


2018

Mentoring Strategies to Prevent Leadership Shortfalls Among C-Suite Executives

Vernon Walter Tynes
Walden University

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>

 Part of the [Advertising and Promotion Management Commons](#), [Business Administration, Management, and Operations Commons](#), [Management Sciences and Quantitative Methods Commons](#), and the [Marketing Commons](#)

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact ScholarWorks@waldenu.edu.

Walden University

College of Management and Technology

This is to certify that the doctoral study by

Vernon Walter Tynes

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee

Dr. James Savard, Committee Chairperson, Doctor of Business Administration Faculty

Dr. Rocky Dwyer, Committee Member, Doctor of Business Administration Faculty

Dr. Charles Needham, University Reviewer, Doctor of Business Administration Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2018

Abstract

Mentoring Strategies to Prevent Leadership Shortfalls Among C-Suite Executives

by

Vernon Walter Tynes

MBA, University of Louisville, 1996

BSBA/BSHCA, Western Kentucky University, 1980

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

June 2018

Abstract

Corporate organizations are facing a shortage of future senior management leaders. The purpose of this single case study was to explore leadership mentoring strategies used to develop future C-suite executives in the waste industry. Companies may improve business practices by mentoring future generations to understand corporate responsibilities and expectations. The target population came from a regional waste company located in central Florida. The study participants consisted of 3 C-suite executives of the company responsible for the management and mentoring of future C-suite executive mentees. The conceptual framework for this study was rooted in transformational leadership theory. Data were collected using semistructured face-to-face interviews, along with supporting documentation provided by the C-suite executives, including the company succession plan. Through methodological triangulation, coding, and thematic analysis, 4 themes emerged that could help C-suite executives in the successful mentoring of future C-suite executives. The 4 themes that emerged from the study, were (1) C-suite executives use various strategies to identify talent, (2) C-suite executives use various mentoring and coaching strategies to develop future C-suite executives, (3) C-suite executives use formal and informal leadership strategies to mentor, and (4) succession planning is in place or planned. The implication for social change was improved mentoring strategies for future C-suite candidates. These strategies may transfer to industries that face generational mentoring issues and challenges, improving structural and managerial growth and stability, which will aid in providing community employment opportunities.

Mentoring Strategies to Prevent Leadership Shortfalls Among C-Suite Executives

by

Vernon Walter Tynes

MBA, University of Louisville, 1996

BSBA/BSHCA, Western Kentucky University, 1980

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

June 2018

Dedication

I dedicate the culmination of this work to my wife, Kimberly C. Tynes, MBA.

Without her support, I could not have accomplished the task. Further, I dedicate this work to my mentor, indeed the most amazing individual on the face of the earth: John J.

Jennings. Without his support on levels too numerous to mention, both Kim and I would not be in our present state. John, I wish I had all the money in the world; if I gave it to you, it still would not repay you for what you have given to Kim and me, along with countless others you have truly blessed.

Acknowledgments

Dan Blewett, reference librarian: The only librarian who documents every call by sending me an e-mail. You spent many nights working with me, sometimes on his own time. Dan, without you, this document would not have been published. Friends for life.

Dr. James Savard, chair, academic mentor, and friend: Without a doubt, the finest chair at Walden University. Dr. Savard demonstrated the patience of Job and the strength of Samson. I still marvel at the fact that he put up with me. Friends for life.

Dr. Rocky Dwyer, academic mentor and friend: If I had listened to you when I was in your course, I would have graduated a year earlier. Even after I complete the doctoral program, I will continue to recommend you for Instructor of the Year, for you are the finest instructor at Walden University. Friends for life.

