Monarch Business School Switzerland

Ph.D. / Doctor of Applied Leadership
Dissertation Summary

Multigenerational Leadership:
Engagement Of Generation Z Employees

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Abstract

Employee disengagement is a source of trouble for world-wide businesses with 85% of global employees being actively disengaged at work equating to financial consequences of approximately $7 trillion in lost productivity (Sheep, 2006; Harter, 2017). Young employee stigmatization correlated with the lack of research on Generation Z, the youngest generational group of employees penetrating the workforce, results in high organizational turnover, younger employees lacking mentorship and further disengagement (Myers & Sadaghiani, 2010; Marston, 2007; DeLong, 2004).

The present executive summary abridges the research findings of the doctoral research submitted to Monarch Business School Switzerland on Multigenerational Leadership: Engagement Of Generation Z Employees Within Romanian Organizations. The introduction presented the background of the problem. In the Literature review, influential authors in the domains of power and conflict resolution, generational theories, theories of leadership and theories of employee engagement have been reviewed and critiqued. The methodology and data presentation exhibited the research method, design and data collected during the field work component. The theoretical and applied contribution to the domain were revealed in the synthesis and integration. The conclusion indicated recommendations for implementation and identified areas for future investigation.

The research focused on the nexus within the academic literature with respect to the multigenerational work environment, generational leadership and engagement, Generation Z, power theories and dynamics, the nature of power-based workplace conflict and resolution. The second aim of the research was to investigate the work-related values as well as the leadership preferences of Generation Z employees. The final aim of the research was to develop a model of Multigenerational Leadership that describes the relationship of engagement within multigenerational organizations towards Generation Z employees from a power perspective, introduced as the Ochis Multigenerational Leadership Model.
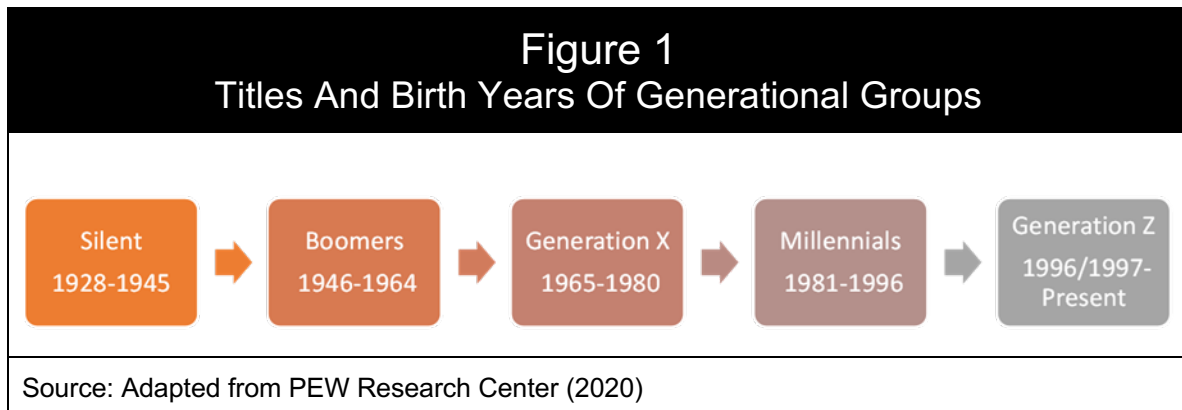
The research was believed to be the first to extract data from the four generational groups constituting the workforce namely Generations X, Y, Z and Boomer and to compare perceptions from Generation Z employees and managers belonging to the older generational groups, uniquely incorporating the micro, meso and macro levels of analysis in the engagement discourse. The research disputed existing literature according to which intergenerational conflict is the result of differences between generational groups and described the power generated conflict between the multigenerational workforces.

Keywords: *Leadership, Multigenerational Logoleadership, Employee Engagement, Generation Z, Organizational Conflict, Employee Integration, Power.*

1. Introduction

Leaders world-wide claim a sense of urgency pertaining to younger generations of employees, yet confusion and apprehension clouds most conversations of an academic nature or otherwise: "Entire industries and businesses will rise and fall in the wake of the Generation Z. Yet, few industries or organizations seem to be ready for it" (Deloitte, para.1, 2020). The critical nature and value of Multigenerational Leadership and especially of Generation Z to society is of paramount importance and introduces the background of the research.

According to the State Of The Global Workplace report, 85% of employees are not engaged at work (Harter, 2017). The global consequences of disengagement equate to approximately $7 trillion in lost productivity and an overall fragmented employee welfare (Sheep, 2006; Harter, 2017). This issue is especially relevant in the present work environment which comprises of 4 different generational groups as part of the workforce at the same time namely Boomers and Generations X, Y and Z with birth years illustrated in Figure 1 (SHRM, 2007; PEW Research Center, 2020).

Figure 1
Titles And Birth Years Of Generational Groups

| Silent 1928-1945 | Boomers 1946-1964 | Generation X 1965-1980 | Millennials 1981-1996 | Generation Z 1996/1997-Present |

Source: Adapted from PEW Research Center (2020)

The Millennial problem referring to the set of ideas according to which individuals born between 1975 and 1995 are ill-fit for the work environment is the pinnacle of the intergenerational workplace conflict (Lancaster & Stillman, 2002). Younger generations are faced with disdain by older ones (Ruggeri, 2017). Millennials and their necessity for self-expression have sparked ample controversy (Pew Research Center, 2010). Employers are finding older workers preferable to younger workers (Munnell, Sass & Soto, 2006; Pitt-Catsouphes, Smyer, Matz-Costa & Kane, 2007). This issue is especially problematic since by 2025 this Millennial generational group will represent three quarters of the global workforce (EY, 2015). Yet, they are the least engaged generational group within their work (Gallup, 2016).

Integrating and retaining the younger generations within multigenerational organizations appears to be particularly problematic. Moreover, the youngest generational group, Generation Z including individuals born after 1996, is presently penetrating the workforce (Dimock, 2019). There seems to be an insignificant quantity of academic research on Generation Z individuals, that according to the Statista Research Department (2016) will represent a quarter of the workforce as they enter adulthood. The latter generational group may be stigmatized in a similar manner to the former Millennial one due to this lack of information, furthering the struggle of Multigenerational Leadership and engagement. This potential stigmatization correlated with the lack of research on the phenomenon may have resulted in high organizational turnover, younger employees lacking mentorship and overall employee disengagement (Myers & Sadaghiani, 2010; Marston, 2007; DeLong, 2004).

The research intended to discover the power orientations and leadership preferences of Generation Z employees to reconcile intergenerational differences, bridge the gap between employees of different generations and describe their engagement within Romanian organizations through a model of Multigenerational Leadership. The aim of the research was to bring increased attention to the nature of leading the multigenerational workforce and fostering a relationship of engagement towards Generation Z employees.

2. The Main Research Question

With the aforementioned evidence in mind, the following main research question has been developed:

The Main Research Question

> *"What are the characteristics of a Multigenerational Leadership Model that describes the engagement of Generation Z employees towards Romanian organizations from a power-based perspective?"*

As reflected in the academic literature, it is believed that new research within multigenerational engagement and Generation Z should prove critical in the development of the leadership theory and practice.

> "The success of organizations in the future, when more generations than ever before will be working together, will depend on employees of all ages working effectively and respectfully as a team. Yet, in discussions of different generations in the workplace, stereotypes and generalizations often quickly take over" (SHRM, 2007, p. 2).

Figures 2 and 3 denote a discrepancy between the generational divisions of the global workforce predictions for 2020 and the adjacent literature. The vast literature on Generation X is not surprising, since 35% of the workforce consists on Generation X employees (Statista, 2016). However, Generation Y, which also constitutes 35% of the workforce, is comprised in dramatically less literature (Statista, 2016).

Figure 2
Bibliometric View Of Generational Literature


Source: Ochis, K. (2021)
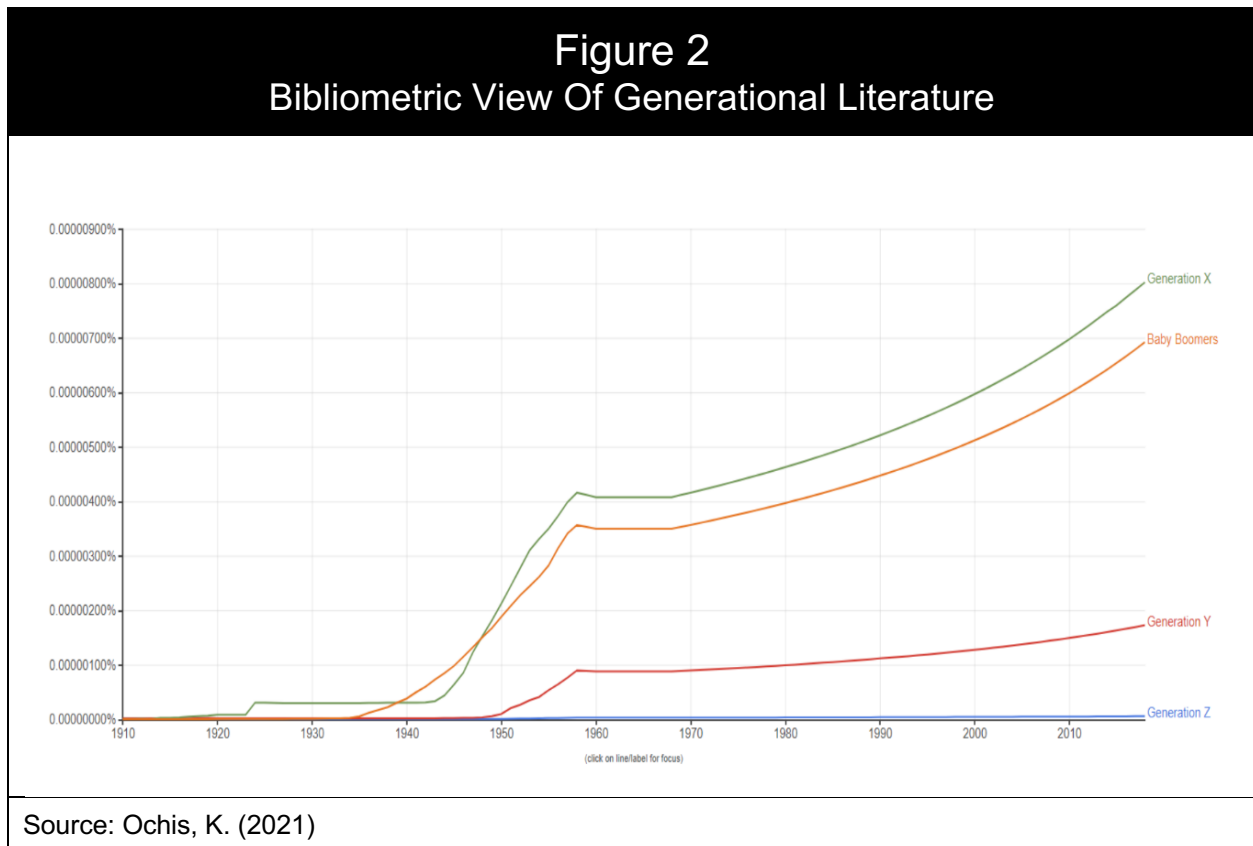
The lack of more ample research on Generation Y may account for the Millennial problem. A similar propensity can be observed in the case of Generation Z, which comprises 24% of the workforce but is found in little literature (Statista, 2016). Therein lied the opportunity for the research to shed insight into the academic scholarship. The research focused on four main objectives:

1. To gain a deeper understanding of the nexus within the academic literature with respect to the multigenerational work environment, Multigenerational Leadership, Generation Z, power, workplace conflict and resolution and engagement;
2. To investigate the work-related values, needs and leadership orientations of Generation Z employees;

3. To investigate the relationship between Generation Z employees and managers belonging to older generations, and;
4. To develop a Multigenerational Leadership Model that seemingly better describes the relationship of engagement within multigenerational organizations towards Generation Z employees from a power perspective.

