them so that they can achieve it.

On the other hand, when having to explain which behavior he adopts when observing impressive and positive results in performance, his answer is very clear: He congratulates the student (or the team, class), and fixes a higher challenge in a positive manner to motivate the student to go further. But once the main goal is reached, he proceeds to suggest activities that students are fond of (such as football), to reward them for attaining the objectives. It is noted again that a type of transactional leadership is also used for rewarding the students.

Switching to more focused questions about generations, and his overall opinion on generational differences he had observed throughout his almost 40 years of experience, he stated again that the biggest issue he found of this evolution through time was the **increasing lack of respect towards teachers**. In the past, teachers were a reference in knowledge and so they had relatively few disciplinary problems, mostly because they were very well respected in regards of being almost the **only source of information or knowledge**, but now they have to justify themselves much more. M. Schneider relates that more and more students want to know why they are doing one thing and not another. They question a lot more, which seems fine to him, but he has to justify himself. In addition, the students are feeling much freer than before to behave how they want towards an authority figure, not only teachers but quite in every-day's life.

Another change that M. Schneider has perceived is that the general physical condition was better before than now. In his opinion, the problem is that there are many more desks and people are much more seated in front of the computer, whereas before they played more outside, climbed trees... so there was more constant physical activity, which would allow to understand the difference and the change that there has been. He also believes that all these factors have surfaced when smartphones and laptops were introduced in people's life. To sum-up with a citation from M. Schneider that would summarize those last points would be:

- *"Having another access to knowledge has changed the professor's (hierarchical) position. We are no longer the only source of information, which is on one hand positive, but to the detriment of a loss of authority or rather respect by the student."*

4.3.1.3 Philip van Woerden:

The third interview made was with M. van Woerden, employee at BCGE located in Petit-Lancy, Geneva. Like the two other interviews, the first question was about his overall persona, his work and responsibilities. It appeared that M. van Woerden has not a managerial position per se, but he is the senior in his departments, which makes him coach the younger employees, and some apprentices that are usually present during specific events.

After some more explanations to understand globally BCGE's hierarchy, his work environment and his experience with the apprentices, the interviewer opted for having M. van Woerden opinion about his boss, or better said bosses as he has two for each department M. van Woerden works for. Indeed, to capture a stronger hierarchy framework, the research shifted for a brief time to get the interviewee aspect of being an employee under the orders of hierarchically important bosses, and their way of leading their employees.

At this point, there is a comparison between his two bosses, the one managing the marketing department, and the other the communication department:

- Marketing department boss:
 - almost always reachable
 - gives answers maximum 30' later
 - boss' door is open, and employees can meet him in his office without needing an appointment
 - he gives liberty and autonomy to his employees to work how they want while the objectives are fulfilled

- Communication department boss:
 - hardly available
 - lacks spontaneity in the workplace
 - employees need to make appointments to see the boss, even for 5'
 - hardly accepts opinions and suggestions from employees

While the research considered what M. van Woerden said about his bosses, it is however with care that such information must be taken. Indeed, the research needs to gather data

from experts' in leadership and millennials, therefore the comparison between two bosses can be altered by the personal perception of the interviewee.

After this brief discussion about his bosses, M. van Woerden was asked about the way he handles the apprentices and other employees that would be learning from him.

He first explains that once a year there is a trainee that comes in his department and needs to work for him. The approach taken by M. van Woerden is **mostly about making the trainee motivated by the work he has to do**, and to do that, trainees are first trained briefly, given a task to do that is usually fun to do like the preparation of an event, and then the trainee will give a small presentation of the work he has done to M. van Woerden. During the whole process the trainee is given much freedom and can take the liberty to find by himself the necessary information on the Internet for example.

While the trainees are given autonomy, they are usually **well supported by the seniors** which make sure that trainees are comfortable, have the tools they need, and that they can go towards M. van Woerden when they have questions whenever they have to.

A second way that M. van Woerden has to manage people is when the BCGE organize special outdoors events. In this case, they get apprentices to work for a day or more, and lead by a senior employee such as M. van Woerden. The teams are usually made between two and twelve apprentices and a manager, which ensures that the event is going well. Such events are quite recreational and usually managed in an informal framework. These informal contexts are friendly and usually everyone spends a nice time while working, however it has been reported that it sometimes creates a "too relaxed" ambiance where apprentices who should be working don't perform as asked, as they don't take the job seriously.

Globally, when having to manage people, M. van Woerden ultimately refers of his leadership style as being like a parent in some sorts. While having to be in a work-environment and aiming at reaching objectives and expected performance, this work-environment has to find an equilibrium between being friends with other employees and bosses and knowing the limits to not cross.

Taking his experience with his young employee that works with him as a reference, he summarizes his interaction with her as following:

- *"When she shows me a file she has made and I see that there is missing information, first I will ask her what other information she would add, how she would complete it, and at that moment it makes her think a little bit and in*

general she finds it alone what there is to add. Globally, she does a very good job. Obviously, given the lack of experience if she doesn't find it right away, I'll tell her how to do it.... The other day, for example, she had to send an email to very important people and it was perfect, she did it very well and I told her that I couldn't have done better. It's important to say when things are done right."

Their relation reached a certain level of trust, where she has **autonomy** to do tasks the way she thinks fit but always know that M. van Woerden is there to help her and improve at work. **Giving her important tasks and gratitude when those are completed creates a relation that is beneficial for both.**

Moving into questions about his reaction when having to manage difficult situations, M. van Woerden explains that when mistakes are made, he is willing to take part of the blame and responsibility for the problem. However, he mentions that when difficulties arise, he **searches in turning them into opportunities**, whenever it is possible. For example, still with his young employee, they had to plan an entire important event. His employee had to work on a large part of the planning and M. van Woerden didn't realize quickly enough that she may be too inexperienced for some parts of the job. Without realizing that, he told her to do a lot of things and that as it progressed, they didn't realize it, but a lot of things weren't going well... because of little details that didn't work, they almost couldn't make the event, but found a solution in the last minute. In the end it was very tight, but he mentions that he was just as responsible as she was and in the end without panicking, they managed to make the events and she even found a great solution.

On the other hand, when asked how he reacts to great performance and positive events, he straightforwardly mentioned that he values that as much as he can by making sure that the person responsible for achieving positive results **knows that it has been noted by his superiors**. He avoids searching for the small negative detail that ruins the moment, he thanks the person and gives him the credits for the work realized.

Transitioning to millennials questions, his first topic is about how much information is now available and the downsides of it for the millennials.

While having a source of information such as the Internet can be a positive thing, he highlights the fact that it is also a problem when youngsters have to **manage all this data** coming to them which is difficult to handle. He says that whether young professionals know what **they are passionate** about and can therefore work towards it, or they simply have many ideas but **don't know where to go** with them.

About problems he has seen with millennials at work, he briefly says that if they aren't motivated by the job they must do, they usually look into their phones to distract them.

That is why he finds necessary to make sure that young **employees feel motivated by their job**, otherwise they don't attain the performance goals.

In contrast, he thinks that while information can be overwhelming, the good side of it is that millennials have now more knowledge on different topics, and they can talk about almost everything with anyone, which makes them open-minded in some way.

He compares himself at the same age, when the only source of knowledge was his teachers and books. As a final word, he states that this generation **must be pushed up, encouraged and supported**. Showing them the right direction and letting them know when they do a performing work.

4.3.1.4 Eric Séverac:

Eric Séverac added a different perspective in this research, as his interview focused in a sport-environment which even if it needs managing styles, it strongly differs from a typical work-environment.

M. Séverac coaches football teams for 27 years, which in total accounted for about 40 different teams, and a lot of individuals. He currently trains the strongest team of the region in the female category; team which is composed by 25 players aged between 16 and 32 years old. Having a panel of different mentalities, behaviors, personal and professional experiences, M. Séverac takes it as a challenge. He trains them for two years and has achieved great results, such as getting the team in the upper league during his first year.

When asking him about his leadership style, he says that it is necessary to **adapt** to the team the first times, due to not knowing the team and the individuals. In general, the first thing to do is to take at least 1 month to **get to know the team** and there, for example with the girls, he had to take a little more time because it was the first time he coached them and didn't know them well enough yet. He had to get to know them, to judge their level and then he could be possible to set a framework and set the objectives. **Setting the objectives** is a vital first step too, and objectives have to be **set consensually by everyone in the team**, which he takes some time to discuss the goals with everybody every six months. Such objectives are set for the team but also at an individual level for each of the players. He mentions that without this step, it is impossible to have a well performing team that **works together towards a same goal**.

So far, it is observed that Eric Séverac has a style of leadership which is close to “Team”, meaning that it involves *“the creation of a vivid picture of a team’s future, where it is heading and what it will stand for”*.

When asked about his leadership style, he mentions a participative style, where he explains that it is **about sharing trust within the team**, in regards of the coach and the players. He believes that the players who signed to be in **the team are there for a challenge**, and therefore trust must be instilled between each other as it is a team environment. Everyone is responsible for himself, but the consequences are for the whole group.

He takes as much time as he can to create that trust and bond with his players, first through the three captains who he mentions are vital to the development of the team in terms of performance but also communication and trust. Those captains are quite different from each other which is positive as all the team members will identify better to one or another captain, but all with the same goal.

M. Séverac also wants and needs a **feedback** from each of his players, regarding for example the overall group state, the trainings, their feelings, their experiences... as there are girls who have played in the Swiss national team, having their feedback is interesting to be able to improve the whole thing or the small details.

Individually, he takes time every six month to meet each player from 30 to 60 minutes, to discuss and get their feedback on their capabilities, what they realized, the new objectives to adjust for the future and such.

After more details about the overall team, the interview focused on the questions about M. Séverac reaction towards issues and challenges, which he responded by giving the example of having lost all the matches in the last two months.

He made clear that this had a terrible shock for the players. They lost seven league’s matches and one in the cup which disqualified them.

His reaction was the following:

- *“It was very complicated and very difficult because we had to find the reason, explain the reason, set up subterfuges to make people think about something other than defeats. So well, it was for example more games, more fun things in training than just theory or tactics. And above all, talk, find explanations, do individual interviews...”*

From winning everything and getting in the upper league, this change of paradigm broke confidence and put the team in front of a wall. M. Séverac had to use a lot of pedagogy,

explanations and reassure the team that they were going to be on their feet in no time, and that the intensive trainings and work would pay at some point.

What was interesting is that he established two words for the season: demands and kindness.

Being demanding on an individual setting, try to push the players to the best version of themselves, and kind towards each other as no one makes mistakes voluntarily. From this, **everyone has to uplift and correct each other**, in a positive and kind manner.

And in the end M. Séverac states that at some point they overcame the difficulties:

- *“At some point we started the machine again, it meant that there was the mentality, there was the talent. In the end, coaches gain a lot of credibility when making choices or implementing principles that are positively reflected in the results. And that I would say it's the panacea for a coach, to score on game actions that we've trained, that we've worked on and see that we can do it thanks to a positive mentality and that we trust the players. That is a great feeling.”*

On the other hand, when positive results were attained, M. Séverac had again a different approach to what the interviewer expected. When getting wins and being vastly successful, M. Séverac stays cold headed and stays critical about the situation. He is not going to critic the situation, but he analyzes why and how they got this positive situation and how to reduce the “luck factor”. He admits being a perfectionist, and if he wins, he wants it to be because of their principles and work. However, rewards are still due when reaching the goals, and this goes from a victory chant after winning, to more relaxed and playful trainings. At some point, if the season was very positive, M. Séverac tries to plan trips to different locations in Europe to play against European teams and provide the team with the feeling of being like professionals.

When asked what his main personal objective is, he instantly says that he wants his players to **progress** while having fun when playing.

When having to capture and measure success, he states that external success would be getting the maximum points in the end of the season, and the internal success would be to have each player want to continue to play.

Finally, when getting into the generational questions, M. Séverac was quite brief in his answers, as it was clear for him that the generational topics such as millennials were a “fake-problem”. Indeed, he believes that it is about values, transmitted by older generations, so when talking about generation differences, it may be that in some

occasions a difference could be noted, but overall it is all about values and the natural evolution of life.

After finishing the interview with Eric Séverac, the research went to a football match to observe the team. As seen and stated by M. Séverac, at this moment the team was exhausted from previous hard trainings and personal life matters, which he says was reflected on the field. Overall, the observation concluded that what had been understood in the interview would corroborate with the observational analysis, in terms of M. Séverac management style.

4.3.1.5 Michel Meyer:

The interview with Michel Meyer took place at the headquarters of SIG, where M. Meyer works as the manager of the geothermic department. Moreover, he is the supervisor of a team of seven people on the project “GEothermie2020”. In this group of seven people there is one who takes care of administrative tasks, three geologists and two energy specialists, with an age range of 32 to 50 years old.

Very quickly in the conversation, M. Meyer states that even though there is a hierarchical structure at SIG, some organizational changes have been implemented recently to give room for a flatter structure, that would be expanded throughout time.

Even though that M. Meyer is the supervisor, the team is filled of experts in their domain, which become supervisors if a particular type of project is set. Simply put, for instance when there is an aspect that geologists understand better, they become the ones who are in charge for a time, until Mr. Meyer takes the lead again.

To take advantage of this unexpected turn in the conversation and seeing that some answers could be given that would give better insight of how a flat structure could match millennials’ behaviors, the researcher asked further questions on this new organizational project. It has been reported that it took place with the “Equilibre” program of SIG, implemented a year and a half ago.

More specifically, this project aims to improve the balance between professional and private life to a large extent, and then to create an open and efficient work dynamic.

It goes through different aspects: there is a whole aspect related to the layout of the workspace, for example, they no longer have their own workspace or offices. M. Meyer is in charge of a team, but he doesn't have a chief's office. They are all together, beyond a classic open space. He mentions that they have grouped together in the form of a

village, with dynamic workspaces. In fact, there are several types of spaces and depending on the needs, they sit in one place or another.

After that, there is a whole notion in the accounting of working time, they no longer have badges, and almost half of the employees are on a free schedule or a variable one.

If the employees have to go to a school appointment, go shopping, or go to the pool to relax, they go, but their job must be done at some point.

So that is the **balance** aimed at, which also promotes teleworking for reasons of mobility and simplification for people living far away, up to 2 days a week. People can work elsewhere, for example in other workspaces elsewhere in the city.

As M. Meyer says, it is an important managerial act in comparison with what had been made before, and he states:

- *"It was also to interest the young people, who are leaving in a slightly different dynamic. We are aware of this and it is true that it upsets a lot of things and it upsets habits with it. I think from my point of view; it is successful so far from what it has been observed. Then it's a fairly industrial company, with people who have worked for a long time in a different operating mode so it may not be suitable for everyone, but the studies that are being done to support this "Equilibre" project show a fairly high level of satisfaction for everyone."*

After getting the information needed on this topic, the interviewer introduced questions on M. Meyer leadership style, which was answered as being somewhat atypical. As the current project he is working on is his "creation", he has enrolled experts as employees that **share the same passion** for such project and are deeply involved in it. This created a natural sense in leadership meaning that they know how hard M. Meyer has worked on this project, and they know that he counts on them on providing the best work they can. There is a lot of **passion, values and conviction** that what they are doing is important.

This creates a **powerful bond and trust** that makes leadership stronger in certain ways.