Table of Contents

| | |
|---|----|
| List of Tables | iv |
| List of Figures | v |
| Section 1: Foundation of the Study..... | 1 |
| Background of the Problem | 2 |
| Problem Statement | 2 |
| Purpose Statement..... | 3 |
| Nature of the Study | 4 |
| Research Question | 5 |
| Interview Questions | 5 |
| Conceptual Framework..... | 6 |
| Operational Definitions..... | 7 |
| Assumptions, Limitations, and Delimitations..... | 8 |
| Assumptions..... | 8 |
| Limitations | 9 |
| Delimitations..... | 9 |
| Significance of the Study | 9 |
| Contribution to Business Practice..... | 10 |
| Implications for Social Change..... | 12 |
| A Review of the Professional and Academic Literature..... | 14 |
| Documentation..... | 15 |
| Transformational Leadership Theory | 18 |

| | |
|---|----|
| Contrasting Styles of Leadership | 26 |
| Motivating Employees | 35 |
| Transformational Leadership in Mentoring C-Suite Executives | 40 |
| A Multigenerational Workplace | 44 |
| Transition | 61 |
| Section 2: The Project | 63 |
| Purpose Statement..... | 64 |
| Role of the Researcher | 64 |
| Participants..... | 66 |
| Research Method and Design | 68 |
| Research Method | 68 |
| Research Design..... | 69 |
| Population and Sampling | 71 |
| Ethical Research..... | 72 |
| Data Collection Instruments | 74 |
| Data Collection Technique | 75 |
| Data Organization Technique | 77 |
| Data Analysis Technique | 78 |
| Reliability and Validity..... | 80 |
| Reliability..... | 81 |
| Validity | 82 |
| Transition and Summary..... | 83 |

| | |
|---|-----|
| Section 3: Application to Professional Practice and Implications for Change | 84 |
| Overview of the Study | 84 |
| Presentation of the Findings..... | 85 |
| Analytic Approach | 87 |
| Qualitative Data Analysis | 87 |
| Coding..... | 88 |
| Themes | 89 |
| Application to Professional Practice | 116 |
| Implications for Social Change..... | 118 |
| Recommendations for Action | 119 |
| Recommendations for Further Research..... | 121 |
| Reflections | 122 |
| Conclusion | 122 |
| References..... | 125 |
| Appendix A: Introductory Letter | 170 |
| Appendix B: Confidentiality Agreement..... | 171 |
| Appendix C: Interview Questions..... | 174 |
| Appendix D: Interview Protocol..... | 175 |

List of Tables

| | |
|--|-----|
| Table 1. Baby Boomer Era Characteristics..... | 13 |
| Table 2. Literature Review Source Content..... | 17 |
| Table 3. Generation Types and Dates | 43 |
| Table 4. Mentoring Activities..... | 46 |
| Table 5. Generation X..... | 49 |
| Table 6. Generational Statistics | 51 |
| Table 7. Generation Y or Millennials | 54 |
| Table 8. Minor Themes for Major Theme 1 | 91 |
| Table 9. Frequency of Minor Themes for Major Theme 1 | 93 |
| Table 10. Minor Themes and Definitions for Major Theme 2 | 100 |
| Table 11 Frequency of Minor Theme for Major Theme 2..... | 101 |
| Table 12. Minor Themes and Definitions for Major Theme 3 | 111 |
| Table 13. Frequency of Minor Theme for Major Theme 3..... | 111 |
| Table 14. Minor Themes and Definition for Major Theme 4..... | 115 |
| Table 15. Frequency of Minor Theme for Major Theme 4..... | 116 |

List of Figures

Figure 1. The Generations Defined.....11

Section 1: Foundation of the Study

The issue I explored is identifying and preparing the next generation of business leadership talent. Identifying and developing the next generation of corporate leadership talent is a critical business issue that senior management (C-suite executives) and board members must address (Hwang & Rauen, 2015). Addressing this critical issue will assure Baby Boomer C-suite executives that the next generation will have the necessary skills to improve on the managerial legacy that Baby Boomers established (Zemke, Raines, & Filipczak, 2013).

Succession planning and forward-thinking management practices are influenced by internal and external factors, I.e. the age of the Baby Boomer C-suite executives, ranging from age 72 to age 54 (Menges, 2015). As Baby Boomers born between 1946 and 1964 reach retirement age *en masse*, there is a need to mentor replacements who will assume the senior management roles the Baby Boomers held (Kapoor & Solomon, 2011). Furthermore, many current C-suite executives are concerned that the groups following Baby Boomers, particularly Generation X (also called Gen Xers), who were born between 1965 and 1976, and Millennials, who were born between 1977-1998, lack the managerial and leadership skills necessary to join the ranks of C-suite executives (Kapoor & Solomon, 2011). According to Parry and Urwin (2011), industry leaders are not fully confident in their Gen X and Millennial junior staff members because they perceive that some of these staff members' parents instilled a sense of entitlement in their children, maintained a relaxed home structure, and had unenforceable rules. Present day C-suite

executives are concerned that their Millennial counterparts are lacking the skills and training necessary to assume a future C-suite role.