Figure 3
Generational Division Of The Global Workforce

Source: Statista Research Department (2016)
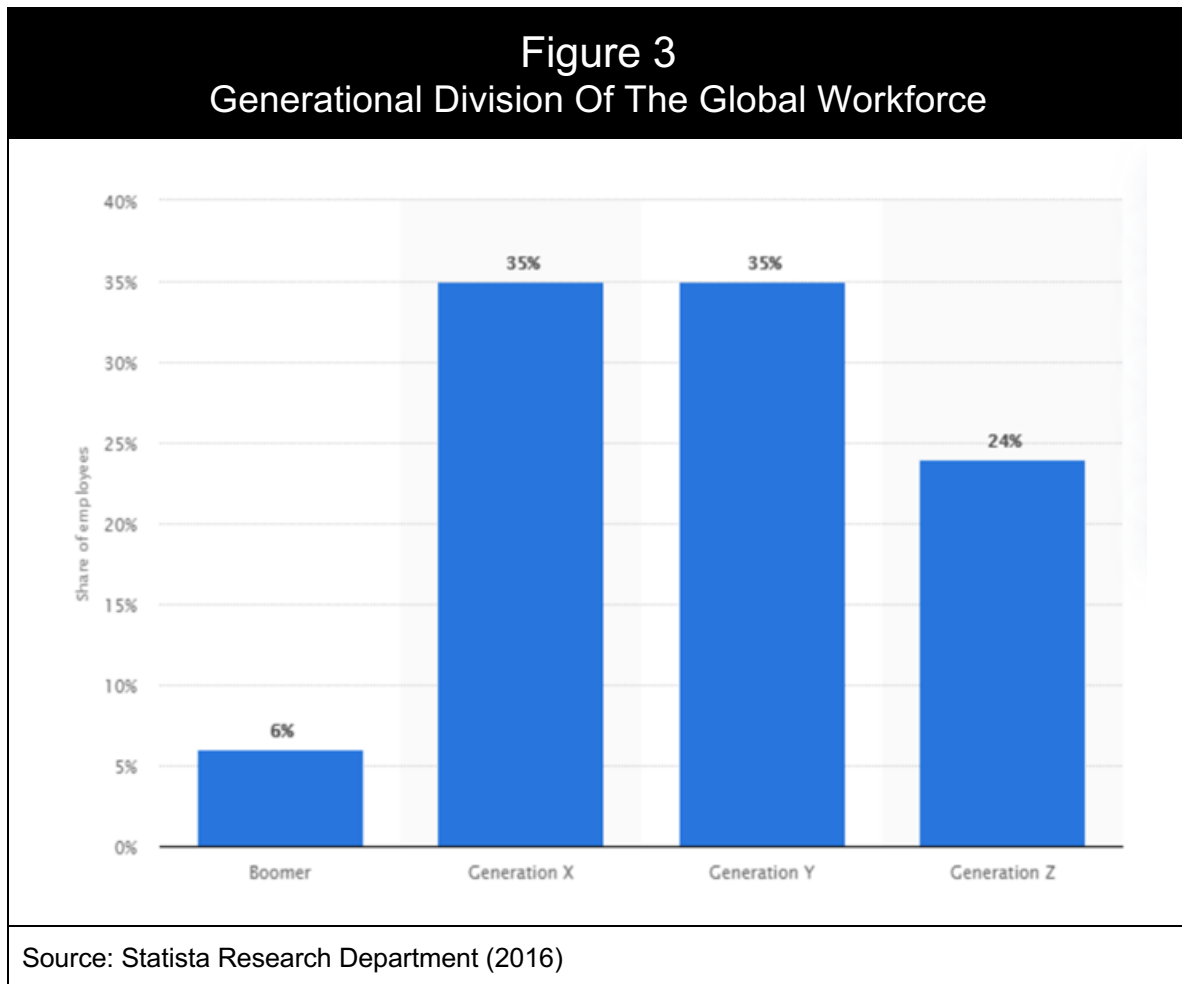
The theoretical framework was structured based on an integrative literature review approach. Multigenerational Leadership lacks a coherent model. Thus, a nexus of four theories required review and integration. The structure of the Literature Review placed Multigenerational Leadership at the intersection of the following 4 literature streams: Theories of Power and Conflict Resolution, Generational Theories, Theories of Leadership and Theories of Employee Engagement.

Table 1 Definition Of Terms	
Term	**Definition**
Generation	A generation is fabricated by society and encompasses an array of factors amongst which age, defining historical events, trends, as well as the manner in which the previously mentioned factors have been understood (Mannheim, 1952).
Generational Cohort	Demographic unit (Ryder, 1965); a proxy measure for traits, dispositions and behaviors and the social relationships in which they are embedded, created in order to provide theoretically meaningful interpretation (Hardy & Waite, 1997).
Multigenerational Workforce	A workforce that is comprised of employees belonging to more than one generational group (SHRM, 2005).
Intergenerational Conflict	Identity-based conflict between generations based on perceived similarities and differences in work values, psychological traits, career patterns, motivation learning orientation, commitment and retention, leadership styles and preferences and levels of creativity (Urick, Hollensbe, Masterson & Lyons, 2017).
The Millennial Problem	Set of ideas according to which the Generation Y individuals, the second youngest generation, also known as Millennials, are ill-fit for the work environment and represent a problem (Lancaster & Stillman, 2002).
Generation Z	Individuals born after 1996 who are now penetrating the workforce (Dimock, 2019).
Engagement	The process of encouraging people to be interested in the work of an organization; The fact of being involved with something (Cambridge University Press, 2020).
Multigenerational Leadership	Entails the consideration of a multitude of elements in the process of leadership, ranging from leadership preferences to work values and characteristics of various generational cohorts (Dwyer & Azenvedo, 2016).
Power	One's potential or capacity to influence others through various means (French & Raven, 1959).
Source: Ochis, K. (2021)	

Table 1 aggregates definitions on terminology. Pertaining to limitations and delimitations, the former identified potential weaknesses and threats that may have affected the internal validity of the research whereas the latter explained the specificity and circumscription of the research. Ample information on Generation Z individuals was
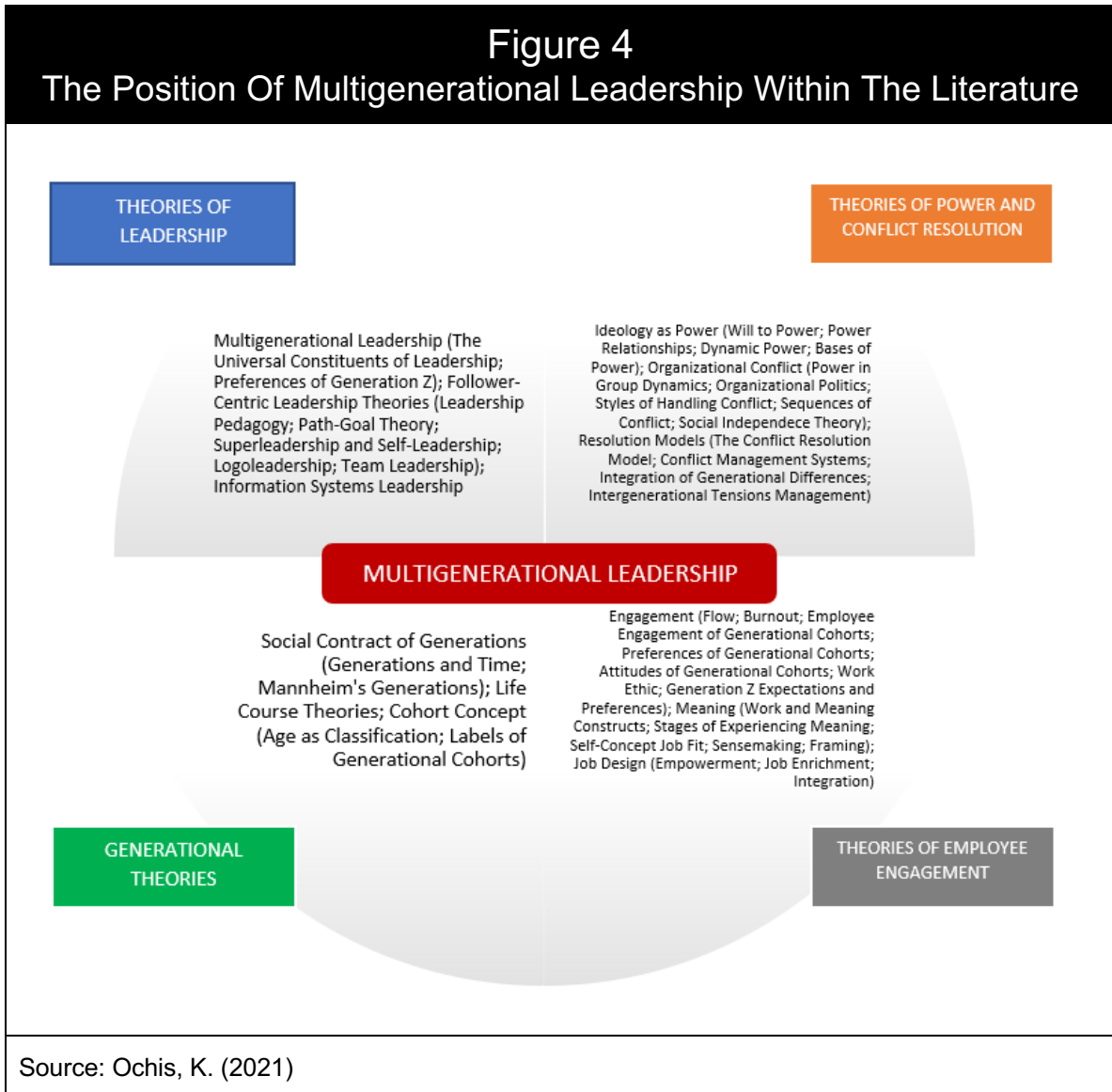
not available. The literature cites different age ranges for the span of generational groups which may have impacted integration. Moreover, the process of data collection was prolonged due to the COVID-19 pandemic and restrictions; the fatality of one of the managers belonging to the Boomer generational group was noted. The previously mentioned delay was however congruent with the world-wide COVID-19 vast disruption upon the research and academic enterprise (Radecki & Schonfeld, 2020).

3. Literature Review

Figure 4 exhibits the central position of Multigenerational Leadership informed upon the following: all human relations are governed by power dynamics with the discourse on leadership being reliant on power theory (De Jouvenel, 2010); multigenerational leadership is a novel subdomain of leadership theory; multigenerational leadership and engagement are contingent on generational theories; employee engagement is dependent on the effective management of the intergenerational conflict existing within the workforce; employee engagement relies on the specific characteristics of the generational groups including Generation Z employees.