Overall, it works a lot on trust, but it also requires a lot of organizational rigor. They don't have offices, no need to show who the boss is, the managerial aspect works on its own. However, he needs to organize the projects so there is less dispersion on the work to do, avoiding redundancies and having respondents at all levels.

When having to solve manage difficulties, M. Meyer feels very engaged, it affects him deeply. Therefore, he doesn't wait long before involving the team to get solutions, to put them in the loop, build and find solutions to solve issues... timing is essential as their project is already overwhelming of work.

He inspects the situation to see if it is a problem coming from individual skills, quality of work, service providers, or any other factor that would create the issue, but **everyone in the team work together to fix it.**

In his words:

- *“There is a shared dynamic, a feedback process that motivates me enormously. In the sense that if there is a problem, I have 100% confidence in the ability of my colleagues, my collaborators, which are hyper competent, hyper committed. It doesn't mean that there are never any problems, if there is one it's not because they wanted to annoy me or because they take things lightly, no, so you have to avoid finding someone guilty or something. These are fundamental notions of the right to make mistakes, but with the idea that we can understand what happened, it serves as an experience to take corrective measures in the long term...”*

On the other side, when the team and M. Meyer reach positive results and great performance, M. Meyer explains that in his company, there is first a financial reward to highlight the performance. More precisely, apart from having a fixed salary, there are individual performance evaluations annually that will affect the evolution of the salary.

It is like a small bonus to thanks the collaborator.

In addition, as the structure has flattened, it also brought a **greater dynamism for the employees to congratulate, thanks, and elevate each other in the workplace**, which M. Meyer says it is important and must be done spontaneously.

Transitioning to millennials, despite not having in his team one of them, he still mentions that they had for one year and a half an aid assistant who was a millennial. Very promptly in the discussion, M. Meyer states that this assistant was a perfect example of millennial, from what he knew about it. Despite not willing to make generalities on one person, he depicts this assistant as **humanely engaged**, willing to get involved in the team to perform but more importantly to **improve the quality of life** of the team at work. To ensure that they have good social interactions between each member of the team, take time to discuss personal matters, and just take some time to breath, as the workload was intense and that it shocked the millennial.

He deeply and truly cared about the well-being of the team as a group but also its individuals. To improve the welfare of the team, he planned barbecues, tai-chi classes, dinning in restaurants and such.

Later on, M. Meyer explains that this assistant had been working for another project where the workload at that time was exhausting too, there he had some trouble psychologically due to the intensity, however he finally managed.

The difference that M. Meyer has observed when comparing this employee and older employees in the past, is that the millennial said what he had on his conscience when things didn't work, were difficult or simply positive. Very quickly, this person **expressed much more clearly his expectations** about the professional world and how far the professional world should take place in his life and what he was willing to give.

On the contrary, other assistants in the past wouldn't have said anything, they would have been much more reserved, which in M. Meyer's opinion is better to share.

What he observed also, is that the millennial arrived just when the "Equilibre" program took place, which suited him perfectly in terms of schedules and way of working.

Finally, M. Meyer wonders if this assistant had realized the luck he had to work in this new environment, as he may not have liked another framework which would have been strongly more hierarchical.

Before concluding the interview, M. Meyer lastly added the fact about millennials and their will to find jobs that match their values:

- *"This willingness that he puts into his projects, his convictions, would clearly influence his choices of employers, for example. We also have university academic trainees and they are also in the same vein. They have less specific work to do and often the long 6-month internships are linked to academic research, they are more autonomous, so I am working less with them than I had to for this person (the assistant). But we can still see that they have that kind of character."*

4.3.2 Collective analysis

In this final part of the analysis, the research will assemble the key principles brought by the interviewees, to have an overall view of the elements and see how relevant the information is.

Along the individual analysis, the researcher has found common key words and ideas shared by the interviewees. Despite having different types of leadership in diverse environments, it has been noted that all of them were often converging smoothly in the same direction depending on the topics addressed.

The main findings about their leadership style is that they must sometimes adapt depending on the team or class and try to get to know it better through soft communication skills, which has for goal to create a trusting environment. While getting to know the team and their individuals, it is also how leaders will know where and how to set the objectives. Often, the leader must ensure that a framework revolving around respect, rules and trust is set, to guarantee that social problems within the team would be better contained. When everyone has in mind the objectives to attain, it creates a common goal for everyone and if achieved perfectly, would create a sense of camaraderie, where individuals work together with passion and uplifting each other in the workplace.

When facing difficulties, a quick reaction is needed by the leader to solve the problem as fast as possible. To resolve issues, an exchange of transparent and honest information is vital, first to know quickly where the problem is, and then gathering the team and discuss together solutions, as it is more efficient for finding how to fix the issue. Keeping in mind that no one makes mistakes on purpose, encouraging and supporting the team fosters a better climate to solve the problem, than demeaning whoever is involved in the issue. Moreover, if the leader is attentive, opportunities can be found when problems arise, that can go from creating a stronger sense of cohesion of the team, to a better performing team through the new knowledge gained.

When there are positive results, that can come from the resolve of a past problem or simply a great performance from the team, the experts agreed that the first thing to do is giving appropriate congratulations, highlighting that something positive happened and doing that no matter how small the win is. Giving credit to those responsible is also a reward that will make the employee or team proud of the performance and incite to continue the good work.

The opinions about millennials would vary from one expert to another, depending on his experience and knowledge about such generation. However, some common key words have been shared by the interviewees like technology, teamwork and purpose, which have subcategories in each of them, in a context when applied to millennials. It would better be summarized as follows:

- Technology:
 - Can create barriers in terms of human connection in close distance, while they are efficient to communicate in a long-range setting.
 - Makes millennials easily distracted in a school setting and take refuge on their smartphones when bored in a work environment.
 - The access to information, which can be negative when being overwhelmed by it, or positive as millennials can get partial knowledge on many topics. The teacher or boss can be “replaced” as knowledge is more accessible and less linear.
- Teamwork:
 - Strong willingness to form a group and work together in a team.
 - Work together to achieve objectives while caring about each other.
 - Reluctant towards individualism and only one superior figure, which creates less respect towards hierarchy.
- Purpose:
 - Focused on experiences and less materialistic than previous generations.
 - Their values are reflected on the job they do and search for, and their motivation when working.
 - They are sensitive about work-life balance, setting other priorities than working for money.

While the structure mentioned by M. Meyer would seem to match some millennials' aspects found here, like working in groups and their reluctance towards a strong hierarchy, success as defined for instance by Ms. Walden and M. Séverac would also highlight the work-life balance and the well-being of the team that millennials are looking for.

Overall, the primary data finds some resemblance with the information gathered in the literature review, in terms of the leadership approach that experts use and their ideas and perceptions of millennials in the workplace. Such resemblance will be studied further in this thesis.

5. Discussion

To proceed with the research, it will be needed here to describe and interpret the discoveries made along this study on the researched topics. Now that the information needed has been gathered, what has been brought in the introduction as well as in the research question can be better connected.

In the very beginning of this thesis, it has been stated that the WHO indicated that a negative work environment lead to employees' physical and mental problems, that not only costs the global economy an enormous amount of money on productivity lost, but more humanely, a hard time for employees.

Considering the findings gathered in the literature review, it has been found that positive leadership does create a sane and virtuous work environment, which positively affects all the stakeholders physical and mental state, but also increases the performance of a company. Therefore, the issue stated by the WHO would not only be resolved through the implementation of positive leadership, but also having a more productive economy instead of having the above-mentioned costs. Obviously, this research does not claim it has found "the" solution to a global issue, but it does show some answers to improve the welfare of both employees and economy. In addition, while the researcher has found empirical evidence that positive leadership is a management style that has value, in this thesis it has mainly referred to one main researcher of positive leadership, namely Kim Cameron. Despite having researched more than just one reference on positive leadership and discovered additional examples that state indeed the benefits of such management style, the researched opted to omit this extra information about positive leadership to not overwhelm the thesis of this topic.

However, the findings made when describing the four pillars of positive leadership namely; "positive climate, relationships, communication and meaning", the research has linked some factors of those pillars with the millennials' behavior, which have been well documented throughout the research.

For instance, some assumptions that can be made when connecting the millennials behavior with the benefits of a positive climate are that it has been found that millennials are attracted in having a capacity to explore, create and experiment at work, which is enhanced by a positive climate. Moreover, a positive climate has been revealed to improve decision making, social integration and social behaviors in the workplace, and

such factors are linked to what millennials seem to expect in a collaborative workplace. An example of positive climate has been given by the interviewee Dana Walden, when working for Yum restaurants and their strong recognition program. Gratitude was present all around, by giving deep and sincere appreciation from and to employees, bosses and even clients. This surge of positive emotion like gratitude, is literally what a positive climate intends to capture.

When analyzing the positive communication pillar⁹, it emphasized on how the communication in a team is made. When expressing support or compliments towards a person, results are better than when commenting in a cynical or critical manner. This had been stated by M. Schneider¹⁰, when having a student with difficulties to realize a task, he uses supportive tools and brings the rest of the team to support the student. Instead of having his team criticize him, M. Schneider acts like a positive leader using positive communication and relationships. Indeed, as the student struggles, M. Schneider focuses on support and not critic, he then proceeds to use the power of relationships, meaning that the rest of the class comes to uplift the student which then achieves to perform the task. It consequently creates a feeling of cohesion and support. This feeling of solidarity and comradeship helps attain high levels of positive relationships, which in turn create better and healthier mental and physical conditions. Despite being this an example of school setting, where classmates are often friends already, transposing this kind of behavior in a work environment can only have positive consequences.(Cameron 2012)

Maybe the most relevant pillar of positive leadership is positive meaning, when having in mind millennials' behaviors. As the general topic of this pillar is the meaningfulness of work, the purpose captured by the employee; positive meaning emphasizes on setting goals and a vision that makes sense for the employee in terms of values. When positive meaning is implemented and employees find their calling and internalize the company's values, it highly reduces the stress, absenteeism and other negative factors, and elevates the feeling of engagement, effort and motivation. Therefore, it increases productivity. (Cameron 2012)

Millennials have great interest in working for a company that shares their values, meaning that a company that doesn't provide any insights on what its values are, is

⁹ Page 28 – Positive communication

¹⁰ Page 44 – Mr. Claude Schneider

already uninteresting for millennials. This generation places a strong value on the fulfillment that they get out of work, they don't want to spend one third of their lives working for a company that doesn't bring meaning. Being transparent as an employer and leader on what the mission, vision and culture of the company are – when interviewing millennials – is essential to ensure that it aligns with the values of the millennial, which if it does, it becomes a strong relationship between the company and this millennial employee. (Pereira Mauricio 2017; Deloitte 2016)

In addition, it has been reported that millennials were attracted to jobs that offered a clear purpose, like in sustainability. Jobs in sustainability mention clearly the intentions of creating something durable for the planet, which is positive and purposeful. In the meantime, the researcher believes that a clear purpose can have different meanings, taking for example the research conducted and illustrated in positive meaning, where students had to obtain donations for other students to get scholarships. This thesis emphasized on how strong the difference on performance was when giving students a sense of purpose. That is one example among thousands, on how a company can give purpose to their activities and attract millennials. (Marston 2010)

The millennials are called the generation “Why?”, as they tend to question everything. It mainly is because asking “why?” is the interrogation that is seeking the answer of purpose... Employers will tend to say that millennials are not willing to “pay their dues” or do “grunt work”, but in reality they are willing to do anything, but not just because it has always been done, or because someone told them to do it, but they want to know why, and by knowing why the work matters, giving them explanations, it resonates with them, and see the purpose... In brief, the fundamentals of working, for example working hard, putting effort into the task at hand and being on time, didn't change... if they were afraid of work, they would not be the most entrepreneurial generation, but they are entrepreneurs because they create their purpose from it. (Twenge 2006; Curtin, Gallicano, Matthews 2011)

Overall, when analyzing the type of leadership that the experts used, it mainly consisted on getting to know better the team, supporting the team, engaging in honest conversations, creating stronger connections, work with passion and adapting the leadership style depending on the situations.

The experts determined success not only when reaching goals, but when having a sense of fulfillment; for example, when M. Schneider observes that his class creates strong bonds, which he finds extremely rewarding and a real pleasure. When M. Séverac sees that his team overcomes difficult situations thanks to a positive mentality or that his team still enjoys playing football, despite the high expectations. Finally, Ms. Walden truly felt

successful in her life when she became conscious that taking care of her well-being was as important as being an overachiever and hitting targets.

5.1 **Bias**

To try to counter any bias, the research has taken a diverse sample of interviewees for the qualitative interviews, in terms of age range, profession, experiences and workplaces, to provide different views from the topics addressed in the thesis.

However, despite having mentioned that this research was appropriate in a western culture setting, four over five interviewees have spent a considerable time or their whole life in the city of Geneva.

Furthermore, the fact that in the literature review, more specifically the positive leadership section, has been redacted on the basis of positive leadership following Kim Cameron's book, it is necessary to point out a possible bias as this research has put a strong emphasis on Cameron's research for this section, and generalized positive leadership as Cameron's research. This bias is negated when considering the thorough scientific investigation from Cameron's book and its sources, as well as the introduction of different sources from the researcher that would then cancel any biases, as well as taking into consideration the fact that Cameron's book had a stronger emphasis on scientific material and proof than other researches on the same topic.

5.2 **Suggestions**

From what has been learned on positive leadership, it is recommended from the researcher that anyone who wants to enhance the overall well-being of his workplace and consequently the productivity, should implement the practices that positive leadership stands for, when considering the work of Kim Cameron.

In order to facilitate a self-diagnostic for any leader that would first see some examples of the implementation of positive leadership, the researcher suggests some questions that are part of an assessment test included in Kim Cameron's book. Such self-assessment that leaders could take would be summed up as:

- *“As a leader, to what extent do you:*
 - *Foster information sharing so that people become aware of colleagues' difficulties and, therefore, can express compassion?*
 - *Demonstrate forgiveness for mistakes and errors rather than punish perpetrators or hold grudges?*
 - *Express gratitude to multiple employees each day?*

- *Provide negative feedback in supportive ways – especially using descriptive rather than evaluative statements – so that the relationship is strengthened?*
- *Establish, recognize, reward and maintain accountability for goals that contribute to human benefit so that the effects on other people are obvious?”*

While the implementation of positive leadership is beneficial for the work environment, the researcher would also make some suggestions while considering employing millennials, during the first step of the recruitment process.

From what has been found while researching millennials' traits and motivations, it had been seen clearly that the way how business was done in the past is less and less relevant today. The motivations are not the same now, it was sufficient to pay a salary to do a simple job in the past, but currently, and specifically with the millennial generation, employers have to take into account that extrinsic motivators don't work as well as in the past, because work has evolved and people too. To diminish the gap created those years between millennials and organizations, the first meeting with a millennial applicant for a job is essential. When interviewing a millennial for a job, putting forward the purpose of the position the applicant would have, the work to do, the team to work with, are some topics to mention. In a transparent way, understand how the applicant and the company's values, mission and culture are matched, to create an authentic relation, and maybe a sense of “calling” and “internalization” for the millennial.