Background of the Problem

The background of the problem stems from a large segment of the American workforce (specifically, Baby Boomers) being at or near retirement age, which may result in a shortage of viable managerial candidates, in the coming decades (U. S. Bureau of Labor Statistics [BLS], 2012). Some of these future retirees occupy senior management positions in small, medium, and enterprise class companies (Bronstein & Kilpatrick, 2015

Presently, there are a lack of management mentoring programs to prepare leaders to fill future C- suite vacancies.

The importance of this potential chain of events is that corporations have struggled to stay competitive in global markets, and future business processes must rely on experienced leadership for sustainability (BLS, 2015).

The purpose of the research was to explore successful mentoring strategies that prevent leadership shortfalls among C-suite executives. Business leaders should create management mentoring programs to ensure a viable candidate pool of future C-suite executives (Kupfer et al., 2015). These programs may ensure that young managers in the future will be equipped to assume the responsibilities of existing C-suite executives.

Problem Statement

Corporate organizations are facing a shortage of future senior management leaders (Neumark, Johnson, & Mejia, 2013). Representatives of the BLS (2015) reported that Baby Boomers constitute 19.5% of the total U.S. population and that 11.5% of the

country's total population is at, or near, retirement age. The number of present and future retirees poses a potential shortage of future business leaders. The general business problem is the shortage of future corporate C-suite executives. The specific business problem is that identifying and developing the next generation of corporate leadership talent is a critical business issue that senior management (C-suite executives) and board members must address (Hwang & Rauen, 2015). Addressing this critical succession issue will assure Baby Boomer C-suite executives that the next generation will have the necessary skills to improve on the continuity managerial legacy that Baby Boomers established (Zemke et al., 2013).

Purpose Statement

The purpose of this qualitative single case study was to explore leadership mentoring strategies employed by C-suite executives in the waste industry to develop future C-suite executive candidates. Company representatives may accomplish mentoring of future C-suite executives by using innovative mentoring training initiatives (Richardson et al., 2015). The specific population for this single case study was C-suite executives of a waste company headquartered in central Florida in the United States. The interviewees were the C-suite executives of the enterprise. I explored leadership mentorship strategies employed by employed by C-suite executives in the waste industry to develop future C-suite executive candidates.

I sought to contribute to social change by gathering strategies and unique perspectives that can be used by business leaders to develop leadership and management programs. Implementation of such programs may enable organizations to fill the

anticipated shortfall of future C-suite executives (Tampu, 2015). Members of the community who receive this mentoring may enhance their likelihood of obtaining senior leadership positions. The addition of well prepared future C-suite executives may add to better suited future community leaders.

Nature of the Study

The research method choices reviewed for use in my study were qualitative, quantitative, and mixed methods. I selected the qualitative method, and I used open-ended questions. Open-ended questions are used in qualitative research to explore what is occurring or has occurred (Allwood, 2012). In contrast, quantitative researchers use closed-ended questions to test hypotheses (Allwood, 2012). Mixed methods research includes both a qualitative element and quantitative element (Palinkas et al., 2015). I did not test hypotheses, which are part of a quantitative study or the quantitative portion of a mixed methods study. Closed ended questions would not allow the researcher a more in depth understanding of the phenomena.

I considered the following research designs that I could use for a single case study on mentoring strategies: (a) miniethnography, (b) narrative, and (c) case study. A miniethnography research study involves a microcosmic contrast, where the researchers observe interviewee subjects (Letourneau, 2015). A miniethnography design was inappropriate because the results of which would not enable me to study the actions of the C-suite executives. My intention was to discuss and glean relevant items regarding participants' mentoring strategies and their interactions with their mentees.