The literature thematically reviewed the seminal authors whose contribution was relevant in addressing the research objectives.Theories of power and conflict resolution evaluated ideology as power, organizational conflict and resolution models through Friedrich Nietzsche, Bertrand De Jouvenel, Michel Foucault, John French and Bertham Raven, Mary Parker Follett, Lyn Littlefield and David Lipsky to assess the distribution of power relationships within organizations. Generation theories considered the social contract of generations, life course theories and cohort concept through Ortega y Gasset, Karl Mannheim, Norman Ryder, Erick Erickson. Theories of leadership assessed multigenerational, follower-centric and information systems leadership through Charles Manz, Henry Sims, Paulo Freire, Robert House, Helen Deresky and Susan Hill. Employee engagement discussed the perspectives of engagement, meaning and job design through William Kahn, Mihaly Csikszentmihalyi, Kenneth Thomas and Betty Velthouse.

Numerous schools of through shaped the conceptualization of leadership and engagement. However, due to time and resource constraints, all historic notable influences were not examined. For instance, follower-centric theories were evaluated in contrast to leader-centric ones because the former are congruent with the engagement of the multigenerational workforce, whereas the latter emphasizes leaders' traits rather than the needs of the followers.

Figure 4
The Position Of Multigenerational Leadership Within The Literature

THEORIES OF LEADERSHIP

THEORIES OF POWER AND CONFLICT RESOLUTION

Multigenerational Leadership (The Universal Constituents of Leadership; Preferences of Generation Z); Follower-Centric Leadership Theories (Leadership Pedagogy; Path-Goal Theory; Superleadership and Self-Leadership; Logoleadership; Team Leadership); Information Systems Leadership

Ideology as Power (Will to Power; Power Relationships; Dynamic Power; Bases of Power); Organizational Conflict (Power in Group Dynamics; Organizational Politics; Styles of Handling Conflict; Sequences of Conflict; Social Independece Theory); Resolution Models (The Conflict Resolution Model; Conflict Management Systems; Integration of Generational Differences; Intergenerational Tensions Management)

MULTIGENERATIONAL LEADERSHIP

Social Contract of Generations (Generations and Time; Mannheim's Generations); Life Course Theories; Cohort Concept (Age as Classification; Labels of Generational Cohorts)

Engagement (Flow; Burnout; Employee Engagement of Generational Cohorts; Preferences of Generational Cohorts; Attitudes of Generational Cohorts; Work Ethic; Generation Z Expectations and Preferences); Meaning (Work and Meaning Constructs; Stages of Experiencing Meaning; Self-Concept Job Fit; Sensemaking; Framing); Job Design (Empowerment; Job Enrichment; Integration)

GENERATIONAL THEORIES

THEORIES OF EMPLOYEE ENGAGEMENT

Source: Ochis, K. (2021)

3.1 Genealogical Observations

Engagement is a personal decision about adaptive behaviours purposefully focused on meeting or exceeding organizational outcomes (Shuck & Wollard, 2010). Little progress was made to extend the theory on employee engagement. Engagement and its antonym disengagement were first used in the English language with the following understanding, presenting little historical progress:

> "They refer to the behaviors by which people bring in or leave out their personal selves during work role performances. I defined personal engagement as the harnessing of organization members' selves to their work

roles; in engagement people employ and express themselves physically, cognitively, and emotionally during role performances […] in disengagement, people withdraw" (Kahn, 1990, p. 694).

Research on job conditions that predict employee engagement illuminated differences in workplace preferences pertaining to engagement, being mostly based on employee age (James, McKechnie & Swanberg, 2011). Authors recognize that employees belonging to different generational groups have different characteristics that impact their engagement levels (Tolbize, 2008; Smola & Stutton, 2002; Benscik & Machova, 2016). After a review of the relevant literature, there appears to be no formal conclusive research on the engagement of Generation Z employees within the multigenerational workforce.

Ideas on power have become incorporated into the organizational strata at various levels which shaped the reality and interaction of the intergenerational workforce; the will to power of generational groups is imminent and drives behaviour. Conflict, ranges over antecedent conditions, emotions, perceptions and conflictful behaviour (Pondy, 1967). Conflict need not be eliminated but may be managed to enhance organizational learning and effectiveness through conflict management innovations (Lipsky, Avgar & Lamare, 2016).

Generational groups learn about work expectations through socialization and negotiation of their roles (Myers & Sadaghiani, 2010; Marston, 2007; DeLong, 2004). However, without proper management this negotiation of roles occurs chaotically and enables an aggrieved company culture to develop. The challenges associated with generational differences that facilitate disengagement present unique requirements for Multigenerational Leadership (Dwyer & Azenvedo, 2016; Zemke, Raines & Filipczak, 1999; Tapscott, 2009). Researchers call for a new model to manage the multigenerational phenomenon (Bennett, Pitt & Prince, 2012; Ketter, 2008; Cekada, 2012). The intergenerational conflict, which transcends the bound of the workplace, is believed on the one hand to be the result of generational dissimilarities in values and expectations (Costanza, Badger, Fraser, Severt, & Gade, 2012; Smola & Sutton, 2002; Kowske, Rasch & Wiley, 2010). On the other hand, dissimilarities are accounted to maturation phases (Sessa, Kabacoff, Deal & Brown, 2007; Twenge, 2010; Kodatt, Green, Salter & Duncan, 2009).

The research on Multigenerational Leadership myopically understands the management of the different generational groups within the workplace. One noted observation is that multigenerational Leadership is discussed within the literature in its emergent phase, mainly considering preferences of group, discarding a process perspective (Dwyer & Azenvedo, 2016). A model to describe the relationship between managers and

employees of all generations that addresses intergenerational workplace conflict and impacts employee engagement has yet to be developed.

Whereas society functions according to the social contract between generational groups, organizations have failed to provide a role for each generational cohort of employees which may lead to dysfunction, disengagement and to a younger generation of employees who lack preparedness for roles with responsibility. As Drucker (1972) dictates, the long-term survival of companies is contingent on human relations. Yet, these relations are and have been mishandled (Mayo, 1960). From a power perspective, the multigenerational organization becomes the orchestrator of conflict that balances opposing views namely those of different generational groups. Nevertheless, research that includes intergenerational workplace conflict resolution models is scarce. The topic of generational conflict has experienced a renaissance in the last two decades in both popular culture and academic scholarship. 58% of managers of organizations with 500 or more employees reported conflict between younger and older workers (Cogin, 2012). A possible reason is the crisis in collective identities fashioned by individualization and reflexive modernization (Beck, 1997). A further reason is a decrease of social origin as a reason for quarrel and the fall of socialism "with accompanying claims about the 'end of ideology' or the 'end of history'" (Corsten,1999, p. 249). In this contention, generations and age appear to emerge as new classification markers (Corsten, 1999).

The seminal work of Manheim (1952) underlies most literature on generations. According to Mannheim (1952), the collective cohesion of a generation is evident on three levels namely generational site, generational actuality and generational units. Nevertheless, it is through the work of Ryder (1965) that generational cohorts have become demographical units. One noted observation from the literature is that the terminology of generations has multiple meanings as kinship descent, cohort, life stage and historical period (Kertzer, 1983). While authors agree that the determinants of generational cohorts are essential aspects to be noted in harnessing an operationally functional environment of engagement, the determinants of Generation Z employees are seemingly understudied (Smola & Sutton, 2002; Lancaster & Stillman, 2002; Meriac, Woehr & Banister, 2010).

3.2 Methodological Observations

First, authors call for qualitative studies to be the methodology of choice for leadership because predominant research is quantitative (Antonakis, Schriesheim, Donovan, Gopalakrishna-Pillai, Pellegrini & Rossomme, 2004). The predominance of the quantitative method within leadership scholarship was expected since theory was trait-centric, rendered from a top-down approach focused on leader qualities. However, as

the literature becomes follower-centric a quantitative method is not able to provide the rich and textured findings required to describe the phenomenon and extend the concepts, as is the case for Multigenerational Leadership which stands at the formulation of follower-centric leadership theories. Also, the pervasiveness of the quantitative leadership research has been criticized (Antonakis et al., 2004); the quantitative approach is seemingly best for theory testing and inappropriate for multigenerational leadership and preferences of Generation Z not sufficiently developed to reach theoretical propositions and more suited for the qualitative approach due to the emergent nature of the phenomenon.

Second, the level of analysis perspective is scarce in leadership research, although leadership phenomena appears at all organizational levels (Antonakis et al., 2014). For instance, the research on Multigenerational Leadership of Dwyer and Azevedo (2016) integrates a literature review with empirical research on generational groups but does not incorporate the level of managers. Further calls have been made to integrate context into the study of leadership since a problem in leadership methodologies is that the leader-follower relationship is considered to exist in a vacuum with little consideration for external factors. Factors to be considered in the influencing of behaviour include national culture, hierarchical leader level, organizational characteristics and leadership mediated by electronic means (Antonakis et al., 2014).

Third, qualitative research has been fundamental in uncovering new knowledge in emergent domains such as engagement thereafter tested quantitatively. Several researchers have since sought to operationalize engagement according to Kahn's (1990) qualitative definition through further quantitative studies (May, Gilson & Harter, 2004; Rich, Lepine & Crawford, 2010; Brown & Leigh, 1996). Methodological approaches pertaining to engagement are focused on developing survey measures through quantitative approaches developed by various consulting groups for their appeal towards practicing managers, but which lack an explanation for item inclusion which impedes their evaluation (Antonakis et al., 2014).

Finally, from Strauss and Howes's (1991) attempted grand theory onwards ample generational research has been published for which it is difficult to find the details about the data upon which most popular generational books are based (Rudolph, Rauvola, Constanza & Zacher, 2020). Even when the information provided is found, there is a lack of consideration for factors such as reliability and validity, classifying the body of research somewhat unreliable (Rudolph & Zacher, 2018).

3.3   Research Gaps

First, leadership theory has reached a point in which new knowledge is not developing at the same pace as does the terminology. The research on Multigenerational Leadership is seemingly myopically addressed. Integrative approaches on Multigenerational Leadership lack academic rigor. A model to describe the relationship between managers and employees of all generations addressing intergenerational workplace conflict had yet to be developed. Further, methodologies that integrate the level of analysis were not apparent into Multigenerational Leadership.

Second, there appears to be no formal conclusive study on the engagement of Generation Z employees within the multigenerational workforce. Leadership preferences, needs and power dynamics of Generation Z employees are understudied. Moreover, preliminary research on the leadership of Generation Z had been inconclusive. One may have asked the pertinent question of how does Multigenerational Leadership theory apply to employees of this generational group?

Third, a further identified gap within the leadership literature refers to IS Leadership. IS Leadership literature is reduced to the behaviour of the CIO. However, technology is influencing all human behaviour, which is not reflected in research being also a notable conflict trigger in-between employees belonging to different generational cohorts. Forth, several methodological gaps have been identified which the research aimed to ameliorate. The sample population of Generation Z employees is either understudied or not included in the cohort segmentation. For instance, the research of Urick et al. (2017) and of Lancaster and Stillman (2003) on intergenerational conflict, of Strauss and Howe's (1991) and of Dwyer and Azenvedo (2016) on leading the multiple generations, do not extend to Generation Z. Also, existing research on Generation Z employees such as the one of Bencsik and Machova (2016) is inconclusive because at the time of the research Generation Z participants did not have the necessary employment experience to offer a coherent rendition of the experience.