Finally, even though the research has gathered information on different topics such as millennials, positive leadership, success and motivation, those two last ones were given less priority during the qualitative interviews. Even if some experts put forward their view on success (that is focusing more on well-being)¹¹, having a millennials' perspective on how they see success and what drives their motivation at work through new qualitative interviews of focus groups, for further researches.

¹¹ Pages 42 for Ms. Dana Walden and page 52 for Mr. Eric Séverac

6. Conclusion

Considering what has been researched throughout this thesis, meaning the literature review as well as the primary data collected in forms of interviews, this research has been able to capture better the topics of the research question, how they connect each other and if indeed the research question can be answered.

It is relevant now to highlight what has been found in the whole research to show how the different elements of this thesis build each other, and if they are or not validating themselves. More specifically it is about concluding how well the positive leadership topic expressed in the literature review has indeed found connection among the experts' answers and see if millennials traits have also been validated by the primary data.

In the following table, the research has imaged how positive leadership in the literature review and the experts' answers validate or not themselves, in order to link the primary and secondary data gathered.

The table is divided in two categories: On the left are shown the different factors that enable a positive leadership, following Kim Cameron's research. Such factors can be found in their respective sections, as for example (Cameron 2012):

- "Positive climate" regrouping "Fostering positive emotions, concentrate on what is positive, turning threats into opportunities" that can be found on page 26.
- "Positive relationships" regrouping "Uplift people, influence others, create supportive relationships" that can be found on pages 26-27.
- "Positive communication" regrouping "Use (best-self) feedback, transparency and honesty" that can be found on pages 28-29.
- "Positive meaning" regrouping "Positive impact on society and well-being, association with personal values or virtues, impact that lasts in the long-term, build a sense of community, establish, recognize and reward goals reached" that can be found on pages 30-32.

Inside the table a "V" has been implemented when the experts' answers were stating one of the factors discovered on positive leadership. When nothing is stated, the factor wasn't mentioned or didn't get enough proximity with the experts' answers.

Table 6 - Positive Leadership & Experts' answers

| | Positive leadership | | Experts | | | | |
|---------------------|--------------------------|--|--------------------|-------------------------|---------------------------|---------------------|---------------------|
| Positive leadership | Four Pillars and Effects | | <i>Dana Walden</i> | <i>Claude Schneider</i> | <i>Philip van Woerden</i> | <i>Eric Séverac</i> | <i>Michel Meyer</i> |
| | Positive climate | <i>Fostering positive emotions</i> | V | | | | |
| | | <i>Concentrate on what is positive</i> | | | V | | |
| | | <i>Turning threats into opportunities</i> | | V | V | | |
| | Positive relationships | <i>Uplift people, influence others</i> | V | V | | V | |
| | | <i>Create supportive relationships</i> | | V | V | V | |
| | Positive communication | <i>Use (best-self) feedback</i> | V | | | | |
| | | <i>Transparency and honesty</i> | V | | V | V | V |
| | Positive meaning | <i>Positive impact on society and well-being</i> | V | | | | |
| | | <i>Association with personal values or virtues</i> | | | | | V |
| | | <i>Impact that lasts in the long-term</i> | V | | | V | |
| | | <i>Build a sense of community</i> | V | V | | V | V |
| | | <i>Establish, recognize and reward goals reached</i> | V | V | V | V | V |

After analyzing this table, positive leadership has found common grounds on some factors with the experts, as for example with Ms. Walden answers¹², when she quickly mentions that leaders are the ones that “encourage, engage, empower and inspire” people. Strongly similar to this first approach to leadership, positive climate¹³ aspire to connect with such values that foster positive emotions (Cameron 2012; Bagozzi 2003). It is further mentioned by Ms. Walden that leadership is about “influencing in a positive way”, to “connect truthfully” with people, which also goes in the same direction as positive communication¹⁴ where leaders “create significantly more connectivity – that is the exchange of information, interpersonal interactions, and positive emotions” (Cameron 2012). Mr. Philip van Woerden¹⁵ and Ms. Dana Walden express their use of gratification when a task is well managed, as well as recognizing and rewarding the employee when such action is done. Positive meaning¹⁶ does also foster such actions undertaken by leaders as “establishing, recognizing, rewarding and maintaining a list of goals reached contribute to human benefits (...) to show employees and people that there are effectively positive results of the work they do”. Similarly, Mr. Séverac¹⁷ asserts that everyone in his team has to “uplift and correct each other in a positive manner”, and Mr. Meyer¹⁸ who states that “congratulate, thanks, and elevate each other in the workplace (...) must be done spontaneously”. A factor that has been stated with Mr. Meyer only, is the “association with personal values or virtues”, where it has been referred by Mr. Meyer as his project that drives him and his team with passion and a deep feeling that what they do is important and of their own creation.

Even if it has been here in the conclusion summarized into specific points that connect the experts’ answers with the literature review, the research observes that on some occasions as showed above, experts do have a manner to lead close to what positive leadership tries to foster, in terms of connection within a team, communication and employees elevating each other. Thus, it would be acceptable to note that positive leadership does find some relevance with the expert’s answers.

¹² Page 40 – Ms. Dana Walden

¹³ Page 25 – Positive Climate

¹⁴ Page 28 – Positive Communication

¹⁵ Page 48 – Mr. Philip van Woerden

¹⁶ Page 32 – Positive Meaning

¹⁷ Page 51 – Mr. Eric Séverac

¹⁸ Page 54 – Mr. Michel Meyer

Overall, while all the experts do not have been introduced to positive leadership when answering questions on leadership, they brought up some management styles that can be aligned with what positive leadership fosters, such as uplifting employees and people, creating a climate that is trustful and transparent where employees and leaders work towards a same goal with the same values and purpose, as imaged for example in the table. To give more examples, knowing the team to assess strengths and weaknesses to react promptly to difficulties and try to turn them into opportunities when possible, as well as highlighting positive results and giving credit to employees who create them is also part of the answers given and what positive leadership aims to create. In some way, it could also lead to a conclusion that the use of positive leadership as expressed in Cameron's book can be partially used instinctively by leaders without having notions of positive leadership.

Then, the research has first taken into consideration the many researches and surveys done by professional entities to capture a list of millennials' traits in a professional context. The information brought by the experts have matched some of those traits mentioned in the literature review, which are more precisely about respect, motivating them, their search for purpose and human wellbeing or their inclination to work in teams to briefly cite some.

In the following table, similar with what has been presented before, the correlation between the expert's answers and millennials' traits has been highlighted. Indeed, to present the millennials traits, table 1 "Millennials' traits" on page 11 has been used to have the whole range of traits. While not all of the traits have been mentioned by the experts, some were, and a "V" has been implemented to link the primary with the secondary data. Not surprisingly, the column of Mr. Eric Séverac doesn't link any millennial trait as this expert didn't see millennials as having their own traits.

Table 7 - Millennials' traits & Experts' answers

| | Millennials' traits | Experts | | | | |
|---------------------|--|--------------------|-------------------------|---------------------------|---------------------|---------------------|
| | | <i>Dana Walden</i> | <i>Claude Schneider</i> | <i>Philip van Woerden</i> | <i>Eric Séverac</i> | <i>Michel Meyer</i> |
| Millennials' traits | <i>Tech-savvy</i> | | V | V | | |
| | <i>Connected</i> | V | V | V | | |
| | <i>Collaborative</i> | V | V | | | V |
| | <i>Innovative</i> | | | | | |
| | <i>Networking</i> | | | | | |
| | <i>Career Impatience</i> | V | | | | |
| | <i>Lack of Loyalty</i> | V | | | | |
| | <i>Lack of Experience</i> | | | V | | |
| | <i>Entitled</i> | | | | | |
| | <i>Respect towards authority</i> | | V | | | |
| | <i>New Challenges</i> | | | | | V |
| | <i>Work-life balance</i> | V | | | | V |
| | <i>Feedback</i> | | | | | |
| | <i>Transparency</i> | | V | | | V |
| | <i>Flexibility</i> | V | | | | V |
| | <i>Creativity > automated tasks</i> | | | | | |
| | <i>Opportunities to learn</i> | | | V | | |
| | <i>Sense of meaning, purpose</i> | V | | V | | V |
| | <i>Good impact on society</i> | V | | | | V |
| | <i>Work to contribute mentally</i> | | | V | | |

After analyzing this table more specifically, when Ms. Dana Walden states¹⁹ that millennials are inclined to work in groups, she sees that as something positive as cohesion and connection is much needed in today's world. Such trait appears as well in the secondary data as a millennial' strength "collaborative", which indicates millennials' disposition to work in teams.

While Mr. Claude Schneider also states²⁰ their natural inclination towards forming groups and working and helping each other in comparison with older generations, he also often mentioned their "lack of respect" towards teachers or a higher authority. Indeed, as this

¹⁹ Page 43 – Ms. Dana Walden

²⁰ Page 44 – Mr. Claude Schneider

trait was mentioned by Mr. Schneider, it also was indicated²¹ as a “weakness” in the literature review.

Mr. Philip van Woerden²² brought up for instance their need to be challenged, “work to contribute mentally” or else they would not be motivated and wouldn’t provide the expected performance. Mr. Michel Meyer²³ highlighted the fact that millennials had a strong sense of making sure that the team was in good shape and condition to do the work and that the employees were taking time for themselves and care.

Overall, as mentioned on page 58 in the collective analysis, it is indeed thanks through a better view from the table that technology (connected), teamwork (collaborative) and purpose that are shown as the strongest traits related by the interviewees. From these three factors, it would be interesting to continue further research on those ones specifically in a work environment to capture better the benefits or disadvantages from such factors, as expressed for instance beforehand by Ms. Dana Walden about the downsides of the use of technology in classrooms or the advantage to reach information immediately as expressed by Mr. Philip van Woerden.

To finally connect the two past tables, the thesis has gathered together millennials’ traits and factors of positive leadership, in order to capture if indeed there are some connections between those two topics. This report aimed to know “*How can businesses use positive leadership to achieve greater success in a workplace that motivates millennials?*”, and therefore connect how well positive leadership and millennials’ expectations would match in a work environment.

Through the use of positive leadership, it has been demonstrated that organizations in general can achieve greater success, as reviewed in the secondary data, and that it can be defined as a stronger performance for the companies but also enhanced well-being for the stakeholders. On the “how”, some methods have been showed within the description for each of the four pillars of positive leadership, expressed by Kim Cameron.

It has been discovered the strengths, weaknesses, needs and expectations of millennials in the workplace, and highlighted those traits with a focus on what motivates them and the incentives to give to millennials in a work setting.

²¹ Page 14 – Millennials

²² Page 48 – Mr. Philip van Woerden

²³ Page 55 – Mr. Michel Meyer

To link those two research's topics, presented in the next page is a table that summarizes the strong links between positive leadership and millennials, that have been mentioned at least **two** times by the experts. More precisely, when at least two "V" were reunited for one trait on table 7, this trait has been input in the following table, resulting in 7 different traits in total. Namely, the traits worth looking at were: Connected, Collaborative, Work-life balance, Transparency, Flexibility, Sense of meaning & purpose, Good impact on society. On the left-hand side of the table can be found again like in table 6 the principal factors enabling a positive leadership.

Table 8 - Positive Leadership & Millennials

| | Positive leadership | | Millennials' traits | | | | | | |
|---|--------------------------|---|---------------------|---------------|-------------------|--------------|-------------|---------------------------|------------------------|
| Positive leadership | Four Pillars and Effects | | Connected | Collaborative | Work-life balance | Transparency | Flexibility | Sense of meaning, purpose | Good impact on society |
| | Positive climate | Fostering positive emotions | | | | | | | |
| | | Concentrate on what is positive | | | | | | | |
| | | Turning threats into opportunities | | | | | | | |
| | Positive relationships | Uplift people, influence others | | V | | | | | |
| | | Create supportive relationships | | V | | | | | |
| | Positive communication | Use (best-self) feedback | | | | | | | |
| | | Transparency and honesty | | | | V | | V | |
| | Positive meaning | Positive impact on society and well-being | | | V | | V | | V |
| | | Association with personal values or virtues | | | V | | | | V |
| | | Impact that lasts in the long-term | | | | | | V | V |
| | | Build a sense of community | | V | | | | | |
| Establish, recognize and reward goals reached | | | | | V | | V | | |

As it can be observed on the table, positive leadership does have some relation with millennials' traits, when applying the theory of positive leadership in a workplace with millennials. However, it can also be seen that not all the practices of positive leadership affect each millennial's trait and vice versa. For example, the trait "connected", even if well mentioned by the experts, does not have a link with positive leadership.

What is mostly observed about this final table is the strong link between factors built around "positive climate" and millennials' traits as seen beforehand on page 60 in the discussion section. Indeed, it seems that millennials have expectations in a workplace that is well-aligned with some factors of positive leadership. For this particular connection, it would be appropriate for leaders to give a particular attention and focus to those factors that seem to be well-aligned with millennials' traits.

To conclude this thesis, the research question *"How can businesses use positive leadership to achieve greater success in a workplace that motivates millennials?"*, could be answered. Not only positive leadership practices foster greater success in businesses but would find some relation with traits from the millennial generation.

While the implementation of this recent type of leadership could be more implemented in organizations, some practices of positive leadership are used instinctively by some leaders as the experts did when answering the researcher's questions.

From the data gathered along the thesis, businesses have interests in putting forward a type of leadership lessening the issues addressed by the WHO (World Health Organization 2019) through the implementation of a new type of leadership as raised by Robert Burke (Burke 2006), that goes in the sense of positive leadership addressed by Cameron's, all of this taking into account the particular traits that will come when having a millennial workforce.

To complement this research, it would be interesting to see which leadership styles are mostly used by millennial leaders when reaching a managerial position, and if the use of positive leadership, would still be relevant or even find itself expanded in the workplace. For the first time in History, with Pete Buttigieg as a candidate for the 2020 U.S presidency, the U.S could have a millennial as president, which will attract attention on how he would lead the country if elected.

In the meantime, this research hopes that the current and future workforce will adopt a leadership style that embraces the future generations, which maybe... will be positive leadership?

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8. Appendices

8.1 **Appendix 1: Qualitative interview with Dana Walden, leadership Expert and HEG Professor, 16.05.2019**

D.W: Dana Walden

G.A: Guillermo Alonso de Celada

G.A: Thank you for receiving me. Maybe we could start by you can telling me what your journey is and what you do?

D.W: Sure! So, my childhood dream was to live and work in Europe, so I am American, I was born in Tennessee and grew up in Texas. I studied in university with the goal of being able to move to Europe and did a Bachelor of Arts in French and then an MBA program right after, so that when I graduated, I could move to France and work.

I ended working eighteen years in Multinational organizations in human resources and at one point I wanted to add coaching into my skillset.

I thought I would remain in multinationals in human resources and have the chance to maybe coach internally and at the end of the day it ended up that I preferred to leave the multinational environment and start my own business. So now I work with multinational companies, so I go back in, I coach people, I deliver training and I decided to specialize in leadership, having leadership positions also finding it really fascinating how you can go about developing your skills and I really believe that today we're all leaders, we all have the ability to influence... and I really enjoy working with people of all horizons and ages to see if they can bring out their leadership.

So in the end I started my own company, it is a one person company, and that is a lovely challenge, in the sense that you do whatever you like and at the same time what you are offering is meeting the needs of your clients, which finds a balance between freedom and managing your business.