A narrative design entails an account that is written or spoken and contains

connected events (Eriksson & Kovalainen, 2015). A narrative research design was not the optimal choice of this single case study because analysis of similar events such as on the job training would not accurately illustrate the mentoring process. In a single case study, researchers explore the process or record of research in which they consider the development of a person, group, or situation over a period of time (Eriksson & Kovalainen, 2015). Because I considered the development of a person, group, or situation over a period of time, a qualitative, single case study was the logical choice for my research. Yin (2009) defined the case study research method as an empirical inquiry that is used to investigate a contemporary phenomenon within its real-life context, when the boundaries between phenomenon and context are not clear, and in which multiple sources of evidence are used.

Research Question

The research question for this single-case doctoral study was: How can C-suite executives in the waste industry use leadership strategies to develop future C-suite executives?

Interview Questions

I asked the following questions in the participant interviews:

1. How would you describe the methods your C-suite executives utilize when mentoring managerial candidates?
2. How would you describe the qualification processes utilized when selecting C-suite executives as mentors?
3. Why have you established criteria or mentoring management candidates?

4. How have you established benchmark processes to measure and determine the success of mentoring managerial candidates?
5. How do you identify characteristics for establishing a successful mentee?
6. How is age a factor when seeking or creating a mentee pool?
7. If age is a factor, how do you delineate age ranges for mentees?
8. Based on potential mentoring groups (i.e., Baby Boomers, Millennials, and Generation Xers), how do you avoid bias for one generational group over the other?
9. How would you mentor candidates to ensure they remain with the organization?
10. Please describe the mentoring programs that, in your opinion, help retain mentees.
11. How do you establish the criteria for an individual to become a mentee?
12. How would you describe the protocol for mentee candidates to approach a prospective mentor, and to request to be mentored?
13. How much additional information would you like to share with me regarding your mentoring processes for developing future C-suite executives?

Conceptual Framework

I viewed the extant literature through the lens of transformational leadership theory (TLT). Burns (1978) introduced the concept of TLT, an expansion of transactional leadership. Bass (1985) further expanded on TLT. TLT is an approach that is used to examine a change in individuals and social systems (Northouse, 2015). A transformational leader, according to Burns, starts a dialogue with followers, which fosters a collaboration between leader and follower and which then transforms into a

collaborative teaming effort for the participants. The Burns treatise established a theory within a theory bifurcating two concepts: transformational leadership, and transactional leadership.

The construct of transformational leadership posits the creation of valuable and positive change in the followers, with the end goal being developing followers into leaders (Northouse, 2015). Cheng, Cummins, and Lin (2015), and Hirst, Walumbwa, Aryee, Butarbutar, and Chen (2015) posited that transforming leaders is a process in which leaders and followers work collaboratively in guiding one another and thus advancing a higher level of motivation. TLT was appropriate for this study because transformational leaders can inspire and motivate employees to perform beyond expectations (Barrick, Thurgood, Smith, & Courtright, 2015; Bass, 1985). Moreover, I was able to align the concept of transformational leadership with the research question: How can C-suite executives in the waste industry *use* leadership strategies to develop future C-suite executives?

Operational Definitions

Baby Boomers: The term *Baby Boomers* refers to the generation born between 1946 and 1964. The U.S. Bureau of the Census estimates that the Baby Boomer population was 74.8 million in 2014 (Rowold, 2014).

C-suite executives: C-suite executives are senior managers involved in the day-to-day operations of the business, having the C designation, i.e. Chief Executive Officer (CEO), Chief Financial Officer (CFO), Chief Operating Officer (COO) (Dawson, Ho, & Kauffman, 2015).

Generation: A generation begins with the start of a birth rate increase and ends when the rate declines (Bristow, 2015).

Generation X/Gen Xers: Gen Xers are individuals born between 1965 and 1980 (Kowske, Rasch, & Wiley, 2010).

Generation Z/Gen Zers: Gen Zers are individuals born between 1995 and beyond, who are considered the future working generation (Robinson, 2015).

Hard skills: Technical expertise and knowledge needed for employment. Hard skills are quantifiable skills necessary to perform a function or job requirement (de Carvalho & Junior, 2014).

Mentor/Mentee: A working relationship between a leader and a less experienced protégé. Mentor/mentee relationships frequently include academic, professional, or personal areas as they relate to employment (Kupfer et al., 2015).

Millennial/Generation Y/Gen Yers: Gen Yers are individuals born between 1981 and 1996 (Bristow, 2015).

Silent Generation: The silent generation consists of individuals born between the years 1928 - 1945 (Rowold, 2014).