Fifth, pertaining to organization generational conflict, Urick et al. (2017) presents coherent intergenerational conflict management strategies. However, Urick et al.'s (2017) research is limited to having studied participants belonging to the Generation Y and late Boomer employees. Urick et al.'s (2017) model lacks subtle nuances in conflict determinants and appraisal strategies that would have been uncovered by extending the participants to include generations X and Z. Also, considering the differences between Millennials and Generation Z, it was unclear if discovered determinants and appraisal strategies are applicable to Generation Z employees.

Table 2 Research Gaps	
Generation Z Characteristics	Sample population that possesses valuable variables is understudied; existing research is inconclusive.
Generation Z engagement/ Disengagement dimensions	Theory not available to explain process that occurs.
Multigenerational Leadership	Theory not available to explain process that occurs; level of analysis approach not included in existing methodologies.
IS Leadership	Theory not available to explain process that occurs.
Managing intergenerational tensions/ conflict	Generation Z as a sample population was not included in existing methodologies.
Predominant research on employee engagement is US-centric	Cannot generalize in a cross-cultural setting; requires research in new geography.
Source: Ochis, K. (2021)	

Further, a regional perspective was believed to contribute to a universal understanding of workforce dynamics and balance the US-centric perspective. The research gaps uncovered have been aggregated and explained in Table 2.

3.4 Grounded Theory as Selected Approach

Considering the observations, the phenomenological methodology is considered most appropriate for describing the lived experiences of people (Greene, 1997; Holloway, 1997; Kruger, 1988; Kvale, 1996; Maypole & Davies, 2001; Robinson & Reed, 1998). Husserl, claims that individuals are certain solely about how concepts exist or present themselves to their consciousness (Eagleton, 1983). Realities are to be treated as phenomena, which represent the starting point of data (Eagleton, 1983).

Grounded theory was created as a systematic and flexible constant comparative approach for theory-constructing inquiry used when a theory is not available or to understand and explain a process that occurs and to develop the theory for a particular

sample population that possesses potentially valuable variables and characteristics of interest (Charmaz, 2014; Creswell, 2014). Through the focus on the sample of Generation Z employees the research is qualified according to Creswell's (2014) definition. Moreover, Multigenerational Leadership, was emergent and lacked coherence, thus qualifying the research for the use of grounded theory according to Charmaz (2014). Therefore, a grounded theory approach was believed to be best suited in guiding the research due to the emergent nature of the phenomenon when the literature could not present its evolution.

Nevertheless, common limitations of grounded theory were recognized, albeit not addressed into the scope of the research, including: method uses interpretivist and constructionist tools, yet stems from positivism, naïve inductions, limitations on a priori knowledge, phenomenalism, limited theoretical generalization (Charmaz, 2006).

4. Methodology

The research method was qualitative by way of grounded theory of the lived experience of the multigenerational workforce, specifically of Generation Z employees and managers belonging to Generation Y, X and Boomer generational groups. The research design structure was entrenched within the grounded theory to better isolate main aspects of Multigenerational Leadership. The research extended previous literature on intergenerational-workplace conflict by integrating participants belonging to Generation Z and thus ameliorating omissions in past methodologies.

4.1 Appropriateness of Method

The method selected was appropriate because of the emergent nature of the phenomenon for which grounded theory has been recommended (Moustakas, 1994; Charmaz, 2014; Creswell, 2014). The benefits offered by grounded theory for the research include:

1. The capacity of the method to interpret complex phenomena (Charmaz, 2006);
2. The accommodation of social issues (Glaser & Strauss, 2017);
3. The appropriateness for socially constructed experiences (Charmaz, 2006; Goulding, 1998);
4. Absence of constrains of a priori knowledge (Glaser & Strauss, 2017);
5. The fit with different types of researches (Martin & Turner, 1986), and;
6. The ability to furnish additional value when the literature fails to support the theoretical evolution of phenomena (Ellis & Levy, 2009).

First, as expressed in the literature review, employees belonging to Generation Z did not represent a majority in the workforce, which facilitated their omission from past research. Generation Z employees is an overall understudied domain and thus the qualitative, grounded theory approach was most appropriate for generating knowledge. The lack of a priori knowledge on both Generation Z and the interactions between Generation Z employees and experienced employees for which grounded theory was suitable, informed the appropriateness of the selected method. Second, the critique of the existing research methodologies elaborated in the literature review, highlighted a gap in methodologies that addressed both Generation Z and managers belonging to older generational groups. The research addressed this methodological fallacy by understanding the nature and meaning of the experience of both groups, for which the grounded theory approach was suitable.

Further, the qualitative approach was best aligned with the objectives of the research presented in introduction permitting the construction of a universal meaning of the experience and arrive at a seemingly more profound understanding of the phenomenon. Since the research aimed to resolve a gap in the literature arriving at a description of the nature of the phenomenon was paramount. Even though, there has been a predominance of the quantitative methods within leadership scholarship, these offered a top-down, trait-centric approach unsuitable for the research. As explained within the introduction, Multigenerational Leadership, stands within follower-centric leadership theories for which a quantitative method would have not been able to provide the rich and textured findings required to describe the phenomenon and extend the concepts. Additionally, grounded theory has the unique ability to provide additional value when the existing theory fails to support the evolution of the phenomenon, as was the case for multigenerational leadership theory.

4.2 Research Design

The research design followed the 10 step Monarch Standardized Process Flow which included the preliminary literature review, an in-depth literature review consisting of 2 parts, the content analysis, the questionnaire design and testing, the semi-structured interview process, follow-up interviews, triangulation of the data and gap analysis and the development of the new multigenerational model from a power perspective. Target population members included employees from several sectors in Romania. The sample method was non-random. Both theoretical and exponential non-discriminative snowball sampling was used. Data was collected through in-depth telephone interviews which were recorded and transcribed. An original 15-item questionnaire for the meso group and a 20-item questionnaire for the micro group with open-ended questions guided the interviews. Follow-up interviews entailed 15 participants belonging to the meso group following a similar procedure to clarify responses.

Table 3 illustrates final participant sample size and characteristics. The final research sample consisted of 42 companies for the meso group and 21 companies for the micro group. 6 companies overlapped from the meso and micro-groups. Initially, 55 organizations were contacted either via e-mail, telephone, or text message. An additional 20 companies were contacted to reach theoretical saturation. Although, equal distribution between males and females was attempted in all groups of participants, a disparity has been registered between 13 males and 2 females in the Boomer meso group. The disproportion is representative of the population, which depicts a modest number of Boomer females in managerial positions.

Table 3					
Research Sample Size And Characteristics					
Gender	Number of Participants	Gen Group	University Educated	Type of Work	Y/M if Experience (Managerial/ Professional)
Male	13	B	12	Hospitality; Architecture; Commerce; Financial; Health; Transportation; Production; Real Estate; IT.	20 – 45 Y
Female	2		2	Production; Commerce.	6 – 20 Y
Male	7	X	6	Photography; Real Estate; Legal; Commerce; Entertainment.	10 – 28 Y
Female	8		7	Production; Hospitality; Health; Commerce; Financial.	6 – 33 Y
Male	8	Y	7	Health; Hospitality; Production; Legal; Transportation.	2 – 15 Y
Female	7		7	Hospitality; Education; Financial; Health; Commerce; Transportation.	1 – 10 Y
Male	12	Z	5	Hospitality; Health; Entertainment; IT; Construction.	6 – 84 M
Female	18		11	Hospitality; Health; Education; Production; Architecture; Legal; Financial; Commerce.	6 – 84 M
Source: Ochis, K. (2021)					

Data was analysed following a simplified version of Hycner's (1999) process, depicted in Figure 5. The phases of analysis included bracketing and phenomenological reduction, delineating units of meaning, clustering to form units of significance, summarizing, validating, modifying and providing a composite summary (Hycner 1999; Moustakas, 1994). The research software MAXQDA (2021) facilitated the content analysis through the tabulation method, coding and concept mapping.

Validity and reliability of research was ensured following Lincoln and Guba's (1985) trustworthiness categories namely credibility, transferability, dependability and confirmability used for verifying the validity of qualitative methods. Trustworthiness notes include: confidence in the truth of the findings, applicability of the research findings to other contexts, findings that are consistent and can be replicated and the extent to which findings are shaped by the respondents and not by bias stemming from the researchers own interests (Lincoln & Guba, 1985).

Figure 5
Data Analysis Hycner's Process

Source: Ochis, K. (2021)
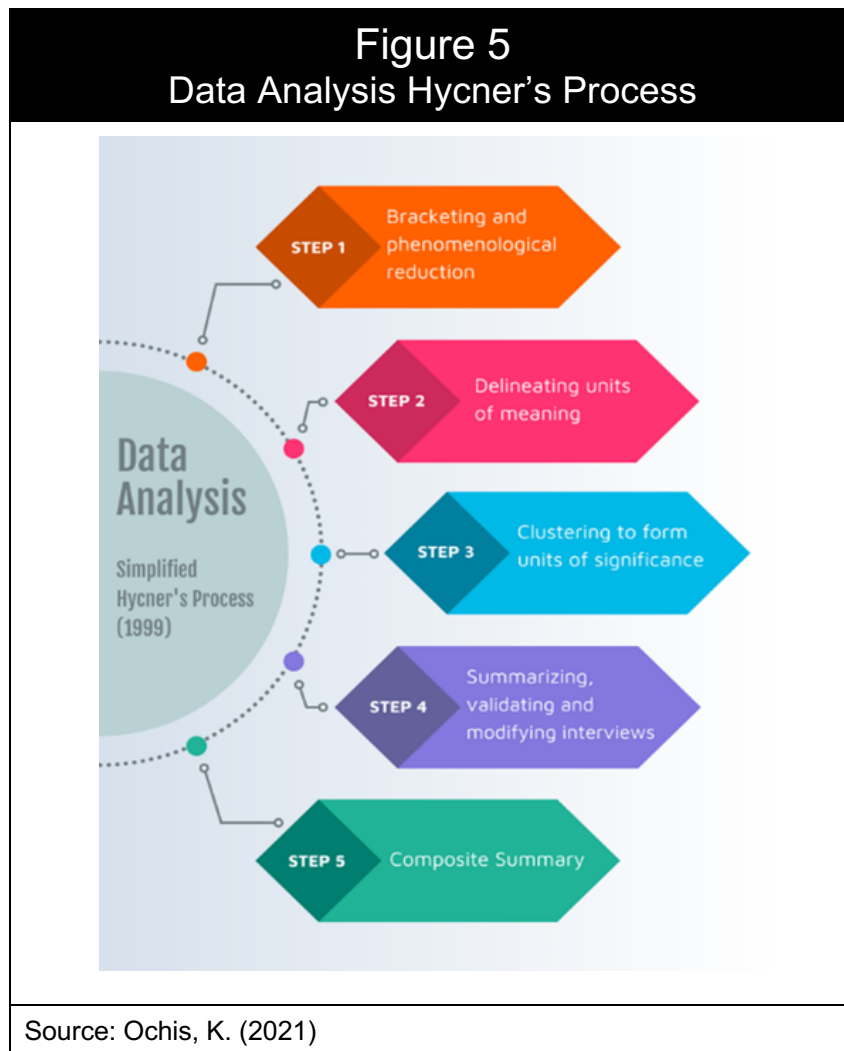
Internal validity was ensured through the implementation of the following:

1. Prolonged engagement with participants (Brown, Richard, Stevens, Troiano, Schneider, 2002; Jacelon & O'Dell 2005; Morrow, 2005);
2. Triangulation of data from multiple sources (Bowen, 2009; Brown et al., 2002; Jacelon & O'Dell, 2005);
3. Thick descriptions of data and sufficiency of data assessment (Morrow, 2005);
4. Respondent validation of interview transcripts (Brown et al., 2002; Jacelon & O'Dell, 2005; Morrow, 2005);
5. Participant guidance of inquiry (Cooney, 2010);
6. Use of participant words in the emerging theory (Cooney, 2010), and;
7. Negative case analysis (Brown et al., 2002; Morrow, 2005).