G.A: As an expert of leadership, how learning about leadership changed and enhanced your professional and personal life?

D.W: So what struck me is that I fell into leadership like so many people do in the work environment when you're promoted and you're giving people responsibility but you're not given any type of training to help you go from being an expert to being someone who can encourage, engage, empower and inspire people to do the work, so it was the reasons why I was so excited to have the opportunity to go in and work with people who lead people because they have a need to acquire certain skills but also the confidence if they're able to do it and until they're able to acquire those skills, they are not going to be effective or very effective in leading others. But the business revolves around what others are able to produce... I first was interested in leadership when I was looking at the self-awareness piece, so how do you help leaders to develop their self-awareness and often-times that the piece that makes leaders uncomfortable, looking at themselves and say "it's ok it is not so bad". The why to do that is because it has such a huge impact on others in the end of the day, so you have to start with looking at yourself first.

G.A: How do you show leadership in your life? Do you have any specific term about your leadership style?

D.W: Yes, so if I just look at myself, I would say collaborative leadership style, I like to hear people and interact with them, trust that I can share an idea...

Actually when I ask for feedback from others, so I try and do a 360 feedback exercise at least once every two years, sometimes because of the nature of my work I do it more often because I want to ensure that every tool I want to use on my client I already use it for myself first, so it's hard for me to go to a client and say do this 360 if I've never had people give me that same tool to give me feedback. From clients and also from former employees about my leadership style is that it they say it is empathic and motivating and that people trust me. In order to work with others, you need to connect, and the use of empathy enables that. Today you might talk about emotional intelligence leadership styles, there are different types of them who are based on emotional intelligence. Also, I'd loved to know about emotional intelligence way back before when I got started in leadership, I would think that it was already at the heart of my vision.

G.A: Do you adapt the style of leadership depending on your employees or audience? Is there a difference in your leadership style when addressing different people like for example your students?

D.W: Yes, I think by necessity one does depending on the situation. There is also a leadership tool called situational leadership that I don't use for the rules of the model, but the concept works broadly, and to pick what the other person needs or expect and then how can you meet somewhere in the middle. leadership is about influencing and more precisely in a positive way, even if we got plenty of people being negative influencers which for me doesn't count as leadership. People have to be open to being influenced by you, so if you are not willing to meet people halfway, if you're not willing to come a step closer to them, good luck trying to influence them.

You do need to adapt and then as you can imagine some people are very comfortable in a collaborative leadership, where you have to share, to give to co-create and then you have others who are less comfortable so you really have to figure out how far can you go with this idea of collaborative leadership. You want to see the other person response, so pushing them to far from their comfort zone they are not going to respond.

I have some clients who probably don't use the word collaboration ever, because that is not their way, and so when I am with them, I am less about "let's going to do it together" and a little bit more directive. Sometimes it is this way that people work, in a more directive way, but what I have noticed, it is that over the course of time, when you build a relationship with the person, even if they were not "the collaborative type at first", they become more collaborative along the way. But they have to trust you of course.

G.A: How do you face challenging situations or conflicts with your type of leadership?

D.W: Well, the first thing to do, which is challenging at first, is to be honest with people when something is not working properly. For example, today I had to tell the students "sorry you have a presentation that is due, everyone is supposed to be in class, where are your groupmates?" as they couldn't find any excuse, then you move a little bit less away from being the empathic leader and starting being a bit more direct. Afterwards remind those people that "these are the rules of engagement, this is what we agreed to, this is how it works..."

I didn't want them to feel bad because those who were present were not guilty. So that's a shift, you need to become more direct like that sometimes, even if I would have liked to have remained very collaborative, but they're not getting the message so I'm adjusting my style.

In a company setting, when problems arise, you need to talk to the employees, ask what's going on and there your empathy can be good and proceed to active listening, see what is working and what is not working, what would you do, what would you propose... then in the end if they propose things that just aren't viable for whatever reason you can just say "thank you very much for sharing this, I have listened to what you said, I'll consider it, but now we have these constraints. For today we need to do it this way. Leave it to me and then we'll come back to see if we can make some changes in the future". So, it is a mix of using collaborative style with a more directive style and adding empathy in there and active listening.

G.A: On the other hand, what do you do when everything goes perfectly? What is your reaction to positive events?

D.W: Good question, and for example this morning what we did in class was recognition awards. So, each group recognized the other group, so there were six groups that presented and so I had them taking notes during the presentation. I asked them to give five recognition awards to the other groups, on what was good and positive. I gave them some suggestions of what you can be looking forward to recognizing or if you find something else you want to recognize it's up to you.

Something that I learned at Yum restaurants when I worked at the headquarters for them. Yum has a huge recognition program, which is one of their core values, and they encourage people to give recognition spontaneously you see someone doing something great, you say it or write it... And what is beautiful about recognition is that you can do it every time, very easily, it is sincere, and it works around the world in every culture. Since Yum is mostly about employees working in restaurants, they do it at the restaurants as well, even to customers or suppliers... and anyone can recognize anyone, so it is not a top down initiative, it is a bottom-up, side to side thing...

Even if it was hard to become used to it in the beginning, because I'm the one who even if I like collaborative leadership style, I like to get results, and seeing things getting done and well, I would say "why do you give recognition now if we are not even finished yet?", but in the end it is even about recognizing the small things... and it's so true the more recognition we get the more confident we feel, we perform better, we are more innovative, more creative, we are willing to take more risks and we are more connected. We even want to share "the love" we get with someone else, so all these positive emotions were just getting started inside of the organization and it was very positive.

G.A: Professionally, but also personally, what does “success” mean to you, and how do you measure it?

D.W: That's a great question, I think before, in my career I really defined success by meeting targets, achieving results, I was an achiever and that was the best sign of success for me. But now, even if I still love to achieve and I think that's important why people hire me, at the same time I look for success as well-being, so it's being able to sleep well at night, it's being able to eat well, it's being able to laugh and listen to music when I want and enjoy time with people... because before when I was working 60 to 70 hours per week, I didn't do a lot of that, I was very successful in my work, but I was not successful in my well-being. Now to me you need both...

A very interesting quote which I don't remember exactly how it goes about how often times in the Western World “these past decades we've thought you get success first and then you'll be happy, but it is the other way around...” by Shawn Achor, who wrote the book “The Happiness Advantage”.

G.A: As a teacher, or maybe in organizations, when being in presence of millennials, what is your opinion about them in general?

D.W: It is quite interesting because we have five different Generations in the workforce today. We have the traditionalists, the Baby Boomers, Generation X Generation Y, Generation Z, so it is crowded, but I think it is a good thing.

I mean diversity has its challenges, but it also has its rewards. It usually takes longer to get everyone on the same page working together, and in the same directions because we have different things to reconcile and different points of views and attitudes. But once you get people from different generations, cultures or a diverse group on the same pages, their solutions and ideas are better, and it ends in better results... In the long term it is profitable if you get everyone to work together.

There's a lot of room for misunderstanding, for example today we started the class with presentations and then laptops up... and usually when the laptops are open people are less focusing on the presentations, so after coming back from the break I ask the students to listen and close the laptops, and I know for the millennials that asking to close the laptops is like a super difficult... but you can't concentrate if you have your laptop and it is a lack of respect, that was why I had to become more direct and less collaborative.

I think one of the biggest challenges is technology with the younger generation, for example with generation X we didn't have our phones or laptops at school, we were just

getting internet, so we can do it the old fashion way without technology, and I think the millennial generation who was born with technology, and smartphones and tablets etc....they like technology and the use of it, but it has also negative consequences. Technology was supposed to enable us to communicate better, and that is true for every generation, but it can also turn out that sometimes we lose human connection.

On the other hand, when I see millennials, is that there is a willingness to work in groups and things together, and I really appreciate that because I think that we're stronger together, even if I'm someone who likes to perform at an individual level, we as a society we have to become more group-minded and work together... so that is something that I appreciate about millennials.

Also, they seem to be less materialistic, they're setting other priorities than just working to get more money, in comparison with older generations. If you look at Europe or the United States over generations, who suffered maybe the Great Depression or wars, and therefore were grateful when they got some money, we became a more consumer society. And millennials seem to be more about "hey it's not about how much stuff I can get but more about the quality of the experiences".

G.A: Is there a type of leadership that you know of, that would match nicely with the behaviors we talked about, for the millennial generation?

D.W: Good question... Well I would say from the book Primal leadership from Daniel Goleman, where 6 types of leadership which are based on emotional intelligence competencies were analyzed, that the best match would be democratic style.

The Democratic style, which is based on getting everyone's input it's based on trying to generate some type of consensus, that is what seems for me to work best.

Also I think that it is very fortunate that in today's world (or at lease where we live) there is no longer a command and control environment, and so Generation X we started in our career under people who were very much into the "command and control" type of doing things, and so leadership was top down and hierarchy was very important, also it was mostly a male environment... so gradually over the course of my career, we started to realize that there's no one-size-fits-all style leadership and actually we were not at war so we didn't needed a command and control military style leadership... gradually we were opening up the options in terms of leadership.

So, we're more and more in Western Society, moving towards a more democratic leadership style, with every now and then the need for the authoritative and not authoritarian style...

So, this millennial generation is very much at ease with dropping the command and control, have a little bit of authoritative and use mainly a democratic style, letting them be involved and making decisions.

And I believe generation X is in that same line of thinking but baby-boomers not so much.

G.A: How do you see the future of leadership in the next years, when having in mind a big millennial workforce?

DW: I think you will still have a lot of Generation X around, people are going to retire later and later, and there's still some baby boomers who are going to be in the workforce as well.

But what's interesting, I saw this on CNN Switzerland a couple of days ago, they were two men and they were talking a little bit about the future of work and generations and stuff, and one was saying that the good news is even though people are retiring later and later, they're realizing that you can continue to work even if it is not necessarily at 100% there's.

Baby-boomers for example realize that sometimes it's more interesting for them (to work less than 100%) because they have reached a point in their life where they want to continue to make a contribution and in the same time they want to enjoy their family life more, they want to travel the world, and whatever, but what people were trying to say is "I don't need this hundred percent director-level job anymore, I can be happy with a 40%, like mentor role or internal coach or whatever", so gradually then it's very very intelligent because we need what these people know, how to do things, we need their experience, we need their point of view, we need two perspectives, so if you can keep those people around you and shift their positions and let Generation X move up and Generation Y move up, I think that makes good sense.

So, in an ideal World there is room for leadership at all levels of an organization by all generations.

If it's not an ideal World what I can imagine is that there's going to be some impatience coming from the millennials, which in some cases it can be a good thing and in other cases a challenging thing... I think there's a little bit of challenge there because Generation X because they were told to wait for their turn, "get more experience first", but now Generation Y feels more like "why should we wait". There could be some friction there between the generations.

If you look at the expanded vision of leadership which is one that they put forward on emotional intelligence, and one that I really believe in is that we're all leaders, because we all have the capacity to influence for the greater good, then I think that millennials can

find some happiness, enjoy knowing that whatever level you are at in the organization is an opportunity to lead yourself and to lead others and to make a difference.

Since that generation (millennials) is even more focused on meaning and purpose at work, that can't already maybe satisfy some of the desires some of the impatience, while they wait for maybe the next step up the ladder.

So, hopefully I'm hoping it'll be that way. But also, generation X is realizing that work-life balance, which was an ideal, is not so easy to achieve, you only have one life and work is part of our lives so how can we make our work more meaningful? So, they're not looking for work-life balance anymore but we're doing things that are meaningful somewhere at work it's part of life and we're enjoying it.

I think some shifts are happening there, which hopefully will make titles less important. And the organizations are also hanging, if you take for example the company here in Geneva called Loyco, which is structured like a holacracy, and I have a friend who works with that organization as a client, and she told me about some of the great things that they're doing there and going to do. I am not sure this type of organization will be the only one in the future but that I hope we're moving in that direction and find a balance from what has been seen before.

I believe we have to know how we can make work meaningful, how can we see each and every person as a leader with an opportunity to influence for the greater good, and by doing so create something that's great for us at work but for our community and the world, and in satisfying a lot of these desires to move up to develop to grow, and remove the feeling of having a title.

G.A: What do you know about positive leadership?

D.W: positive leadership? That's a good question I have never heard the term positive "leadership", do you have a definition of positive leadership? (G.A: I gave some explanations about positive leadership from both authors Kim Cameron and Jon Gordon on positive leadership.)

Ok so yes it seems to be related to emotional intelligence, positive psychology and positive emotions, which with you can go so far, working with strengths and recognition as we talked about earlier...

G.A: Definitely, and to add to those positive things, when something negative happens, by having set up a positive leadership you can turn problems into opportunities, but also depending on how the leader acts, problems also can unite and bring closer people in

some ways. Something I like to say, I don't recall from who I took that from but, "the problem is not the problem, the problem is your reaction to the problem."

So, from what you said about collaborative leadership, I have found some similarities with positive leadership, for example asking for feedback, or using active listening, which are principles to be used in positive communication.

D.W: It is a good point when you mention that when things don't go well, it is also important to know which attitude you are going to have towards the problems. And I think so often, leaders are so afraid of admitting they made a mistake that they ruin the opportunity, but if you accept and say "hey I am only a human being, I do mistakes too, and you know what, we are learning and now we are going to do things better". And just this would make such a difference, because we learn more about our mistakes than we learn from doing things right. We are so embarrassed sometimes when we do a mistake, that we miss the opportunity...

I think that's part of authentic leaderships, which is about being able to talk about, your strength but also talked about times when you didn't do things as you should...But thank you for showing me those books, I'll look into that! Fascinating topic!

8.2 Appendix 2: Qualitative interview with Claude Schneider, Professor at CEC André-Chavanne, 17.05.2019

C.S = Claude Schneider

G.A = Guillermo Alonso de Celada

G.A: Pour avoir une compréhension générale de votre situation, pouvez-vous me dire quel est votre parcours, depuis combien de temps êtes-vous professeur?

C.S: Je suis professeur d'éducation physique au collège. J'ai commencé à travailler en 1980, donc ça va faire 40 ans que je suis dans le métier. J'ai d'abord travaillé 8 ans au cycle d'orientation comme professeur de sport et puis à partir de 1988, je suis allé travailler à l'Ecole de commerce et Collège André Chavannes. A ce moment-là, nous n'étions pas obligés d'enseigner une deuxième branche. J'ai toujours été professeur d'éducation physique.

G.A: Dans le cadre de votre travail, quelle est l'importance du leadership ou bien du management et comment est-ce que vous vous y prenez?

C.S: On a d'abord un programme à suivre. Il est à effectuer tout au long de l'année donc ça c'est pour les tâches officielles. Mais mon travail consiste finalement à faire évoluer les élèves à travers le sport, ou bien plutôt, c'est la sociabilisation à travers le sport. En ce qui me concerne, je m'occupe de diriger les jeunes à travers une manière qui est plutôt centrée sur une communication douce. Je suis obligé cependant de m'adapter en fonction des classes... surtout les premières années qui sortent du cycle d'orientation par exemple. Ils sont tout excités et là, il faut être très directif, voire un petit peu autoritaire.