Soft skills: Soft skills are interpersonal qualities, also known as people skills, and personal attributes one possesses (de Carvaiho & Junior. 2014).

Assumptions, Limitations, and Delimitations

Assumptions

Assumptions are the issues accepted as plausible by peers and anyone reading this single case doctoral study proposal (Brown, 2012). For purposes of this single case

study, I made three assumptions. First, management would be honest and open when discussing their mentoring and leadership strategies. Second, individuals would avail themselves of the interview process. Third, data received would accurately reflect the mentorship aspects of the organization.

Limitations

Limitations are issues that the researcher cannot control (Cheng et al., 2015). The limitations of my doctoral study included the accuracy of responses from senior management and the possibility that some senior managers may have been unwilling to divulge their mentorship strategies. Limitations also included the possibility that participants might have prematurely withdrawn from the study. Also, some participants who may have recently become C-suite executives and who may have come from another industry may not have represented the waste industry mentoring and leadership business model. Thus, the mentoring strategies identified in this study may not have transferability to other industries due to the specific nature and characteristics of the waste industry.

Delimitations

Delimitations are selected aspects of the single case study that limit its scope and define its boundaries (Simon & Goes, 2013). Unlike limitations, over which the researcher has no control, delimitations are within the control of the researcher (Simon & Goes, 2013). I delimited this single case study by using only peer-reviewed, scholarly literature related to mentoring and leadership strategies. The scope of the single case

study was confined to members of C-suite senior management, which was comprised of individuals including the executive vice-president to the founder, president/CEO.

Significance of the Study

This single case study may be of value to the waste industry. Fein, Tziner, Vasiliu, and Felea (2015) posited that managerial disconnects between Baby Boomers, Millennials, Gen Xers, and Gen Zers exist. In bridging these managerial differences between the generations, C-suite executives may gain a greater understanding of mentees and their workplace needs (Dawson, 2015). This single case study may assist executives who are Baby Boomers in understanding Generation Xers and Millennials. Companies may improve business practices by mentoring future generations to understand corporate responsibilities and expectations (Coleman, 2014). With a global economy becoming the standard, responsibilities and expectations for C-suite executives to successfully operate in a global economy are increasing (Meyer, 2015). Employee mentors could provide the tools for employees who are open to growing through this process to participate in accomplishing organizational success. Additionally, mentoring processes may establish and evolve into standard practices and procedures for use in other industries.

Contribution to Business Practice

This single case study could positively influence a segment of business in the private sector that may soon experience a lack of qualified leaders. As Baby Boomers retire, industries will require an influx of qualified, driven, and talented leaders to meet the challenges of an expanding global economy (Crawford & Keiser, 2015). There is a concern that Generation Xers, Millennials, and Generation Zers lack the necessary drive

and leadership skills to solve future global business challenges (Crawford & Keiser, 2015; Fein et al., 2015). If corporations mentor, train, and transition Millennials into management positions, the corporations that employ them may experience positive business and social change.

This single case study contains interviews with C-suite executives of a waste company in central Florida. The C-suite executives included individuals from the Silent Generation and Baby Boomers generations. In the single case study, the C-suite executives' mentee pools included late Baby Boomers, Gen Xers, Millennials, and Gen Zers. Figure 1 shows the major influences that defined the Baby Boomers.

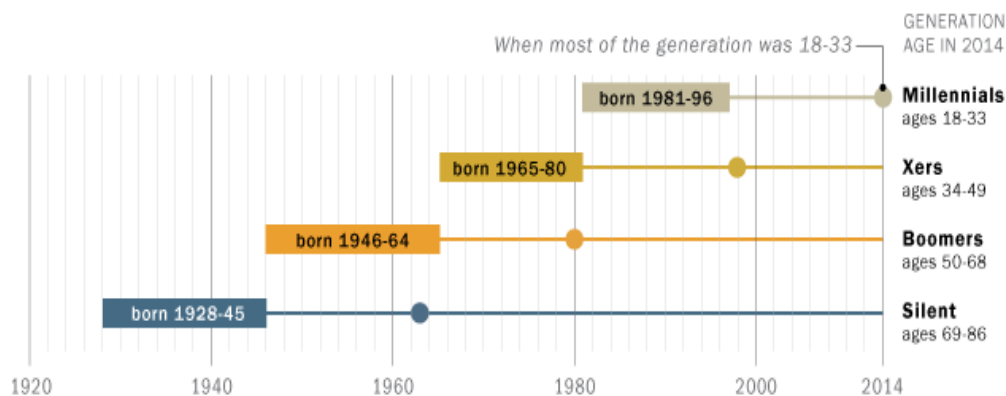


Figure 1. *The generations defined*. Adapted from the Pew Center (2016). Retrieved from <http://www.pewsocialtrends.org/2015/03/19/comparing-millennials-to-other-generations/>