Schurink, Schurink and Poggenpoel (1998) highlight the truth-value of qualitative research. The representation of the insider perspective in an honest manner was realized through the appropriate procedures to gather and interpret the data (Mouton & Marais, 1990). The interview questions were verified for clarity and organization through a small sample in the pretesting phase of the research which allowed for the top 15, respectively 20 questions to be formulated accurately. Also, pretesting ensured a balance to the subject matter of the questions.

5. Data Presentation

Data was presented through axial, selective coding and integrative diagramming. Via axial coding fractured data was put together through an inductive and a deductive method (Martin, 2001; Strauss & Corbin, 1990). The concept of Multigenerational Leadership and engagement is a complex one, befitting axial coding. Nevertheless, the research question focuses on the power perspective therefore indicating a storyline which was placed forward through selective coding, referring to the process of choosing one category to be the core category (Strauss & Corbin, 1990). Clarke (2005) recommends integrative diagramming to sort, synthesize and link concepts with categories and develop relationships among concepts and provisional categories.

The responses of the 75 participants were divided into two parts Part A – Participant Profiles and Part B – Semi-structured Interview. Each participant received a code name pertaining to their belonging to a generational group and listed numerically as B01 to B15, X01 to X15 and Y01 to Y15 for the meso group and Z01 to Z30 for the micro group. The categorization included the following demographics for the macro participants: birth year, gender, managerial position, number of supervised employees, type of work, years of managerial experience, age range of supervised employees, highest education; and religious upbringing. The categorization included the following

demographics for the micro participants: birth year, gender, title, months/years of professional experience, type of work,age range of employees in collaboration, highest education and religious upbringing.

Pertaining to the data distillation, a total of 31 categories were produced based on the resultant findings. From the totality of the data collected through the 3 separate questionnaires, 33 categories have been selected because they were seemingly best aligned with the purpose of the research and answering the main research question. The data was distributed into tables and tallies to illustrate the elegance of the method and better identify the significance of findings (Dibley, Dickerson, Duffy & Vandermause, 2020).

The complexity of the grounded theory method consisted of performing data collection, theoretical sampling and memo-writing (Polit & Beck, 2014). The process occurred simultaneously until theoretical saturation has been reached and the concepts and categories from the emergent theory densified (Charmaz, 2006; Glaser, 1998; Strauss & Corbin, 1990). The concurrent process of analysis and coding was performed on three levels, namely initial and open coding in the inductive phase, more focused and selective coding in accordance to concurrent concepts and categories in the deductive phase, followed by theoretical coding to structure the information to a progressive level of abstraction (Chen & Boore, 2009; Charmaz, 2006; Glaser, 1998; Strauss & Corbin, 1990). The method of constant comparison was utilized to compare the categories and emerging concepts during analysis with the new data resulted from the data collection (Kennedy, 2002; Charmaz, 2006). The 33 main categories have had between three to ten thematical categories developed through the constant comparison with the existing literature.

5.1 Data Distillation On Behaviours Of Generation Z

The previously mentioned process is illustrated pertaining to research category 9 for the meso group and 26 for the micro group referring to workplace behaviours of Generation Z. To reach results on workplace behaviours of Generation Z micro participants were asked to respond to the following question: "Can you describe your generational group's positive and negative behaviours at work?". The responses were collected and documented. The coding of the responses debuted with in-vivo coding, followed by axial and selective coding through the MAXQDA software (2021). Concept maps were created with the use of the creative coding function of the MAXQDA software (2021) for responses to be further analysed, categorized and coded to create the tables and tallies exhibited.

The collected units of meaning were sorted into positive and negative behaviors and treated accordingly. 6 thematical categories, classified as positive, exhibited in Table 4, were generated from the 28 units initially uncovered. 4 thematical categories, classified as negative, exhibited in Table 4, were generated from the 36 units initially uncovered. The matrix illustrates the frequency of the responses for the micro group of participants.

Additionally, to compare responses between groups. The process unfolded as previously mentioned in the case of the meso group. Meso participants were asked to respond to the following question: "What are the positive and negative behaviours of employees born after 1996?". 7 thematical categories, classified as positive, were generated from the 40 units of meaning initially uncovered. 6 thematical categories, classified as negative, were generated from the 55 units of meaning initially uncovered.

Table 4
Positive And Negative Workplace Behaviors
Of Generation Z By Generation Z

Code System	Z
∨ positive workplace behaviors of Gen Z b	
∨ collaboration	
respect the elderly	1
work well with other generationa	1
∨ expression	
communicative	1
desire to express oneself	1
frankness	1
∨ freshness	
adaptable	3
change-maker	1
creative	1
experimental	1
flexible	3
new approach	4
open-minded	3
optimists	3
take risks	1
∨ intelligence	
learning capacity	1
problem solving	1
professionalism	1
results-oriented	2
smart	1
tendency to simplify	3
∨ stamina	
desire to prove oneself	2
energetic	1
engaged	2
exceed expectations	1
perseverance	1
vitality	2
∨ technology-orientation	
like technology	9
resolve through technology	1

Code System	Z
∨ negative workplace behaviors of Gen Z	
∨ aspirant	
do not want to share information	1
entitled	3
high expectations of recompense	5
negative competition	1
want to go abroad	1
want to have it all	2
want what others have	1
∨ eagerness	
leave if they do not like somethir	2
fear of missing out	1
hurriedness	1
impatient	1
∨ grandiosity	
arrogance	1
interest drops if not appreciated	2
motivated by finances	1
think they know it all	1
ungratefulness	
want everything to be rewarded	1
∨ idleness	
boredom	1
carelessness	4
confused	1
dislike effort	2
dislike routine	2
distracted by technology	3
do not care about development	1
do not understand work	2
lack commitment	3
lack of resistance to stress/ fatig	1
lack practical knowledge	1
lack purpose	1
lazy	2
need stimulation	1
not engaged	2
not punctual	1
not stable	1
parents support them so they ha	1
transition from university to worl	1

Source: Ochis, K. (2021)

## 5.2 Data Integration on Behaviours of Generation Z

Table 5 presents a summary of the responses based on classifications which were compared and integrated with the reviewed literature. On the one hand, the research indicates that Generation Z employees exhibit the following positive workplace behaviours: collaboration, expression, freshness, intelligence and technological orientation. On the other hand, Generation Z employees display the following negative workplace behaviors: eagerness, grandiosity, idleness and being aspirant. The characteristics have been recorded by both managers and Generation Z employees.

Table 5 Summary Of Workplace Behaviors Of Generation Z		
Category	**Participant Group**	**Summary**
Positive Workplace Behaviors of Gen Z	**Meso**	Young employees have a technological orientation, they have high digital skills and resolve problems through google. Their competencies include being clever, educated and fast learners. They have stamina are collaborative and interested in expression but are also value leisure.
	Micro	Individuals belonging to their own generational group like technology, have stamina manifested as perseverance, vitality and a desire to prove themselves and they have a high learning capacity. They have a desire to express themselves but are collaborative with each other and with other generational groups. They are open-minded, flexible, experimental, creative and prefer new approaches to procedures.
Negative Workplace Behaviors of Gen Z	**Meso**	The weaknesses of young employees include eagerness, grandiosity and insubordination. They are aspirants and want immediate success but are also idle, namely they are superficial, dislike effort, do not know what they want and keep changing jobs. Also, they lack experience and therefore need ample explanations and are underprepared for the work environment.
	Micro	Employees of their own generation are idle in the sense that they do not understand the effort, are careless, superficial, lack resistance to stress, dislike routine and are unstable. Meanwhile, they are entitled, ungrateful and eager. They want to have it all in a short amount of time. They feel they have choices because parents support them. The transition from university to the workplace is challenging.
Source: Ochis, K. (2021)		

Generation Z employees share similitudes with Millennial employees, on the aspects of job changing being perceived as necessary and normalized, their dislike of routine, propensity towards grandiosity, being aspirant and aiming towards work-life balance with a focus on leisure. The problem-solving orientation of Generation Z, in contrast to the older generational groups, appears to be through using technology. Technology is innate and intuitive for Generation Z being a repetitive notion throughout the categories analysed in the data distillation.

Erickson (1982) remarked that at each developmental stage, adults face a crisis that requires overcoming an internal conflict to reach development. The workplace conflict to overcome for Generation Z employees is commitment versus attainment. The research indicates that Generation Z employees display behaviours leading to a paradoxical state, exhibited in Figure 6. Therefore, Generation Z employees are in a perpetual state of confusion stemmed from the paradox of wishing for fast results and rewards, while disliking effort, routine and commitment.

Figure 6
The Negative Behavior Paradox Of Generation Z Employee

Source: Ochis, K. (2021)
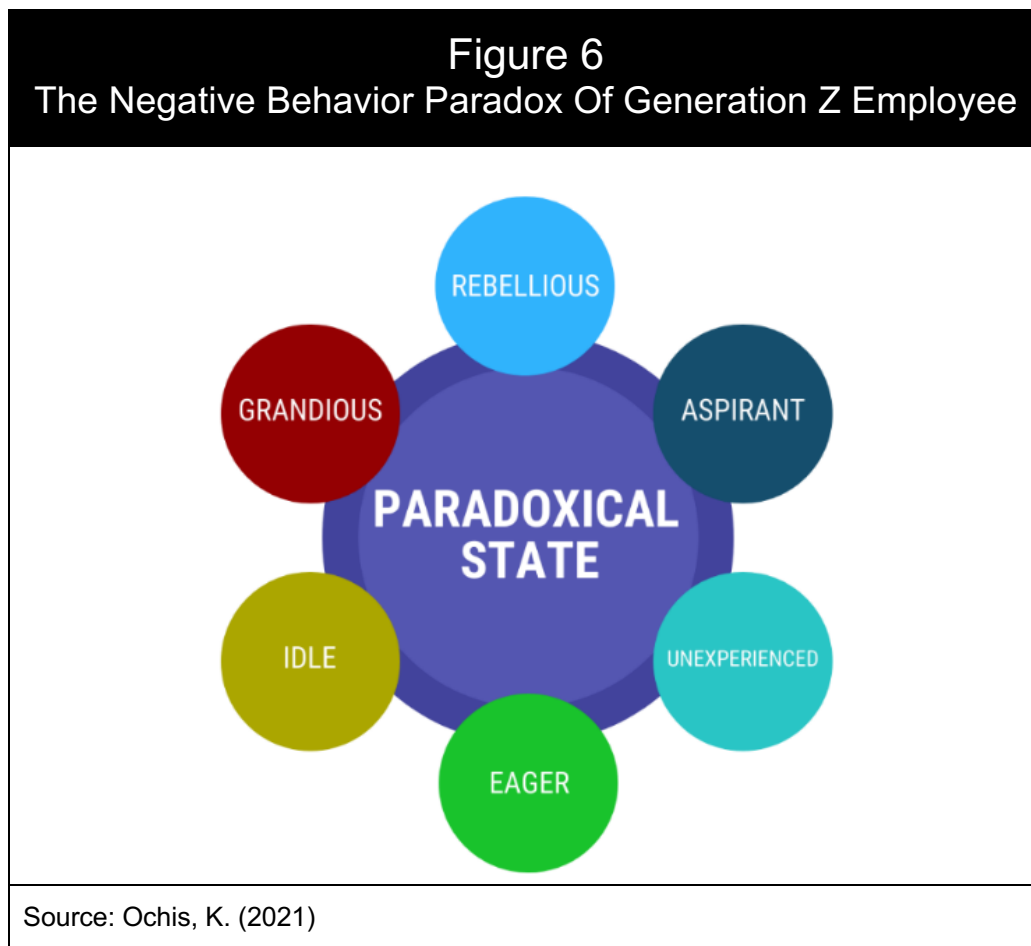
The findings resemble Twenge, Campbell, Hoffman and Lance's (2010) research on the disconnect between expectations and reality presented by Millennials. To further the paradoxical state, as remarked by managers, Generation Z employees lack experience but are also rebellious. The combination of these behaviors further staggers their progress, for they are too insubordinate to lean the course of action towards results, yet often they do not have the experience to realize their own results. The lack of crises resolution leads to incomplete development. (Erikson, 1982). The comprehension of the paradoxical stance of Generation Z employees was essential for the elaboration of the Ochis Multigenerational Leadership Model, which may aid Generation Z employees in navigating the paradoxical state.