Il y a une grande différence entre les élèves de 16 ans et ceux de 20 ans, donc au début je suis très directif. Ils doivent connaître mes limites et eux doivent s'adapter. S'ils ne s'adaptent pas, il y a des conséquences. Au début, il faut montrer que ce sont eux qui doivent me suivre, qui doivent aller d'abord dans mon sens et puis peu à peu, j'apprends à les connaître et ça se fait au feeling. Je leur laisse plus de liberté, mais c'est aussi très spécifique à chaque classe.

On repère aussi très vite les éléments qui vont perturber la classe. Ça sera toujours un ou deux élèves, donc à ceux-là je vais très vite leur parler et essayer de montrer où sont mes limites. Ainsi, tout reste dans le respect et le cadre est vite posé.

Par exemple, j'ai des élèves qui sont à plein-temps et puis j'ai aussi des apprentis qui sont en dual (en emploi durant 2 jours par semaine, le restant à l'école de commerce).

Là, on voit une très forte différence qui est vraiment flagrante. En général, ces apprentis se tiennent bien mieux et ont bien plus de respect envers les adultes que si on compare avec les élèves à temps plein. Je pense que ceci est dû majoritairement au fait que les apprentis dans le cadre professionnel sont quand même bien tenus par leur chef et comprennent qu'il y a un cadre et des règles qu'ils ne peuvent pas dépasser. Tandis que pour les élèves encore à l'école en temps plein, l'autorité des professeurs n'est pas aussi forte que ce qu'on peut retrouver en entreprise.

Et plus spécifiquement, ce que je remarque principalement, c'est que ces élèves qui sont en dual en 3e année sont des adultes, on peut donc parler avec eux de plein de choses, ils se comportent bien, ils parlent correctement et sont très matures. L'attitude dans ce cas-là est vraiment très sympa, mais au final quand j'y pense, il faut vraiment que j'adapte en fonction de la classe...

G.A: Si on doit comparer avec vos collègues ou bien avec des expériences passées que vous avez vécues, selon vous, quel type de management appliquez-vous ? Qu'est-ce que vous appliquez que les autres ne font pas ?

C.S: Et bien je dirais que j'écoute beaucoup les élèves. Je suis très sensible à l'écoute et plus précisément à ceux qui ne vont pas bien, et je suis un peut-être un peu moins sévère que d'autres collègues. D'une certaine façon, je me sens assez proche des élèves et suis plutôt dans la discussion, l'entente et le compromis. Je suis relativement tolérant je dirais, donc pas trop dans l'autoritarisme. Ce que j'ai toujours aimé, c'est de travailler avec des élèves en difficulté, avec qui d'ailleurs, on a fait des camps et on a aussi appris à se connaître un peu, ce qui permet de connaître les élèves et à me connecter avec eux.

G.A: J'imagine que vous avez vécu des situations délicates parfois. Quand des conflits ou des situations compliquées se présentent, quelle est votre réaction ?

C.S: Et bien d'abord c'est de comprendre la situation et en parler avec eux. Souvent, c'est entre eux qu'ils se bagarrent, il faut donc les séparer et puis essayer de les raisonner et de voir où est le problème. Effectivement, ce n'est pas toujours facile car il m'est déjà arrivé que certains élèves se tapent dessus dans les couloirs et j'ai dû demander de l'aide à un collègue pour m'aider à les séparer. Donc d'abord on les sépare, on essaie ensuite de calmer l'ambiance et de partir sur une discussion posée et calme. Aussi, quand il y a des problèmes au niveau de la performance, un niveau ou des objectifs qui ne sont pas atteints, j'essaie alors de donner des pistes pour qu'ils y arrivent.

La deuxième fois je donne des astuces, et ensuite on apporte de l'aide si nécessaire, et ça en général est apporté par d'autres élèves, ce qui renforce le sentiment de camaraderie et le sentiment de faire partie d'un groupe. Ça fait aussi partie du but de ma profession ; créer une bonne entente et une éducation à travers le sport. Il y a clairement une recherche de cohésion quand les choses ne vont pas. Je dirais que quand les choses ne vont pas, c'est très intéressant car premièrement on observe comment se comportent les élèves et ensuite comment l'aide est apportée envers ceux qui en ont besoin.

D'ailleurs, un détail important, c'est que les élèves s'entraident bien plus maintenant qu'avant. Il y a une plus forte cohésion et elle se crée d'ailleurs plus vite que dans le passé. Dans l'éducation physique en tout cas, j'ai vu bien plus d'efforts dans la cohésion du groupe qu'avant, où c'était beaucoup plus individualiste. Aujourd'hui, non seulement on nous pousse à la cohésion en tant que professeurs, mais on dirait que c'est bien plus naturel chez les élèves maintenant de rechercher cette cohésion afin d'être moins individualiste. Évidemment, en tant que professeur d'éducation physique, on fait toujours une activité individuelle, une activité de groupe et une activité qui va mesurer la performance physique. De plus, il y a aussi une note d'application, d'effort et de mentalité. L'évaluation fonctionne ainsi: un tiers la performance, un tiers la maîtrise de l'activité et puis un tiers la note d'application. Quelqu'un qui n'y arrive pas mais qui a fait l'effort et qui s'implique avec une attitude positive aura quand même la moyenne... on fait en sorte que ce l'attitude soit aussi récompensé. A titre personnel, ce qui fait aussi partie du job, c'est l'attitude positive que le professeur doit dégager, une attitude d'entraide. On veut voir les élèves progresser durant l'année, on veut les soutenir pour qu'ils y arrivent.

G.A: Est-ce que vous demandez un feed-back de la part des élèves pour avoir leur opinion du cours et de vous-même ?

C.S: Oui parfaitement. A la fin de l'année, je leur demande comment ça s'est passé, s'ils ont aimé le cours et si j'ai des choses à travailler ou bien des choses qu'il faudrait changer. Mais au fur et à mesure des temps, je pense que j'ai déjà appliqué pas mal de choses, bien que c'est toujours positif de recevoir un retour des élèves. Ce qui se passe, c'est que le feed-back que je reçois à la fin de l'année est appliqué pour les élèves de l'année suivante.

G.A: A l'opposé, quand il y a des résultats positifs, une très forte cohésion dans le groupe ou des résultats qui dépassent vos attentes, que faites-vous, comment réagissez-vous ?

C.S: Et bien pour moi c'est clair que je les félicite et je leur montre clairement que c'est très bon, que c'est du très bon travail ! D'ailleurs j'ai eu une classe (ils étaient 14 ce qui n'est pas beaucoup et m'a permis de travailler plus vite) avec qui j'ai clairement vu une grande performance de la part des élèves et de tous les objectifs fixés. Dès que j'atteins mes objectifs, je propose autre chose qui va plaire aux élèves pour les récompenser et je leur demande ce qu'ils veulent faire de spécial étant donné les bons résultats. La plupart du temps, comme récompense, on fait souvent du football par exemple, car ça leur plaît et ça leur montre qu'ils ont bien travaillé et que tout effort mérite d'être récompensé. Ce n'est pas fréquent d'avoir de telles classes, cependant je dirais qu'une fois tous les 2 ans il y en a une qui sort du lot et qui est très performante. Pour moi de voir ça, c'est génial et très valorisant. C'est un vrai plaisir.

G.A: Étant donné que ça va bientôt faire 40 ans que vous enseignez et que vous avez vu plusieurs générations passer, selon vous, quelles sont les différences que vous avez remarquées entre vos premières années et celles-ci en tant qu'enseignant?

C.S: La plus grande différence, je dirais, c'est le respect envers le professeur. À l'époque il est vrai que les professeurs étaient une référence du savoir et donc, j'avais assez peu de problèmes de discipline majoritairement car nous étions très bien respectés. Aujourd'hui par contre il faut beaucoup plus se justifier. Les étudiants veulent de plus en plus savoir pourquoi on fait telle chose et non pas une autre. Ils questionnent bien plus, ce qui me semble bien, mais en même temps je dois me justifier. Les élèves se permettent aussi beaucoup plus de choses par rapport à l'autorité d'avant, et ceci n'est pas uniquement par rapport à moi mais aussi de manière générale.

Nous remarquons aussi que la condition physique était meilleure dans le passé qu'aujourd'hui. À mon avis le problème est qu'en tout cas à Genève, il y a beaucoup plus de bureaux et de gens assis devant l'ordinateur tandis qu'avant les gens jouaient plus dehors, grimpaient aux arbres... donc il y avait une activité physique plus constante, ceci contribue aussi à marquer la différence et le changement.

G.A: Est-ce que vous pourriez situer un moment précis où il a eu un grand changement générationnel ?

C.S: À mon avis, l'apparition des portables, des smartphones. La technologie a aussi changé certaines mentalités et a affecté les comportements.

G.A: Avez-vous changé votre manière de gérer les élèves au fur et à mesure des années, dû aux changements de comportements?

C.S: C'est une bonne question. Je ne saurais pas dire si j'ai vraiment changé... peut-être inconsciemment, mais je pense que comme je disais avant, il a fallu qu'on s'adapte d'une certaine manière et ce, probablement en raison d'un changement de mentalité aussi peut-être des élèves. Mais en général, le cours et les objectifs à atteindre sont pareils, donc de manière globale je ne pense pas que j'ai changé radicalement ma manière de faire.

J'ai remarqué par contre un changement significatif. C'est que l'éducation de base à travers les années s'est moins faite à la maison et se fait plus maintenant à l'école. On est obligé de leur montrer l'éducation de base... c'est-à-dire des « merci, bonjour, au revoir » car on dirait que ça s'est perdu au fur et à mesure des années. En gym, peut-être un peu moins, mais je sais que certains de mes collègues dans leur classe demandent aux élèves de se lever quand le professeur rentre afin de revenir à des choses où le respect est essentiel comme le respect envers l'adulte. Le fait d'avoir un autre accès à la connaissance a aussi modifié la position du professeur. Nous ne sommes plus la seule source d'information, ce qui est d'un côté très bien, mais cela cge fait au détriment d'une certaine autorité ou de respect de la part de l'élève.

8.3 Appendix 3: Qualitative interview with Philip van Woerden, departments of Communication and Marketing at BCGE, 18.05.2019

P.W = Philip van Woerden

G.A = Guillermo Alonso de Celada

G.A: Depuis combien d'années travailles-tu ? Quel est ton rôle, tes activités et combien d'employés gères-tu ?... pour avoir une vue générale de ton métier.

P.W: Cela fait 11 ans que je travaille à la BCG et plus précisément dans le département marketing et communication. Je suis à 40 % dans le département marketing et 60 % dans la communication. Dans le marketing, je fais tout ce qui est sponsoring et dans la communication je suis dans l'événementiel et la clientèle privée.

G.A: Dirais-tu que tu as un poste managérial ?

P.W: Alors pas vraiment, pas plus que ça, je coache quand même du monde, j'ai des apprentis qui viennent à des événements avec moi donc là, je dois les former et les encadrer et oui ensuite il y a une petite équipe qui travaille avec moi et dont je suis le senior.

G.A: Combien d'apprentis as-tu environ ? Combien de personnes dois-tu gérer par événement ?

P.W: Le maximum que j'ai eu c'est 12 apprentis. Sinon en moyenne, c'est compris entre 2 et 12 apprentis. Mais ce n'est pas forcément des personnes qui travaillent à la BCGE dans les bureaux, c'est en général des événements externes.

G.A: Qu'en est-il de la hiérarchie à la BCGE, comment ça se passe ? Voit-on très vite qui est le manager ?

P.W: Oui effectivement, on a un CEO et ensuite on a 5 membres de la direction générale. Nous, en l'occurrence, nous sommes directement sous le CEO.

Dans la communication on est une dizaine d'employés, dans l'événementiel on est trois et dans mon groupe on est que deux. En ce qui concerne la hiérarchie, elle est très bien définie. On sait très bien qui est le patron. D'ailleurs, le boss ou les directeurs sont dans

leur bureau et nous on travaille en open-space. Ensuite ça marche par cellules, il y a l'équipe et les managers d'équipe.

G.A: Quelle est la manière de ton boss de gérer l'équipe ? Saurais-tu décrire son style de management?

P.W: En fait j'ai deux boss différents. Celui en marketing par exemple, la première chose que j'ai pu voir c'est qu'il est très joignable. Il est tout le temps sur son téléphone ou sur son email et on peut très souvent communiquer avec lui ! Si on a une question ou une remarque, on a une réponse dans les 30 minutes. Il est toujours accessible, il arrive toujours à trouver de la place dans son agenda et il nous laisse beaucoup de champs libres. Quand je dis qu'il nous laisse beaucoup de champs libres, c'est que je n'ai personnellement pas l'impression d'avoir des chefs. Je suis très autonome, fais mon travail et quand j'ai des blocages c'est là en général où je regarde avec mon chef. Ensuite on a un échange, il veut savoir ce qui se passe, donc c'est normal, pour pas qu'il soit pris au dépourvu. Cette manière de fonctionner, je la trouve vraiment bien car il laisse toujours la porte ouverte, nous laisse assez d'autonomie pour prendre des décisions et ne nous bride pas.

Dans le cas contraire, l'autre cheffe elle, est plus à dire non, c'est comme ça. Il est difficile de lui faire changer d'avis. Il faut vraiment avoir des arguments très forts, mais c'est sa manière de faire. Au fond elle est très amicale et très chouette, mais c'est vrai que c'est moins facile dans les relations et elle est moins accessible au travail... il faut toujours prendre rendez-vous et il y a quand même un manque de spontanéité, comparé au premier boss.

G.A: Etant donné que tu as un poste de management ou bien de coach vis-à-vis de tes apprentis, que peux-tu me dire sur ta manière de gérer l'équipe et de ton type de leadership en quelque sorte ?

P.W: A la BCGE, on a un apprenti par année qui travaille dans la banque. Il vient 3 mois au département marketing. Les apprentis passent par plusieurs secteurs de la banque et puis pendant ces 3 mois, il faut les occuper. Il faut leur donner du travail. Il ne faut pas qu'ils s'ennuient et il faut les occuper et trouver des manières de faire pour leur donner envie. En général durant les événements, on va leur faire un petit briefing et ensuite on les laisse gérer comme ils veulent (ils trouvent des infos sur Internet ou bien on leur donne du matériel). On leur demande peut-être de faire une petite présentation, et s'ils ne savent pas faire, on leur explique... donc on est assez derrière eux pour qu'ils ne

soient pas perdus. De mon côté, j'essaie aussi d'être très accessible et s'ils ont une question, ils peuvent sans problème me déranger, même si je suis occupé, ça ne me prend jamais beaucoup de temps au final... je n'ai pas de problème à leur laisser une certaine liberté après leur avoir montré la manière de faire. En fonction des tâches à accomplir, si elles sont par exemple très spécifiques, je leur laisse de l'autonomie mais en même temps il est nécessaire qu'elles soient bien faites.

Quant aux événements, quand j'engage des apprentis, ils sont normalement à l'aise car en général ce sont des événements assez récréatifs. Par exemple, samedi prochain nous allons à Champel pour un événement, et on a un stand où l'on a des bonbonnes d'hélium et ils doivent gonfler des ballons, les distribuer, demander au gens s'ils veulent participer au concours. Voilà des petits événements comme ça... donc au final, leur tâche c'est de se mouvoir dans une ambiance très sereine, très sympa ce n'est pas quelque chose qui fait partie d'un cadre de travail très sévère.