Baby Boomers have a dominant presence compared to that of other generations (Coleman, 2014). Changes in the U.S. population age distribution, due to the inclusion of the Baby Boomer generation, may result in a substantial increase in the geriatric population over the next 30 years. Millennials may feel the increase in the geriatric

population due to the financial strain placed upon various social systems, (e.g., Medicare, and Social Security) (André, 2015).

Implications for Social Change

Social change may include greater job satisfaction and a renewed sense of potential for upward mobility (Holloway & Schaefer, 2014). With upward mobility, more discretionary income may be available to Generation Xers and Millennials (Williams & Turnbull, 2015). Robinson (2015) noted that Generation Xers, Millennials, and Generation Zers might not be prepared for, or not understand, what it takes to lead an organization. Subsequently, the mentoring process may result in improved leadership, greater job satisfaction and a renewed sense of potential upward mobility (Ko, 2014). Managerial improvements from Generation X, Millennials, and Generation Z may have a positive impact on society. Society may benefit from these generational improvements from a leadership perspective.

Ko (2014) posited that Generation Y lack the foundation for success that society and parents instilled in Baby Boomers. Moreover, Millennials may require greater mentoring and more leadership intervention than Generation X (Williams & Turnbull, 2015).

Table 2 chronicles Baby Boomer era characteristics.

Table 2
Baby Boomer Era Characteristics

Characteristics of those born between 1946 and 1964

Defined as being from the massive population increase that followed World War II.

Baby Boomers grew up in a time of prosperity and an absence of world wars. Baby Boomers were *flower children*, experimenting with drugs and protesting the war in Vietnam.

The first Western Generation of the 20th century to grow up with two cars in every garage and a chicken in every pot.

Baby boomer spending and consumerism have fueled the world's economies.

The Baby Boomers fought for environmental protection.

Baby boomers were the first generation to experience:

- A time of unparalleled national optimism and prosperity;
- The Cold War, fear of nuclear attack from Russia, bomb shelters and children hiding under their desks at school;
- The assassination of a President (John F. Kennedy);
- The Civil Rights Movement and the assassination of its leader (Martin Luther King);
- The confidence of putting a man on the moon;
- The incredible waste and destruction of the War in Vietnam.

Note. Adapted from: Robinson, M. T. (2015). *The Generations: What generation are you?* Retrieved from <http://www.careerplanner.com/Career-Articles/Generations.cfm>

A Review of the Professional and Academic Literature

This single case study chronicled successful mentoring strategies that may prevent leadership shortfalls in waste industry organizations. An integral requirement in creating a single case study is an exhaustive literature review. The intent of the literature review was to examine the generations that currently compose the waste industry workplace as well as compile research data on mentoring strategies that may be effective in mentoring and leadership development. I viewed the extant literature through the lens of TLT in order to address the research question, which was, how can C-suite executives in the waste industry use leadership strategies to develop future C-suite executives?

In the literature review, I focused on specific areas that chronicle the exploration of the relevant data surrounding the research subject matter. To fully investigate the challenges and opportunities of leadership and mentoring, now and in the future, I explored the various generational groups that are currently in the waste industry workplace. Then, I searched the extant literature to determine the subtle differences between each generational group. Incorporating study findings, present day C-suite executives may have the opportunity to identify, interface with, and create successful strategies for mentoring junior executives.