Figure 5 indicates that the dimensions that lead to the engagement or disengagement of Generation Z employees are external, social and intrinsic rewards as well as empowerment and stress levels. The engagement dimensions that are neutral for Generation Z employees are enrichment, job design and management. Social rewards appear as the recurrent dimension. The units of meaning pertaining to time and stress levels are coherent with the reviewed literature on burnout and leisure rewards; micro participants did not explicitly express a fear of burnout, yet they indicated the need for lack of pressure, multitasking and for their rhythm to be understood. The disengagement dimensions of lack of choice, lack of competence, lack of impact and lack of meaningfulness are classified pertaining to empowerment according to Thomas and Velthouse (1990), who claim that assessments on impact, competence and meaningfulness affect empowerment.

6. Synthesis and Integration

Table 6 describes the engagement dimensions of Generation Z employees. The dimensions of engagement of Generation Z employees are focused across nine distinct parameters: extrinsic rewards, enrichment, empowerment, competence, job design, social rewards, stress levels/ leisure rewards, intrinsic rewards/ personal engagement and management.

Table 6
Dimensions Of Engagement Of Generation Z

Dimension	Description
Extrinsic Rewards	The dimension refers to pay and prestige. A prevalent dimension for Generation Z employees who expect both financial compensation, praises, status and public recognition.
Enrichment	The dimension entails skill variety, task identity and task significance. For Generation Z employees' development, trainings, variation of work and applying knowledge in practice leads to engagement.
Empowerment	The dimension refers to the degree of autonomy and self-determination observable through the behaviors of others. Generation Z employees need the trust and support of colleagues, to discuss problems and opinions openly, to receive understanding and feedback.
Competence	The dimension refers to the employee's own cognitions about the capabilities to do the work. This dimension is related to having experience, being confident about the work, having to ability to manage an unexpected problem and a sense of overall competency about the job.
Job Design	The dimension refers to the characteristics and design of work. Generation Z employees desire clear tasks, for the workflow to unravel with little disturbance, transparency, being informed and receiving instructions in a timely manner.
Social Rewards	The dimension refers to being connected and having a sense of belonging. Connection is conceptualized trough collegiality, a positive atmosphere, a conflict-free environment, a sense of a team, collective and personal contribution and being respected.
Stress Levels/ Leisure Rewards	The dimension refers to increased pressure and workload. Generation Z employees exhibit a preference towards not multitasking, not having too many people to interact with and desire to be rested and for their rhythm to be understood.
Intrinsic Rewards/ Personal Engagement	The dimension refers to being engaged for personal reasons such as doing a job one enjoys, doing what one feels does best and feeling progress. The dimension is related to one's self-concept.
Management	The dimension refers to the relationship with the manager and the management style. Generation Z employees need an engaged manager that is a model of behavior.
Source: Ochis, K. (2021)	

6.1 The 3D Power Disengagement Model

Figure 7 depicts the 3D Power Disengagement Model for Generation Z based on the integration of the research findings. The disengagement of Generation Z stems from the combination of three dimensions as follows:


Figure 7
The 3D Power Disengagement Model

Source: Ochis, K. (2021)
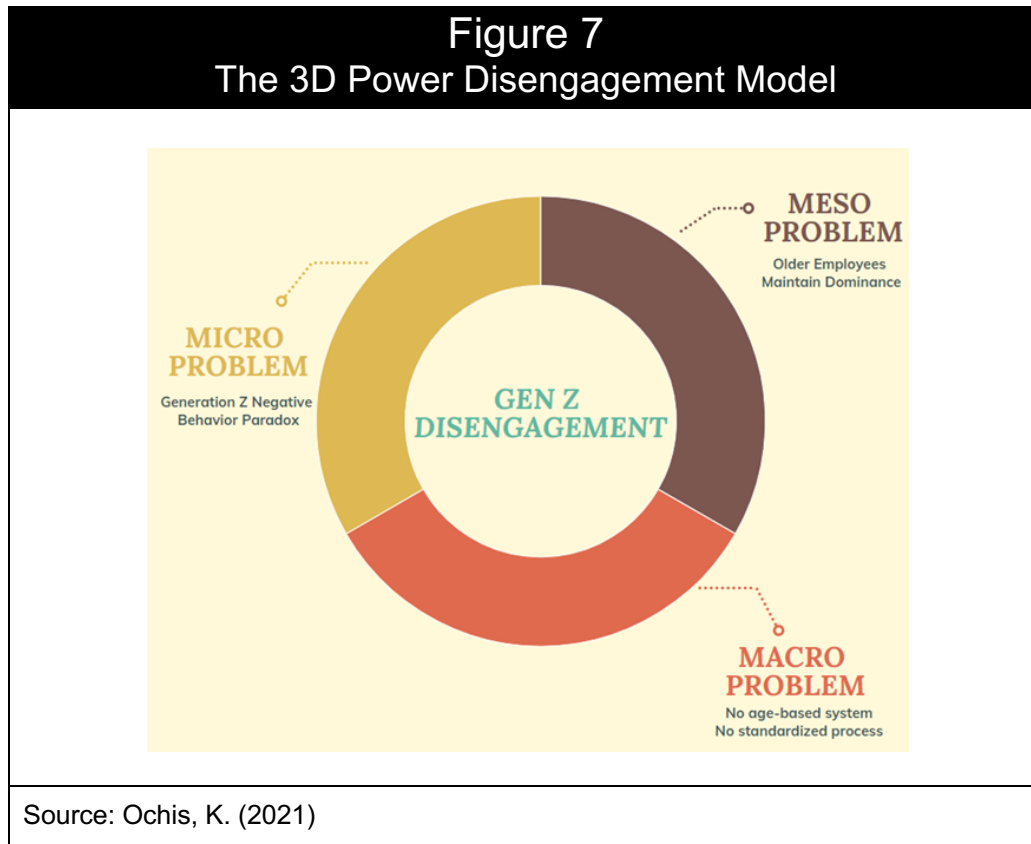
1. At an individual level, the Generation Z employee experiences The Negative Behavior Paradox presented in Figure 6;
2. At an organizational level, older employees maintain dominance and position by oppressing Generation Z, and;
3. At a systemic level, managers do not implement systems and processes to support the development of Generation Z.

The present research disputes previous research findings and integrates the micro, meso and macro power orientations contributing to disengagement. The uniqueness of the model depicted in Figure 9 stems from the compounding of the micro, meso and macro considerations towards the disengagement of Generation Z. Figure 7 further

informs the approach presented in the Ochis Multigenerational Leadership Model, exhibited in Figure 9.

6.2 Power And The Multigenerational Workforce

The Power and Intergenerational Workforce Model integrates existing literature with the research findings and depicts the struggle for power governing intergenerational relationships. The model exhibited in Figure 8 is based on Nietzsche's (1913) Will to Power concept, according to which the will to power is the driving force of people and implicitly employees wish to attain power. The intergenerational conflict is therefore power-based. French and Raven's (1959) bases of power are utilized pertaining to different generational groups.

Figure 8
Power And The Multigenerational Workforce

Source: Ochis, K. (2021)
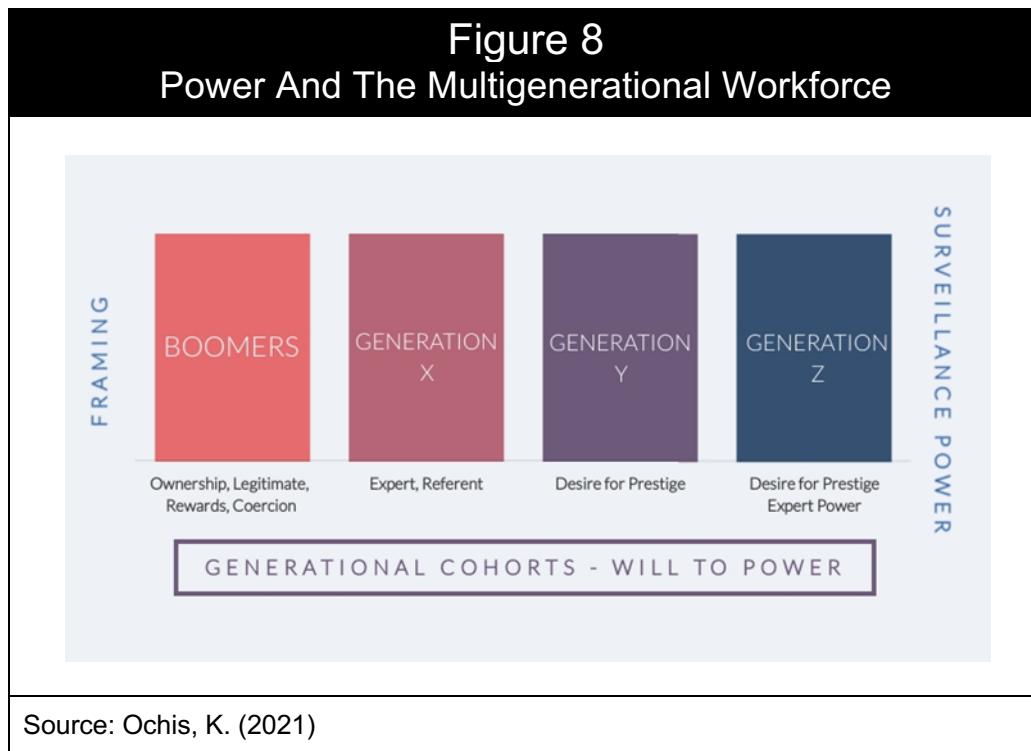
Millennials and Generation Z employees do not have the arsenal of influence tactics employees of older generational groups acquired either through position or life stage and may solely attempt prestige power. From a power perspective, if prestige power is not available, they exert the only power they have namely to leave when desired. The sole alternative to retreating is proving themselves through discretionary effort as a long-term strategy. Yet, all studies show that younger employees despise proving

themselves (Lancaster & Stillman, 2002; Toblitze, 2008; Twenge et al., 2010; Urick et al., 2017). The findings of the research on power and Generation Z impact relationships in the following three main ways:

1. The research illuminates the feelings of inferiority and the striving for recognition of Generation Z employees. Following Adlerian theory, all humans strive for recognition because of their feelings of inferiority which are thereafter met with grandiosity, eagerness and rebelliousness by the individual who has once felt inferior (Adler, 1927). The previously mentioned concepts are consistent with the research findings on the negative behaviours of Generation Z employees.
2. In the workplace employees of all ages may experience transference from their familial setting (Leenders, Buunk & Henkens, 2017). Transference refers to bringing unresolved personal issues pertaining to the family in the workplace (Bernstein, 2013). The meso group indicated transference through comparing the integration of a young employee with the adoption of child. In the workspace the young employee, as in a family, may feel incapable (Adler, 1927). Thus, it would be the role of the older employee to lead the inexperienced Generation Z employee towards self-actualization, and;
3. The research findings indicate that the helplessness of Generation Z is maintained by experienced employees to ensure dominance.