Cependant, s'il y en a qui quitte leur tâche pour aller fumer ou prendre des pauses tout le temps, là j'essaie de les cadrer tranquillement d'abord, mais ensuite il faut savoir être un peu plus dur aussi. De plus, s'ils sont trop sur leur téléphone, il faut savoir aussi les recadrer un petit peu.

Au final, mon style de management ça me fait beaucoup penser à être parent. J'ai 3 enfants entre 18 et 22 ans et avec les apprentis par exemple, il faut faire cette différence entre le pote et le chef, et trouver un équilibre. Pour moi il n'y a pas de problème pour qu'on puisse se tutoyer, il n'y a pas de souci à aller boire un café ensemble et parler de tout. Cependant et du moment où ça ne va pas il faut pouvoir en parler, quand il y a des erreurs. Il ne faut pas qu'ils aient peur, il faut leur montrer, et si on est à assez doux, si on arrive à trouver un bon milieu, on arrive toujours à faire que ça se passe très bien.

En ce moment, j'ai une employée qui travaille avec moi et si elle me montre par exemple un dossier qu'elle a fait et moi je vois qu'il y manque des informations, je vais d'abord lui demander ce qu'elle pourrait rajouter d'autre comme informations, comment est-ce qu'elle complèterait, et à ce moment-là ça fait réfléchir un petit peu et en général elle trouve elle seule ce qu'il y a à ajouter. En général, elle fait du très bon boulot. Evidemment, vu le manque d'expérience si elle ne trouve pas tout de suite, je vais lui indiquer comment faire...

L'autre jour par exemple, elle devait envoyer à des gens très importants un email et il était impeccable. Elle l'a très bien fait et je lui ai dit que je n'aurais pas mieux fait. C'est

important de dire quand les choses sont bien faites. Et juste au cas où, elle me l'a montré avant parce que c'était quelque chose de très important.

G.A: Est-ce que tu as dû suivre des cours ou des formations pour ce qui est de gérer une équipe ?

P.W: Oui pour les apprentis. Tu es obligé de faire un cours avec un examen pour savoir les encadrer, et sinon pour la banque il y a des cours de management. C'est une fois par année mais non-obligatoire. Cependant, les rangs de management sont atteignables à travers l'expérience. Je sais que les directeurs ont eu des cours très militarisés, et pour eux c'est obligatoire ce genre de cours.

G.A: Selon les cas que tu peux rencontrer, quand ça ne va pas comment gères-tu les problèmes ?

P.W: Alors ça dépend, par exemple durant l'un des événements, un apprenti qui devait venir le samedi matin (et on avait rendez-vous à 9h du matin), m'appelle et me dit « je me suis perdu, je ne sais pas où c'est, je vais avoir du retard. » Donc moi je lui dis qu'il n'y a pas de souci mais à 11h il n'est toujours pas là, et il me rappelle et me dit « j'ai pris le bus dans le mauvais sens, je ne vais pas arriver tout de suite » et droit derrière, il me dit qu'il ne vient pas. Je considère ceci comme un manque de respect et ne le prends pas bien du tout, donc je lui dis ce que je pense et j'en fait part au responsable des apprentis en faisant un email et en lui expliquant le comportement, afin qu'il y ait des conséquences.

Après pour d'autres problèmes qui peuvent surgir, je prends aussi la responsabilité. En dehors de la personne concernée, j'ai en effet aussi une part de responsabilité, et j'essaie aussi de tourner le problème pour en faire quelque chose de positif. Par exemple, durant l'évènement pour les jeunes l'année passée, ma jeune employée qui manquait d'expérience, était supposée s'occuper d'une grande partie de cet événement. Au final je lui ai demandé plein de choses à faire et c'est vrai qu'au fur et à mesure que les choses avançaient, nous ne nous sommes pas rendu compte que beaucoup de choses n'allaient pas... à cause de petits détails qui ne jouaient pas. On était vraiment dans du détail et l'évènement a failli ne pas pouvoir se réaliser mais malgré tout, on a trouvé une solution... à la fin c'était très serré, mais j'étais tout aussi responsable qu'elle. Au final et sans paniquer elle a même trouvé une super solution. En tout cas au final, ma part de responsabilité ne suffit pas à elle seule pour que la banque fasse faillite et il faut toujours des erreurs pour apprendre et mieux faire par la suite.

G.A: A l'opposé, quand tout va bien, voire étonnamment bien, comment réagis-tu ?

P.W: En général, je valorise ça autant que je peux. J'ai même remarqué que certains boss, même si tout va bien, arrivent à trouver le petit détail qui fait que ce n'est pas parfait. Ils vont essayer de trouver la petite bête pour ne pas devoir complimenter. Et si c'est même une petite virgule qui manque, ils te feront changer le document entier pour avoir le dernier mot. Sinon, quand il y a quelque chose de génial qui se passe, et bien je remercie la personne. Ça peut être un client, ça peut être un employé et je peux même envoyer un petit email pour féliciter, mais je trouve ça très bien car ça fait du bien de recevoir ce genre de commentaire positif et donc d'en envoyer aussi. De plus, je me souviens avoir été sur un événement en particulier, moi-même en retrait et ma jeune employée s'occupant de tout, et là j'essayais de mettre en valeur les employés présents et actifs durant ce travail. Et vu qu'au final c'est mon employée qui avait tout organisé, c'est vers elle que tous les remerciements devaient aller. Même si on venait me remercier, c'est vers elle que je redirigeais les remerciements.

G.A: De manière générale quel est ton point de vue sur la génération Y ?

P.W: De manière générale, je pense que ça devient un peu difficile pour eux. Il y a beaucoup d'information à gérer, il y a beaucoup de choix à cause et grâce à Internet... c'est beaucoup d'informations à traiter et pour gérer tout ça ce n'est pas forcément évident. Alors soit il faut être passionné dans un domaine et puis là je pense que tu peux te donner les moyens d'y arriver ou alors, tu es comme beaucoup de monde à avoir plein d'idées et ne pas savoir où te diriger.

Dans le cadre professionnel, mon employée en tout cas se donne beaucoup de peine. Elle a un bon caractère et ne se laisse pas marcher dessus... et sinon, à l'opposé il y a des apprentis qui évitent de faire le maximum et font même le strict minimum ... Dans la majorité des cas, toutefois, les apprentis se débrouillent très bien tout seuls et travaillent très vite. En général ceux que je côtoie, sont la plupart du temps très motivés, même s'il y a les deux cas de figure.

Vis-à-vis de la technologie je n'ai pas vraiment eu de souci. Il faut juste des fois leur demander de poser le téléphone. Après ça, ça va très bien, ils comprennent très vite dans quel cadre on est.

G.A: Qu'est-ce qui te semble très positif vis-à-vis de cette génération ?

P.W: Justement, du fait qu'ils ont plein d'informations, ils sont ouverts d'esprit et ont plein de sujets de conversation. Je vois par exemple que mes enfants peuvent parler de tout grâce à l'accès qu'ils ont à l'information. Ma propre génération n'avait pas accès à autant d'informations et de manière aussi rapide et c'est en général mes parents ou mes professeurs qui m'apprenaient les « seules choses » que je savais. Donc ça, c'est une bonne chose.

G.A: Quelles sont pour toi les différences entre la génération Y et les générations plus âgées dans le monde du travail ?

P.W: Je dirais que la génération Y est plus vive d'esprit. C'est peut-être dû à la jeunesse, mais forcément elle a moins aussi d'expérience. C'est normal, mais sinon je ne vois pas grand-chose d'autre comme différence capitale.

G.A: Si tu devais donner un dernier avis avant de finir sur le sujet ?

P.W: Comme mot de fin, je dirais qu'il faut pousser cette génération vers le haut, l'encourager et la soutenir. Montrer la bonne direction et savoir valoriser le bon travail réalisé.

8.4 **Appendix 4: Qualitative interview with Eric Séverac, current coach of Servette FC Chênois Féminin, 23.05.2019**

E.S = Eric Séverac

G.A = Guillermo Alonso de Celada

G.A: En tant qu'entraîneur de football, depuis combien de temps entraînes-tu et combien d'équipes as-tu ? Pourrais-tu donner une description de l'équipe que tu entraînes actuellement ?

E.S: J'entraîne depuis 1992, donc ça fera 27 ans, et j'ai environ entraîné une quarantaine d'équipes car durant certaines saisons, j'ai eu plusieurs équipes en même temps, à raison de 15 à 20 joueurs. J'ai vu beaucoup de jeunes ! Alors aujourd'hui, j'entraîne l'équipe du Servette-Chênois féminin qui est composée d'environ 25-30 filles, âgées de 16 à 32 ans. Il y a des filles qui sont en apprentissage, des filles qui sont en études, en recherche d'emploi et il y en a une qui a sa propre entreprise... Il y a donc pas mal de différences entre elles. Et puis comme les hommes, une personne, un challenge. Il y a un panel assez large et ça représente aussi un challenge car elles sont toutes un peu différentes avec des exigences différentes. Ça va faire 2 ans que je les entraîne.

G.A: Étant donné que tu as coaché plusieurs équipes, as-tu adapté ta manière de coacher en fonction de l'équipe ou dirais-tu que tu as un type de coaching particulier à toi ?

E.S: Il y a des principes que tu gardes et après, automatiquement, tu dois les adapter en fonction de l'âge et des joueuses que tu as à disposition. Ce sont des objectifs aussi que tu as à fixer avec l'équipe car ce n'est jamais moi qui fixe un objectif, c'est toujours quelque chose d'assez consensuel.

Il faut que les jeunes ou les filles en l'occurrence ici, se fixent un objectif avec le staff sinon, ça ne peut pas marcher.

Exiger des gens de faire quelque chose qu'ils n'auraient pas envie de faire, c'est voué à l'échec. Et typiquement, avec ces filles-là, l'année passée et en début de saison nous avons discuté. L'objectif était de passer en ligue nationale A et nous sommes montés en ligue nationale A. Et cette année, les filles voulaient finir au moins dans le top 5 et moi je les ai poussées à essayer d'atteindre le top 3.

Du coup, on a été longtemps en course pour la deuxième place et aujourd'hui nous sommes à la quatrième place, à 2 points de la 3e place. Donc ça c'est quelque chose qu'on a mis en place ensemble et tous les 6 mois on revoit les objectifs à atteindre.

En général, la première chose à faire c'est de prendre au moins 1 mois pour connaître l'équipe. Là par exemple avec les filles, j'ai dû prendre un peu plus de temps car c'était la première fois que j'en entraînaï et je ne les connaissais pas encore assez bien. Il a fallu que j'apprenne à les connaître, à juger leur niveau pour pouvoir dire : « ok maintenant on va partir sur cet objectif et pas celui-là ». Il faut mettre un cadre et fixer les objectifs. Et maintenant, ça se fait un peu plus vite car je les connais déjà mieux. En septembre, après un mois et demi quand on avait l'effectif qui était un peu stabilisé, on s'est tous vus et on a mis en place une charte, des règles, des exigences et puis des objectifs, individuels et collectifs pour justement faire avancer l'équipe.

G.A: De manière générale et introspective quel est ton type de leadership ?

E.S: Je suis plutôt dans le coaching participatif. Je rigole parfois avec mes capitaines qui me disent « tu es naïf » et je dis « non, non, je ne suis pas naïf, je fais confiance ». Et à un moment donné, si les gens ne se prennent pas en charge, si les gens pensent que je ne vois pas ou que je ne constate pas la réalité, et bien c'est eux qui se trompent. Je prends un exemple : la fille me dit : « Je ne peux pas venir ce soir à l'entraînement car j'ai des devoirs. » Et puis en fait, cette fille sort faire la fête. Moi je ne suis pas là pour faire la police, je ne suis pas là pour aller voir ce qu'elle fait, elle me prend pour un imbécile c'est son problème. Mais finalement, cette séance de foot qu'elle aura manquée va, à un moment donné ou un autre, lui manquer et ça va être péjorant pour elle. Donc ce n'est pas être naïf, c'est faire confiance. Et puis cette naïveté est peut-être de « laisser passer » , mais à quelque part, on n'est pas dans un monde professionnel. Donc de laisser passer ces choses-là, pour moi, c'est normal, c'est de la confiance. Quand on est dans une équipe, quand on décide d'aller dans un challenge, de signer dans un club c'est pour qu'il y ait une confiance mutuelle qui doit se mettre en place. Si à chaque fois, il y a des doutes, on ne va pas réussir à avancer. C'est pour ça que je suis plus dans le participatif et dans l'écoute. C'est la raison pour laquelle à un moment donné c'est proposer, regarder comment les choses évoluent, comment les filles réagissent, puis on adapte et on continue d'avancer.

G.A: Prends-tu du temps pour créer des liens avec tes joueuses ?

E.S: Je dirais que je devrais en prendre plus, mais malheureusement avec mon métier je ne peux pas en prendre suffisamment. Mais c'est quelque chose d'essentiel pour éviter ou prévenir les conflits et aussi pour expliquer les choses. Parfois, on se rend compte que justement on dit quelque chose, on pense dire quelque chose et la personne reçoit ou perçoit ce qu'elle a envie de recevoir. Et on n'a pas forcément le temps de valider l'information qui est distribuée. Quand on est entraîneur, on a 20-25 personnes à l'entraînement, on donne une information, pour nous les choses nous paraissent claires, mais pour d'autres pas forcément. Un bon exemple que j'ai : on a mis un exercice mardi soir en place. J'ai donné les explications et la plupart des filles ont su quoi faire mais certaines ont fait faux les exercices, juste parce qu'elles n'ont pas compris ou qu'elles n'ont pas reçu comme il fallait l'information. Et j'aime prendre du temps pour évoquer les différents points qu'on peut trouver dans une équipe de football. La vie de groupe par exemple, les entraînements, leurs ressentis, leurs expériences car il y a des filles par exemple qui ont joué en équipe nationale Suisse donc automatiquement, avoir leur retour est intéressant pour pouvoir faire progresser l'ensemble. Les petits retours sont également importants sur telle fille qui ne se sent pas bien...ça c'est super important. Et après, je fais ça en général très souvent avec mes capitaines.

E.S: Je fais des entretiens individuels et j'avais l'habitude d'en faire tous les 6 mois. Un petit feedback, retour sur leur capacité, sur ce qu'elles ont réalisé, sur les objectifs à positionner pour le futur donc ça on le fait. Mais malheureusement, j'aimerais passer plus de temps à faire ça. Parfois on est un peu pris dans la tourmente du championnat, dans les entraînements, dans le travail de chacun, mais c'est très important. Je dirais que malheureusement je n'ai pas suffisamment le temps. Et maintenant quand je le fais avec les filles puisqu'on est dans quelque chose de plus compétitif, j'aime bien prendre quelqu'un avec moi. Soit l'une des capitaines qui va venir en fonction de la joueuse que je vais interviewer, en fonction du ressenti, soit une personne du staff, une tierce personne afin que le message passe mieux. Parce que finalement on le voit, dans un groupe de 25-30 joueuses, il y a une dizaine de filles avec qui je n'ai aucun problème, 5 ou 6 qui peuvent être un problème et 5 ou 6 qui peuvent être des leaders. C'est donc ça que l'on essaie de faire selon les profils, et ces entretiens individuels peuvent durer entre 30 minutes et 1h. Il y a toujours des questions et des choses mal comprises ou mal perçues et il faut prendre le temps d'expliquer.

G.A: Tu parles beaucoup des capitaines. Tu en as donc 3. Quelle est ta relation avec elles et comment les as-tu choisies?

E.S: Quand je suis arrivé au club, il y avait une capitaine. La raison était historique et puis finalement moi ça me convenait bien. Je découvrais donc au cours de saison et j'ai corrigé un peu le tir car les choses n'allaient pas forcément dans le sens où j'aurais aimé. J'ai donc choisi moi-même les deux autres cadres en fonction de leurs expériences, de leurs impacts sur l'équipe et finalement ces trois personnalités sont assez différentes. C'est assez important car de cette manière, on va pouvoir toucher un peu tout le monde dans le groupe. Il manque encore un profil car nous sommes entre 16 et 32 ans. Il faudrait avoir un profil très jeune, qui puisse aussi être un porte-parole de cette tranche d'âge. Nous avons quand même 7 ou 8 filles de 16 à 20 ans. Je ressens maintenant en discutant un peu avec ces filles, ces jeunes-là se sentent peu représentées.

E.S: Pour communiquer avec les capitaines on utilise WhatsApp qui est un outil qui nous permet de rester en contact tous les jours. On a aussi un groupe pour discuter et autrement je les vois environ tous les mois, voire tous les deux mois. Et d'ailleurs, deux de ces capitaines sont appelées prochainement en équipe nationale. Il y a notre meilleure buteuse qui est notre première capitaine et meilleure buteuse de la ligue aussi. Il y en a une autre qui a été appelée en équipe nationale et qui a joué en Espagne, en Italie et qui a été championne suisse avec un club suisse allemand, mais ce sont aussi des anciennes de Genève. C'est donc important pour moi parce que ce sont des personnes du club. Ce sont des filles qui ont été là depuis 13 à 16, 17 ans et elles sont parties ensuite car il y avait peu de structure à Genève, mais elles sont revenues depuis une année ou trois.

E.S: Il est important de dire aussi que, pour une équipe comme la nôtre qui est quand même amateur à la base, ce n'est pas facile d'intégrer des joueuses avec autant de qualités. On en a maintenant qui jouent en équipe nationale ou qui viennent de clubs européens et qui ont des expériences professionnelles dans le foot et elles ont des attentes différentes. Ça peut créer aussi des tensions et il faut être très attentif.

G.A: Justement, quand il y a des tensions que ce soit des défaites ou juste des problèmes dans les vestiaires, comment gères-tu les situations négatives ?

E.S: Et bien justement là, pendant deux mois, on n'a pas gagné un seul match. On a perdu 7 matchs de championnat et un match de coupe contre une équipe de 2e division qui nous a éliminés. Là, c'était très compliqué et très difficile car il a fallu trouver la raison, l'expliquer, mettre en place des subterfuges pour faire penser à autre chose que les défaites. Alors bon, c'était par exemple plus de jeux, plus de choses ludiques aux entraînements que simplement de la théorie ou de la tactique. Et surtout parler, trouver

des explications, faire des entretiens individuels... Et c'est dommage car nous avons très bien commencé, mais on s'est retrouvé contre Zurich qui est une équipe très forte et on a perdu 5 à 0. A partir de là, on a tout perdu jusqu'à arriver à un point de la relégation. Il y a eu un changement de paradigme total et les filles qui avaient l'habitude de gagner l'année passée quasiment tous leurs match se sont retrouvées face à un mur. Il y a eu beaucoup de pédagogie et beaucoup d'explication. Il a fallu rassurer et assurer les filles que ce qu'on était en train de faire allait payer. Après je dirais qu'il n'y a jamais eu de problème entre elles ou une fille et moi. Il y a eu quand même une fois un choix à faire avec deux joueuses colombiennes qui n'étaient pas compatibles avec l'équipe et là il a fallu faire un choix et on s'est séparé de ces deux filles là.

E.S: Pour faire face à ces problèmes, il faut passer par des explications, se rassurer, faire confiance au plan et, typiquement cette année, on a instauré des règles de mots pour l'année, qu'on va essayer de suivre qui sont : Exigence et Bienveillance. Ça me paraissait bien résumer les choses qui devaient être prises en compte par toutes les filles. C'est-à-dire d'être exigeantes envers elles-mêmes et envers les autres, donner le meilleur de soi, mais également faire preuve de bienveillance envers les autres et envers elles-mêmes, car je pars du principe que personne ne veut faire faux. Des personnes vont se tromper, mais ne vont jamais faire faux de plein gré. Donc il faut aider automatiquement, corriger et la manière de le faire est importante. Le verbal est important le non-verbal et le para verbal sont importants. On peut dire que ce n'est pas bien joué, mais la manière de le dire est très importante. Après on part sur un aspect sportif donc il faut remettre en place des jeux, le côté ludique et aussi laisser place à des explications et être formateur et pédagogue. A la fin on a réussi à gagner 4 des 5 derniers matchs et faire un match nul. A partir de là on a relancé la machine, ça voulait dire qu'il y avait la mentalité, il y avait le talent. Au final, les entraîneurs gagnent beaucoup en crédibilité quand on fait des choix ou qu'on met en place des principes. Ces choix et ces principes se reflètent positivement sur les résultats. Je dirais que ça c'est la panacée pour un entraîneur, marquer sur des actions de jeu qu'on a entraînées, qu'on a travaillées et voir qu'on y arrive grâce à une mentalité positive et une confiance envers les joueuses. Eh bien là, ça fait plaisir !

E.S: Par exemple l'année passée les mots qu'on a instauré étaient les « 3P »: Professionnel, donc on devait être professionnel dans l'attitude et dans l'état d'esprit. On devait être Passionné et on devait être attentif aux Passes. Pourquoi les passes ? Car dans une passe on peut lire la communication, faire une mauvaise passe signifie une

mauvaise entente et compréhension entre personnes. C'était mon triangle magique l'année passée.

G.A: Au contraire quand tout va, voire étonnamment bien, quel est ton comportement envers l'équipe ?

E.S: Je dirais que toujours très critique. Je ne vais pas faire des critiques quand ça se passe bien, mais je vais être très critique et regarder si tu peux aller mieux car je suis quelqu'un de très perfectionniste et je pousser à réduire cette part de chance. Je n'aime pas gagner par chance. J'aime gagner parce qu'on a des principes. Quand on gagne c'est très bien, on a mis en place un petit chant. Je l'ai mis en place en milieu de saison passée lorsque les choses ont commencé à être très positives, ça nous permet de marquer un petit peu l'esprit et d'extérioriser ces résultats positifs.

Toujours se remettre en cause car parfois, c'est aussi l'adversaire qui joue mal. Etre attentif à ça et bien rappeler les règles à tout le monde et les principes qu'on a mis en place...Et puis quand tout se passe bien, ça permet aussi de faire participer tout le monde, un peu plus facilement. C'est vrai que quand on a des mauvais passages, j'avantage les filles capables de remonter la pente, tandis que quand tout va bien, disons que c'est plus facile de laisser sa chance à tout le monde.

Comme récompense quand on fait de très bons résultats, ça peut être des entraînements un peu plus détendus ou bien un jour de congé, on va se décontracter si on n'a pas de pression. On peut instaurer aussi des stages pour aller jouer à l'extérieur, dans d'autres pays. Pas seulement pour resserrer les liens de l'équipe, mais aussi pour que ça fasse un peu plus professionnel et qu'on se sente plus dans la peau des professionnels qui se déplacent.

G.A: Quels sont tes objectifs personnels en tant qu'entraîneur ?

E.S: Mon objectif personnel c'est de voir que chacune des filles progresse. Voilà, c'est ça mon objectif personnel.

Que chacune des filles prennent du plaisir à jouer sur le terrain et tire profit au mieux du temps disponible qu'elles ont à jouer. Mais un mot d'ordre pour ça c'est le travail, pour pouvoir progresser.

E.S: Comment mesures-tu le succès de ton équipe ? Comment comprends-tu le succès ?

E.S: On est dans un sport d'équipe donc la cohésion est à mon avis primordial. Alors disons que le succès extérieur c'est le nombre de points, le nombre de victoires, et le succès intérieur c'est le progrès des filles et qu'elles aient toutes envie de continuer à jouer.

G.A: Étant donné que tu es en contact avec la génération Y, quelle est ton opinion vis-à-vis de cette génération de manière générale ?

E.S: J'ai commencé par entraîner ceux qui sont nés en 1986 et la dernière grande volée des années 2000. Alors franchement pour moi c'est une question de valeur. Je pense qu'on peut arriver à faire autant de choses avec certaines personnes avant, maintenant, et après, donc pour moi la génération « Y » n'est pas meilleure ou moins bonne qu'une autre. Il y a autant de personnes bonnes avant ou après. C'est tout ce qui est autour qui est différent, donc pour moi, c'est aux formateurs, aux entraîneurs de s'adapter au changement et à l'évolution. C'est de la communication, c'est prendre du temps. On en parle beaucoup, la société change donc c'est un faux problème... Ces personnes sont comme les parents les ont élevés et les parents, c'est nous. Donc voilà, c'est aussi nous les fautifs s'il y a quelque chose qui ne fonctionne pas. C'est facile pour les anciens de dire que cette génération est un « problème ». C'est une évolution donc si les formateurs arrivent à rester jeunes et s'adapter aux changements (où personne n'est fautif) et bien ceci crée des choses positives.

8.5 **Appendix 5: Qualitative interview with Michel Meyer, supervisor of SIG's project "GEothermie2020" and manager of the geothermic department at SIG, 24.05.2019**

M.M = Michel Meyer

G.A = Guillermo Alonso de Celada

G.A : Peux-tu me parler un peu de ton travail, de tes responsabilités et de ce que tu fais ?

M.M : Je suis géologue de formation à la base et aux Services industriels de Genève, je travaille dans le développement des énergies renouvelables. En l'occurrence, une source d'énergie en particulier qui est la géothermie. C'est une ressource qui présente un beau potentiel, mais qui est assez mal connue, donc il y a tout un travail à faire. C'est un travail très opérationnel qui se fait sur la base de cartes graphiques au sol et un travail plus institutionnel avec le canton de Genève pour organiser une filière professionnelle, des bases légales adaptées, ainsi de suite... Du coup, il y a une petite équipe avec qui je travaille qui est composée de 7 personnes et qui m'accompagnent sur cette thématique. Il y a une personne qui s'occupe de la partie administrative pour toute l'équipe, puis des personnes de formation supérieure académique dont 3 géologues et 2 énergéticiens qui ont des âges variés entre 32 et 50 ans. Dans ce cadre-là, on pilote aussi énormément d'activités de recherches avec des bureaux que l'on mandate : l'Université de Genève et différents centres académiques universitaires. Nous avons aussi très régulièrement des stagiaires qui nous accompagnent et sommes aussi confrontés très souvent à travailler avec des personnes plus jeunes.

G.A : Concernant les stagiaires, est-ce souvent les mêmes qui reviennent ?

M.M : C'est plutôt variable, il y en a quasiment tout le temps, au moins un au minimum pour des durées de 3 à 6 mois en général.

G.A : Tu es qui pour cette équipe de 7 personnes ?

M.M : Je suis leur responsable en fait, le responsable d'équipe. D'ailleurs, j'ai travaillé pendant longtemps à l'État de Genève où là, je dirigeais une équipe de 20-25 personnes au Service des Sols et Déchets du canton où le panel de collaborateurs était un peu plus large en termes de type de compétences, d'âges et d'ancienneté.

G.A : Dans le cadre hiérarchique des SIG, es-tu toi-même le leader ou en as-tu un en particulier ?

M.M : J'ai un boss, j'ai même deux niveaux au-dessus de moi. Je suis en fait un directeur, puis il y a un membre de la direction générale, un membre exécutif. Je corresponds donc au troisième niveau dans la structure. Chaque directeur exécutif a une direction et cette direction s'appelle « Transition énergétique ». Je suis dans une direction non exécutive, mais thermique et solaire avec toutefois une prise de décision, bien sûr.

G.A : Dans ce groupe de 7 personnes, existe-t-il un sentiment de hiérarchie justement ?

M.M : Oui. Ils savent clairement que je suis le responsable. On a une structure professionnelle aux SIG qui est fortement en train d'évoluer au niveau des RH et qui s'orientalise de plus en plus. Aujourd'hui, il y a encore une structure hiérarchique arborescente classique je dirais, mais l'idée c'est que ça s'aplatisse avec le temps. C'est pour cela que l'équipe est composée de 7 personnes, qui sont toutes à peu près au même niveau. Il n'y a pas de structure hiérarchique entre elles en fait. Mais par contre, il y a des structures de projets. C'est-à-dire qu'on a plein de projets en parallèle et ces projets doivent être également structurés. Ainsi, il arrive que parfois, c'est l'une de ces personnes qui est chef de projet et les autres sont là en suppléance, en assistance technique, maîtrise d'ouvrage technique avec une tâche spéciale en fonction du type de projet puis du cahier de charge. Il y a pas mal de possibilités entre elles de se remplacer. Il y a deux domaines : le premier concerne la valorisation énergétique qui touche plus spécifiquement les métiers de l'énergie et en général ce sont les collègues de l'énergie qui sont chefs de projet. Puis, il y a comme deuxième domaine, les métiers de la géologie où là, les géologues sont chefs de projet. Après dans la structure de projet on se répartit les tâches pour pouvoir faire en sorte que chacun ait sa place en fonction de ses compétences et du temps qu'il peut y mettre aussi.

G.A : D'après toi, pour quelle raison l'organisation ou la structure devient-elle de plus en plus horizontale ?

M.M : C'est un acte managérial assez fort. Il y a un programme qui s'appelle « Équilibre », il vise à améliorer l'équilibre entre la vie professionnelle et la vie privée en bonne partie, puis à mettre en place une dynamique de travail qui soit ouverte et efficiente. Ça passe par différents aspects : il y a tout un aspect lié à l'aménagement de l'espace de travail, par exemple nous n'avons plus d'espace de travail ou de bureaux propres. Je suis responsable d'une équipe mais je n'ai pas mon bureau de chef. On est tous

ensemble, au-delà d'un open space classique. On se regroupe sous forme de village, avec des espaces dynamiques de travail où il y a plusieurs types d'espaces et en fonction de nos besoins, on se met à un endroit ou à un autre. Après il y a toute une notion dans la comptabilisation du temps de travail. Nous n'avons plus de badges. Quasiment la moitié des collaborateurs sont sur un horaire libre, un horaire variable. On est censé faire 40 heures par semaine, mais on est surtout censé atteindre notre série d'objectifs. De cette manière, en horaire libre, l'entreprise doit assumer que les personnes s'organisent. Si des personnes de l'équipe doivent aller à un rendez-vous d'école, faire des courses, ou aller à la piscine pour se détendre, ils y vont. Simplement, leur boulot doit être fait. C'est ce qu'on appelle équilibre et qui favorise aussi le télétravail pour des questions de mobilité, de simplification pour les personnes qui habitent loin et ceci jusqu'à 2 jours par semaine. Les gens peuvent ainsi travailler ailleurs, et aussi dans d'autres espaces de travail ailleurs en ville. C'est donc toute cette dynamique-là qui est lancée et qui représente un acte managérial important. Pour rejoindre les éléments de ton travail, un des arguments est de faire en sorte que les jeunes s'intéressent, les milléniales, en leur montrant justement qu'ils peuvent partir dans une dynamique un peu différente. On est conscient de ça et c'est vrai que ça bouscule pas mal de choses puisque ça bouscule nos habitudes. De mon point de vue et pour le moment, le succès est dans ce qui est montré. Après c'est une boîte assez industrielle avec des personnes qui ont fonctionné pendant longtemps dans un mode opératoire différent, donc ça ne convient peut-être pas à tout le monde mais les études qui sont faites en rapport avec ce « projet équilibre » montrent un taux de satisfaction assez élevé quand même.