At the meso level, that of management, there are two main types of power which can be used to manage the multigenerational workforce. On the one hand, the multigenerational leader may ensure the self-regulation of employees through surveillance (Foucault, 2001). On the other hand, the multigenerational leader establishes clear parameters for specific phenomena thus aiding employees in comprehending specific situations and triggers action (Bean & Hamilton, 2006).

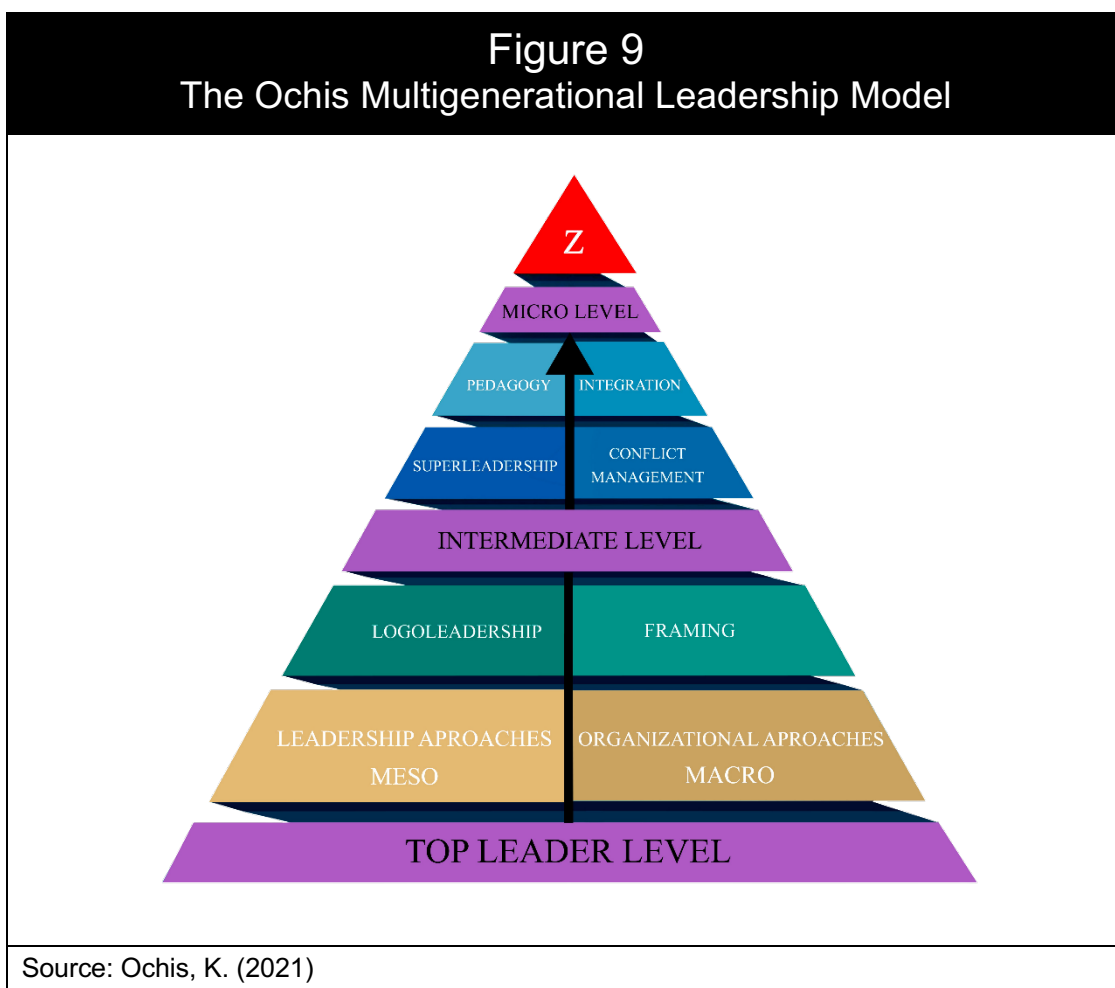## 6.3 The Ochis Multigenerational Leadership Model

The Ochis Multigenerational Leadership Model incorporates two levels namely the Top Leader Level and The Intermediate Leader Level whose leadership styles, Logoleadership, Leadership Pedagogy and Superleadership, impact the micro level, namely that of Generation Z. Further, the model developed meso strategies in the form of leadership approaches and macro strategies, referring to organizational approaches, to counteract the disengagement of Generation Z employees and ensure their engagement. Three tiers of organizational approaches are proposed as follows:

1. Framing for all generational groups involved in the workforce;
2. A conflict management system, and;
3. An integration system for Generation Z employees.

The proposed model is multi-level because of the following:

1. Research findings describe top managers to delegate experienced employees to educate Generation Z employees. The designated employees labelled as intermediary because they do not have appointed leadership positions, collaborate directly with Generation Z employees, unlike the top managers, and;
2. Multigenerational Leadership has the important dimension of Logoleadership. Successful Logoleadership is multi-level with the top level infusing the middle-level with meaning, which is thereafter perpetuated towards employees (Ochis, 2020).

Figure 9
The Ochis Multigenerational Leadership Model

Source: Ochis, K. (2021)

6.4 Multigenerational Leadership Approaches

According to Manz and Sims (2001), SuperLeadership refers to leaders leading others to lead themselves which as part of the Ochis Multigenerational Leadership Model

transforming intermediate leaders into multigenerational leaders. Power is shared with the experienced employees responsible with the integration of Generation Z. Research findings indicate that Generation Z employees are idle thus, instilling self-leadership within Generation Z employees is essential through behavioural strategies such as initial modelling, guided participation and gradual development of self-leadership (Manz & Sims, 2001).

To ensure that Generation Z employees have mentors in the workplace is to infuse intergenerational collaboration with meaning. Meaning in Multigenerational Leadership may be instilled through an integration with Kennedy's (2002) elements of professionalism. Leaders may indicate that it is the mission of intermediate leaders to ensure the perpetuation of the profession, of the company and have an active role in the mentorship of the following generations of professionals. Further, intermediate level leaders, directly responsible for Generation Z employees, ensure that Generation Z employees perceive themselves as professionals responsible for maintaining the high standards of the profession. As Drucker and Maciariello (2008) and Williams (1993) indicate, having a clear purpose and internal congruence at all organizational levels results in improved relationships.

Critical pedagogy is a macro level system with the teacher preparing the student for the role of changing society (McArthur, 2010; Freire, 1998). Leadership pedagogy creates the conditions for performing pedagogy (Ganz & Lin, 2011). The research indicated the need for Generation Z pedagogy. Creating conditions in which new employees take initiative to acquire the information, skills, relationships or other resources they need to achieve a goal encourages learning (Gardner, 1992). The multigenerational leader, as a problem-posing educator, is a pedagogue for Generation Z integration in the organizational context.

6.5 Multigenerational Organizational Approaches

The restoration of meaning in work fosters employee commitment (May, Gilson & Herter, 2014). Meaning can be elicited within organizations through framing (Bean & Hamilton, 2006; Bartunek, Rousseau, Rudolph, De Palma, 2006; Burger, Crous & Roodt, 2008). Through framing, organizations establish systems of shared meaning that dictate behaviours, ensuring a stable foundation for mobilizing employees towards company goals (Scroggins, 2006). The Ochis Multigenerational Leadership Model proposes framing to promote intergenerational collaboration. For instance, Boomer employees fear being replaced and their view on retention is based on their longevity and acquired knowledge with them withholding information to maintain position. However, the reframed conceptualization of retention based on knowledge-sharing abilities may result in behavioural change from an accepted and prescribed model of

behaviour that supports experienced employees withholding information for retention within the organization.

Integration impacts engagement and thus integration actions for Generation Z are linked with engagement dimensions. Pre-onboarding entails the period from the recruitment to the onboarding (Dharmasiri, Buckley, Baur & Sahatijan, 2014). In the pre-onboarding period the Generation Z employee can self-select if there are intrinsic rewards leading to personal engagement and if there is a perceived self-concept job-fit.

Onboarding consists of the orientation and of the organizational socialization process. As part of the orientation the young employee receives the employee handbook and learns about their rights and obligations, work expectations, workflow and the company departments (Mroz, Landowski, Allen & Fernandez, 2019). In the probation period, the new employee undertakes level-appropriate tasks. Following the probation period, the integration of the new employee continues with in-depth trainings. At this stage, the new employee experiences enrichment and external rewards. The role of the evaluation serves several purposes namely to review the progress of the Generation Z employee, to intervene upon the job description and if necessary to adjust the workload. A combination of yearly and periodical evaluations is desired on technical skills, company knowledge and soft skills. Also, reports, results, surveys, questionnaires and performance reviews can be used in the evaluations. The evaluation process is formal and standardized but also informal in the form of daily check-ins, ad-hoc discussions and participative meetings. Once the employee is assimilated, a progressive job enrichment process may be debuted in the form of more variation. Also, the assimilated Generation Z employee receives more autonomy but remains in a close collaboration with the mentor. Finally, the follow-up element is continuously providing new hires with the opportunity to clarify misunderstandings through periodic check-ins.

Furthermore, the Ochis Multigenerational Leadership Model integrates conflict management as a preventive choice rather than a reactive activity because the incomplete management of tensions leads to Generation Z disengagement. The Multigenerational Conflict Management System consist of five tiers namely organizational resolution model, integration of generational differences, intergenerational tensions management, principles of healthy relationships and the encompassing conflict management system with a wide scope built upon Lipsky's et al. (2003) characteristics of an integrated conflict management system.

6.6 Contribution To Knowledge

The research takes a novel approach to the consideration of Multigenerational Leadership and Generation Z employees. First, there is a scarcity of academic research

on Generation Z employees and preliminary research is inconclusive. The research uncovers the orientations of this generational group and uniquely incorporates the micro, meso and macro levels of analysis in the discourse on their disengagement dimensions. Also, the research describes the core dimensions for the engagement of Generation Z upon which the Ochis Multigenerational Leadership Model is developed and introduced.

Second, within the prevailing literature Multigenerational Leadership myopically considers the preferences of generational groups in guiding the leadership approach disregarding the dynamics within the multigenerational workforce. The research integrates Theories of Power and Conflict Resolution, Generational Theories, Theories of Leadership, Engagement Theories and advance the discourse of Multigenerational Leadership and arrive at a complex Multi-Level Model of Multigenerational Leadership that merges leadership styles at the top level and the intermediate level with three tiers of organizational approaches aimed at ameliorating the identified problems grounded in the intergenerational workforce dynamics. The model further contributes to knowledge by identifying the preferred leadership styles for both Generation Z and the intermediate employees responsible for their pedagogy through an inductive approach originated from the values and needs of Generation Z.

7. Conclusion

Employee disengagement is a continued source of trouble for businesses and individuals, with most global employees being actively disengaged (Rastogi, Pati, Krishnan & Krishnan, 2018). Further, the diverse workforce, which presently comprises four generational groups, prompted scholars to analyse how to lead organizations whose employees have vastly different generational experiences (Al-Asfour & Lettau, 2014). Generation Z, the youngest generational group of employees, penetrated the workforce facing similar controversy to Millennials.

The research contributes to leadership, organizational power and conflict management, engagement and generational disciplines by compiling universal elements found throughout the academic literature to develop the Ochis Multigenerational Leadership Model. Specifically, the research makes a notable addition to the knowledge of Multigenerational Leadership, Generation Z engagement and intergenerational power dynamics through the following critical observations:

1. Generation Z Characteristics And Behaviors: an important need for Generation Z employees is development, acquiring new experiences and recognition. The core engagement dimensions of Generation Z are extrinsic rewards, social rewards, empowerment, stress levels and intrinsic rewards.

2. Multigenerational Workforce Power Dynamics: employees exhibit a will to power and wish to address it in the workplace. The sole base of power Generation Z individuals may aim for in a workplace dynamic is prestige power, generally unattained. Generation Z has expert power through technology, but this power base is not supported by managers in its use. At the management level, two main types of power can be used to manage the multigenerational workforce, namely surveillance power and framing.

3. Intergenerational Tensions: research findings dispute previous literature and reveals that preferences are not the manifest conflicts, but displaced conflicts with the processes of misperception reinforcing the conflictual cycle. From a power perspective, the vertical conflict is over resources specifically older employees fear replacement by Generation Z employees, thus maintaining the young employees underprepared and refuse technologization to not give Generation Z employees power. Thus young employees feel isolated, mocked and experience meaninglessness, which leads to disengagement.

4. Disengagement: the disengagement of Generation Z employees stems from the combination of three dimensions, namely at an individual level Generation Z employee experience The Negative Behavior Paradox, at an organizational level older employees maintain dominance by oppressing Generation Z and at a systemic level, managers do not implement systems to fully support the development of Generation Z employees.

5. The Ochis Multigenerational Leadership Model: the model is multi-level, because top managers delegate experienced employees to educate Generation Z employees, indicating that two distinct levels of leadership need addressing. The model is based on Logoleadership, Leadership Pedagogy and Superleadership. The three tiers of organizational approaches are framing for all generational groups involved in the workforce, a conflict management system and an integration system for Generation Z employees correlated to their engagement dimensions.

6. Lack Of Systems Thinking: managers are aware of the need to educate Generation Z employees. However they use multiple interventions which in isolation do not result in the desired engagement results. Also, age is not considered a relevant variable by managers in organizational mechanisms which leads Generation Z employees to believe that management is oriented towards older employees furthering their perception that they do not matter to management. The Ochis Multigenerational Leadership Model proposes the integration of a system geared towards Generation Z derived from the uncovered engagement dimensions of Generation Z specifically to correct the previously mentioned fallacy.

7.1 Recommendations For Further Research

The nature of generational groups evolves and thus continued research on the characteristics of the younger generational groups is necessary. Also, as Generation Z and Millennials reach higher organizational status and Boomers retire, the nature of the interactions between generational groups is subject to change. Further research is needed on the topics of Multigenerational Leadership as follows:
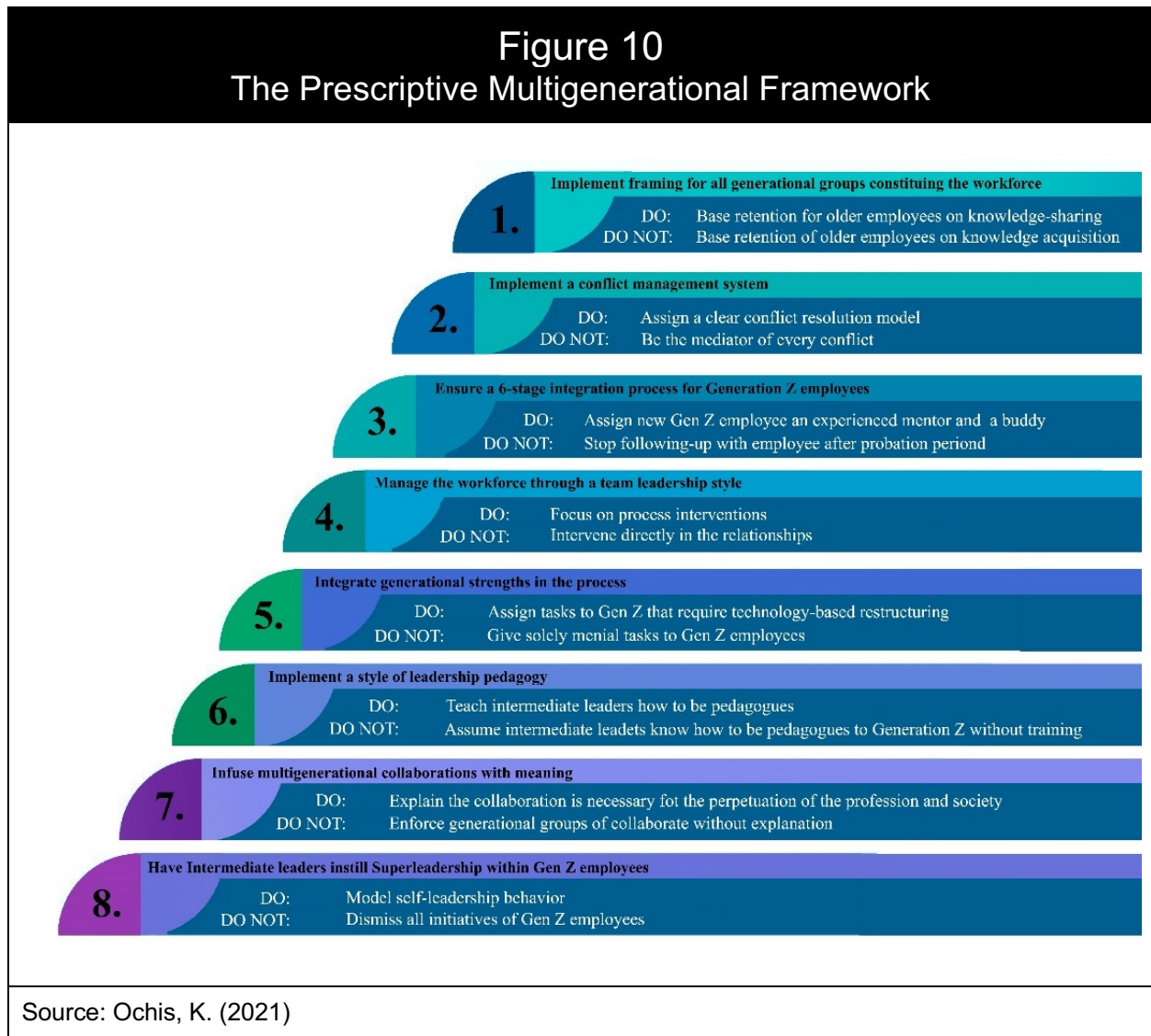
1. Global Cross-Cultural: Multigenerational Leadership should be analysed throughout various continents to explore the presence of cross-cultural differences in Multigenerational Leadership, providing a comparison to identify any outstanding cross-cultural variables that differ from the research findings.
2. Mixed-method approach: replication of the present research using the qualitative approach followed by the quantitative method to quantify the significance and importance of the resultant findings in Multigenerational Leadership, affording the possibility to examine for a gender split or a split based on education level or specific activity domain.
3. Testing of the Model: the model could be tested through further phenomenological research to examine the differences between the present research findings and the findings resulted from observational data.
4. Cohort Longitudinal Studies: prospective longitudinal studies may examine variations in behaviours and employment needs go Generation Z throughout time.
5. The sequence of Multigenerational Leadership: more research could be dedicated to examining the behaviours and characteristics of Generation Z employees as they become leaders.
6. IS Leadership: grounded theory research may focus on extracting and developing a model of IS leadership applicable to the leading of Generation Z and thus expand the proposed model.

7.2 Recommendations For Implementation

The Prescriptive Multigenerational Framework for Implementation of the Ochis Multigenerational Model proposes an eight-phase approach represented in a sequential manner that can be applied immediately by a CEO, a top leader or an executive aiming to ensure the engagement of Generation Z employees and address the disengagement problem within an organization. The framework was developed with concise recommendations and warnings, condensed from the integration of the literature with the research findings, precisely to eschew any uncertainty in immediate implementation.

It is thus hoped that Multigenerational Leadership develops into its domain of scholarship. The isolated and identified characteristics and behaviours of Generation Z can guide multigenerational leaders in ensuring the longevity of organizations. Also, the identified findings unique to the power relationships within the intergenerational workforce may reinvigorate the dialogue on multigenerational conflict management and engagement.

Figure 10
The Prescriptive Multigenerational Framework

1. Implement framing for all generational groups constituting the workforce
   DO: Base retention for older employees on knowledge-sharing
   DO NOT: Base retention of older employees on knowledge acquisition

2. Implement a conflict management system
   DO: Assign a clear conflict resolution model
   DO NOT: Be the mediator of every conflict

3. Ensure a 6-stage integration process for Generation Z employees
   DO: Assign new Gen Z employee an experienced mentor and a buddy
   DO NOT: Stop following-up with employee after probation period

4. Manage the workforce through a team leadership style
   DO: Focus on process interventions
   DO NOT: Intervene directly in the relationships

5. Integrate generational strengths in the process
   DO: Assign tasks to Gen Z that require technology-based restructuring
   DO NOT: Give solely menial tasks to Gen Z employees

6. Implement a style of leadership pedagogy
   DO: Teach intermediate leaders how to be pedagogues
   DO NOT: Assume intermediate leadets know how to be pedagogues to Generation Z without training

7. Infuse multigenerational collaborations with meaning
   DO: Explain the collaboration is necessary fot the perpetuation of the profession and society
   DO NOT: Enforce generational groups of collaborate without explanation

8. Have Intermediate leaders instill Superleadership within Gen Z employees
   DO: Model self-leadership behavior
   DO NOT: Dismiss all initiatives of Gen Z employees

Source: Ochis, K. (2021)

If successful, the contributory aspects may bring forth an essential contribution to scholarship and professional practice. Under the promise of Multigenerational Leadership, leaders at all levels may tap into their most important roles of ensuring the perpetuation of professions and of professionals, possible through the reframing of intergenerational collaborations and management of intergenerational power dynamics.

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