G.A : C'est donc la direction qui a décidé de partir sur ce projet ?

M.M : Oui tout à fait, c'est la direction générale avec la direction exécutive des RH qui s'appelle « RH et Espace de travail ». Pour traiter également des problématiques architecturales. Voilà donc, il y a beaucoup d'ouvertures et de changements sur l'entreprise en ce moment. C'était d'abord un projet pilote avec 150 collaborateurs, initié il y a 2 ou 3 ans. Aujourd'hui, c'est environ la moitié de l'entreprise qui est passée à ça. Par contre il y a des métiers et des collaborateurs pour lesquels ce sera beaucoup plus difficile parce qu'ils ont besoin d'un espace de travail spécifique selon les fonctions qu'ils occupent. Il y a des piquets, des gens à l'exploitation dans des installations, des barrages donc pour eux il n'y a pas de miracle, ils ne peuvent pas travailler à la maison. Mais par contre ici dans le bâtiment, il y a cette dynamique d'équilibre et, d'ailleurs aujourd'hui vendredi, il fait beau donc pas mal de monde n'est pas là. Du coup en effet, ce projet a des incidences fortes et une ligne bien exprimée au niveau du management. A tout ceci,

c'est aussi au manager de bien gérer cette dynamique mise en place. C'est-à-dire qu'il serait mal vu et pas loyal de sa part s'il regarde sa montre et demande « Qu'est-ce que tu fais ? » à un collaborateur qui lui dit qu'il part l'après-midi à 14h car il a quelque chose à faire. Donc c'est comme ça, tout ça doit être assumé jusqu'au bout. Ça demande bien sûr de s'organiser différemment, de se retrouver en équipe pour des séances, à des moments où on sait que l'on peut se voir ou se croiser...mais c'est super, ça marche très très bien.

Ça va bien entendu au-delà de l'accueil des milléniales, ça va aussi jusqu'à dynamiser les équipes, les échanges et essayer d'améliorer la qualité de vie des collaborateurs et l'équilibre entre les personnes. C'est un projet basé en fait sur la « Sécurité Sociale Belge » qui est assez surprenante car c'est une administration publique. Il y avait là beaucoup de soucis entre les personnes, le personnel comme dans beaucoup de Services de l'État, avec des gens qui n'étaient pas en forme et avec une motivation au travail assez limitée, des locaux « tristounets ». En fait, ils ont complètement changé la culture de l'entreprise et elle est devenue la structure publique la plus plébiscitée en Belgique. Ils ont même reçu des prix et il y a eu donc une véritable reconnaissance au niveau RH : « meilleur employeur »... et ceci, grâce à ces programmes mis en place.

G.A : Peux-tu me m'expliquer ta façon de gérer cette équipe, de manière un peu plus introspective ?

M.M : C'est un peu particulier en ce qui me concerne. J'étais tout seul jusqu'à il y a 4 ans et je suis donc sorti de l'état où j'avais une fonction managériale, pas plus élevée mais différente, vers une structure plus hiérarchique avec, justement, plus de responsabilités et une équipe plus grande. J'ai été amené ainsi à lancer ce projet de développement de la géothermie, avec des moyens et des coûts qui m'ont été donnés pour essayer de structurer quelque chose, ce sur quoi travaillent mes collaborateurs. Ce projet est donc un peu mon « bébé » en quelque sorte. C'est un truc sur lequel j'ai beaucoup travaillé depuis le début. Des tâches qu'on est amené à faire aujourd'hui et que j'avais dû auparavant les développer seul moi-même. Des tâches plus opérationnelles et organisationnelles. Du coup, je pense que les gens avec qui je travaille le savent et sont conscients aussi que j'ai un mode de fonctionnement et de leadership assez naturel et passablement lié à ma passion pour cette thématique. Les choses que j'ai mises sur pied et les personnes qui travaillent dessus ont aussi foi en ça. Ils sont passionnés et ont conscience des efforts qui ont été accomplis pour développer ce domaine d'activité. Je surfe un peu là-dessus quand même. Grâce à leur passion, leur envie de bien faire, la beauté de ce projet et l'énormité de boulot, on est tous un peu

sous l'eau mais je m'en remets quand même passablement à eux et à leur engagement personnel. Même s'il faut essayer de trouver des solutions pour que ça ne déborde pas et que ça reste un équilibre pour eux. Mais c'est vrai aussi que j'ai du mal à les retenir car ils sont intimement passionnés, convaincus par ce que l'on fait et me font vachement confiance, en fait.

G.A : C'est une équipe qui roule bien pour ce projet quand même ?

M.M : C'est une équipe compétente. Je les ai choisis pour satisfaire aux besoins de ce projet. Je ne pense pas me tromper, mais il est vrai que c'est autant la nature de ce que l'on fait que ma personnalité qui les motive en fait... donc c'est plus facile pour moi. C'est un mode de management basée sur la confiance, les capacités propres que j'ai pue acquérir et sur lesquelles ils doivent continuer de construire, de développer avec des compétences spécifiques. Donc voilà, je ne suis pas du tout dans une dynamique managériale hiérarchique très carrée, bien au contraire. Ça marche beaucoup sur la confiance, mais ça nécessite aussi beaucoup de rigueur organisationnelle et on le voit précisément maintenant. C'est pour cela, comme je le disais, on n'a pas de bureaux et pas besoin de montrer « c'est moi le chef », ça marche tout seul. Par contre, on a besoin d'organiser les projets pour ne pas se disperser, qu'il n'y ait pas de redondance et pour qu'il y ait des répondants à tous les niveaux. Parce que pour les projets, il y a différentes notions qui rentrent en jeu (maîtrise d'ouvrage, ouvrage technique, qui est le chef de projet...) et donc pour ces structures de projet, ce n'est plus de la hiérarchie classique type : « qui va être le chef ou pas », c'est vraiment pour l'organisation et pour qu'elle fonctionne au mieux.

G.A : Tu leur laisses donc une certaine liberté en quelque sorte ?

M.M : Une très grande liberté et une grande autonomie...oui voilà. C'est différent du groupe de 25 personnes que j'avais avant, qui avait également une certaine liberté. Pour te dire, on a des séances hebdomadaires où on essaie d'être là tous ensemble. On passe en revue nos projets et ensuite chacun fait son job. Alors bien entendu, on se croise de manière très régulière durant la semaine dans des séances organisées par l'un ou par l'autre mais après voilà, chacun fonctionne de façon très autonome.

G.A : Comment s'est construit ce poste à responsabilités ? S'est-il construit à travers l'expérience ou as-tu également suivi des cours ?

M.M : Il y a un peu de tout. Quand j'étais au Canton, j'ai suivi une série de cours de management car justement, quand l'équipe s'est formée, ce sont plusieurs services d'entités administratives qui ont fusionné. On m'a demandé de reprendre la direction de tout ça et je ne connaissais pas tellement la notion de fonction managériale, sa méthodologie puis la structure pour le faire. J'ai donc là, fait un peu de formation, et puis ensuite, c'est beaucoup d'expériences et pas seulement technique, mais aussi humaine. Ici aux SIG, j'ai plus de cours de management ou de quoi que ce soit et je suis sorti d'un système managérial d'une arborescence complexe, pour me retrouver seul. Finalement, maintenant en restructurant une petite équipe, je capitalise peu à peu sur mes expériences précédentes et donc pas besoin de reprendre des cours, du moins il me semble.

G.A : Comment réagis-tu en cas de situations difficiles, de mauvaises performances, en cas de soucis ou de gros stress avec ton équipe ?

M.M : Je réagis de manière engagée parce que ça me touche en général. Mais après j'essaie de les associer, de construire et de trouver des solutions avec l'équipe. Essayer de comprendre ensemble où se situe le souci, le problème. Est-ce des problèmes de compétences, de qualité de travail, de prestataires de service.... afin de trouver ensemble des mesures correctrices. En tout cas, qu'il y ait une dynamique partagée, de retours d'expériences qui d'ailleurs m'animent énormément. De plus, s'il y a un problème, j'ai 100% confiance dans la capacité de mes collègues, mes collaborateurs parce qu'ils sont hyper compétents, hyper engagés. Ça ne veut pas dire qu'il n'y a jamais de problèmes et, s'il y en a, ce n'est pas parce qu'ils ont voulu m'embêter ou qu'ils prennent les choses avec légèreté, non. Il faut éviter de trouver un coupable. Ce sont des notions de droit à l'erreur qui sont fondamentales, mais avec l'idée qu'on arrive à comprendre ce qui s'est passé. Cela sert d'expérience pour prendre des mesures correctrices sur le long terme, en fait c'est ça. Je n'essaie vraiment pas de laisser courir les choses. On peut avoir des problèmes de disponibilité car on est tous sans cesse sous l'eau, mais c'est vrai que si je vois qu'il y a tout d'un coup quelque chose à résoudre dans un projet ou chez une personne, un problème humain ou relationnel, il faut vraiment essayer de le prendre archi vite.

G.A : Dans le cas contraire, comment réagis-tu lorsque les choses marchent super bien et que les performances suivent.

M.M : Formellement, l'entreprise permet d'aller un peu plus loin pour remercier les collaborateurs. C'est-à-dire qu'on a un salaire relativement fixe avec des abaques clairs

et transparents et tout le monde confronté aux mêmes règles. Il y a également des évaluations de performances individuelles et annuelles qui sont réalisées sur 3 rendez-vous fixés à l'avance. Un premier rendez-vous avec des fixations d'objectifs, un deuxième rendez-vous plus informel, puis un dernier rendez-vous un peu plus formel en fin d'année. C'est l'évaluation de la performance de la personne qui a en réalité une incidence sur sa progression salariale et qui explique l'évolution de son salaire. C'est une première manière de dire merci et de dire que les choses vont bien. On a aussi une prime annuelle, assez petite, mais elle permet de différencier les choses. Elle est 100% variable. Il y a donc une manière de remercier financièrement, mais aussi à travers cette dynamique de travail horizontale qui permet de signifier en temps et en heures que ça se passe bien, que tout va bien. Quand les choses vont moins bien, l'idée c'est d'essayer de relever ces choses, les mettre dans une dynamique de retour d'expérience, sans chercher un coupable ou un fautif, dans le but de créer la ligne correctrice, pour pouvoir avancer. Pour les choses qui vont bien, c'est aussi bien de les relever et en parler également.

G.A : As-tu rencontré la génération Y dans le cadre du travail ?

M.M : En fait, j'en ai connu quand même un peu, justement ces derniers temps. Nous avons eu un auxiliaire très récemment, c'était très intéressant. Il vient de quitter fin avril, et on l'a eu pendant une année et demie. Ce n'était pas vraiment un stage, c'était un prestataire de service qui travaillait ici car il fallait une proximité de service pour organiser un projet. Une personne super chouette, super riche de tout mais très marquée génération Y. Alors oui, je ne vais pas faire de généralité sur une personne, mais on en a parlé entre nous avec l'équipe aussi et c'était assez sympa. Donc déjà, le gars super, humainement très engagé, à vouloir s'impliquer dans l'équipe pour que notre qualité de vie au travail soit bonne, qu'on se réserve des instants sociaux, qu'on aille manger ensemble, qu'on prenne le temps de s'asseoir, d'échanger. Je pense qu'il était un peu choqué par notre rythme de travail, par le fait qu'on soit tout le temps sous l'eau parce qu'il faut y aller. Il se faisait même vraiment du souci pour nous en disant « attention, réussissez à vous arrêter quand même de temps en temps ! ». Parce que pour lui, ça le dépassait en fait. J'ai un collègue génial mais qui fait, suivant les périodes, du 60 à 70 heures par semaine et ça, ça le dépassait, même si ce collègue le faisait de son propre chef parce qu'il est engagé, passionné et aime ça. Il ne comprenait pas comment professionnellement on pouvait prendre autant de temps, même en étant passionné. Il trouvait notre manière de faire pas toujours équilibrée et nous le faisait savoir, mais plus en proposant d'autres choses. Il organisait des barbecues, des cours Tai chi, des sorties

au restaurant, des choses comme ça. Après il a été engagé dans des missions sur le terrain que l'on appelle des campagnes de géophysique qui sont assez lourdes. Et au moment où ces campagnes démarrent, il y a eu des acquisitions nocturnes qui se sont faites et le gars a quand même été mis sous pression à un moment donné. Ça aurait été dur pour n'importe qui, très dur, psychologiquement et avec une charge de travail importante et des conditions physiques difficiles, dues aux nuisances et aux vibrations... mais il nous l'a dit très clairement, que ce n'était pas ce qu'il voulait faire et que son centre d'intérêt dans la vie, et au travail, se dirigeaient plutôt vers d'autres thématiques.

C'est donc intéressant car 20 ans en arrière quand j'avais des auxiliaires qui venaient, je pense qu'ils n'auraient rien dit et auraient fait profil bas. Mais si ça se trouve ils se seraient peut-être rendus malades. Très rapidement donc, cette personne a exprimé beaucoup plus clairement ses attentes par rapport au monde professionnel et surtout jusqu'où le monde professionnel doit prendre place dans sa vie et ce qu'il est prêt à donner de lui-même. Il s'est mis très naturellement dans cette dynamique de travail d'horaires complètement ouverts, bien que, même si la dynamique de laxité nous le permet, on n'en profite pas vraiment. Là, j'ai vu que ça correspondait vraiment à un besoin dans le sens où il y a des matins où il ne se levait pas, car il avait fait la fête le soir un peu avant.

Du coup, il venait bosser à midi mais en même temps il restait le soir ou le faisait autrement, un samedi ou Dieu sait comment ! Donc cette flexibilité de répondre aux attentes, aux objectifs en ayant une plus grande liberté d'horaires, j'ai vu que ça correspondait à un besoin. C'est assez marrant car je ne sais pas s'il a remarqué que ce n'est pas forcément comme ça partout ! Pour lui, ça lui semblait assez naturel je pense ! Donc je me suis posé la question de savoir dans une autre dynamique de travail, avec un cadre plus hiérarchique et plus cadré, quelles auraient été les incidences sur lui. Je pense que cette volonté qu'il met dans ses projets et ses convictions influeraient clairement sur ses choix d'employeurs par exemple. On a aussi eu des stagiaires académiques universitaires et ceux-là sont aussi dans cette même veine. Ils ont moins de travail spécifique à nous rendre, les stages sont souvent de 6 mois et sont également plus liés à des recherches académiques. Ils restent donc plus autonomes. Je suis en réalité moins confronté à les évaluer par rapport à cette autre jeune personne. Mais on voit quand même que cette génération-là a ce caractère.