Effective mentoring may be accomplished with the understanding that each generational group comes with its own set of values, mores, and standards, based on members' unique and individual life experiences (Albert, Reynolds, & Turan, 2015;

Northouse, 2016). The following is a list of the generational groups that may need mentoring in order to successfully matriculate into future C-suite leadership positions:

- the Silent Generation, whose members were born between the years 1928-1945;
- the Baby Boomer Generation, whose members were born between the years 1946-1964;
- Generation X, whose members were born between the years 1965-1980;
- the Millennial Generation (Generation Y), whose members were born between the years 1981-1996; and
- Generation Z, whose members were born between the years 1997 and the present (Robinson, 2015).

These generational headings augment the various charts and tables, which illustrate data relating to the research subject matter, in the study. I followed guidelines in gathering the literature to ensure that the research performed aligned with the problem statement, the purpose statement, and the research question.

The conceptual framework centered on the tenet(s) of transformational leadership theory, which was the foundation of the literature review, and further identified the theorist(s) of the conceptual model. As Karvanen (2015) noted, a conceptual framework provides a researcher with key concepts, postulates, and tenets for obtaining a systematic *lens* through which to view a phenomenon. Finally, the conceptual framework of TLT aligned with the research question, which formed the basis for the single case study's how and why interview questions.

Literature Search Strategy

My research strategy involved using several databases available at the Walden University Library, in addition to those at other universities and the Seminole County Public Library. These databases included EBSCOhost, ProQuest, ABI/INFORM Complete, Emerald, and Sage. I also reviewed scholarly peer-reviewed articles from various publications to which I have direct access. In addition to library databases, I searched multiple browsers and search engines including Google, Google Scholar, AOL, Firefox, Internet Explorer, in addition to utilizing research databases such as LexisNexis, Westlaw, and Yahoo. My on-site library visits were to the following Florida libraries (with city locations in parentheses): Seminole County Public Library (Sanford), Orange County Public Library (Orlando), University of Central Florida (Orlando), University of South Florida (Tampa), Seminole State University (Sanford), Valencia State College (Orlando), Rollins College (Winter Park) and the University of Florida (Gainesville).

Table 3 depicts the various categories of sources (i.e., books, peer-reviewed journal articles, government references, and web articles) used in the literature review. As noted in Table 3, 91.2% of 274 references are from resources published within 5 years of my anticipated graduation date.

Table 3

Literature Review Source Content

| Literature review content | Total # of articles | # more than 5 years old at graduation date (2017) | % of total articles more than 5 years old at graduation date (2017) |
|---------------------------|---------------------|---|---|
| Peer-reviewed journals | 275 | 17 | 6.1% |
| Books | 19 | 7 | 5.7% |
| Government/Corporate | 3 | 1 | <1.0% |
| Web resources | 19 | 4 | 6.8% |
| Total | 318 | 24 | 13.25% |

As Table 3 illustrates, an aggregated total of 86.75 references used in the literature review fall within the 85% rule. Specifically, 85% of all references must be within 5 years of the doctoral study publication date.

I focused the literature review on the specific business problem and the research question. The specific business problem of the single case study is that some C-suite executives in the waste industry lack leadership mentoring strategies to develop future C-suite executives. The research question was, how can C-suite executives in the waste industry use leadership strategies to develop future C-suite executives?

As the researcher, I explored the extant literature surrounding transformational leadership theory. The research of transformational leadership theory may be directly applicable to mentoring potential future C-suite executives encompassed within various generational groups. The subject matter topics are transformational leadership and the subsections of transformational leadership. I will compile an exhaustive body of research, aligning the problem statement, purpose statement, and the research question.

Finally, the literature review offered an in-depth exploration of the specific attributes/drawbacks and current mentoring methods of Baby Boomers, Generation X, Millennials, and Generation Z. Regarding mentoring Baby Boomers, Generation X, Millennials, and Generation Z, there appear to be differences in effective mentoring styles between the generations (Richardson et al., 2015). A critical analysis of servant leadership theory, contingency leadership theory, and transactional leadership theory, will contrast their strengths and weaknesses on a generational level. Justification comes from the selection of transformational leadership theory to be the focus of the conceptual framework and the literature review.

Transformational Leadership Theory

Bottomley, Burgess, and Fox III (2014) proposed a conceptual framework of the behaviors needed to be an effective leader. The behaviors identified by Bottomley et al. lead to the creation of a vision builder who can define the vision, align personal and organizational values, and most of all build trust. Furthermore, Bottomley et al. concluded that organizations are changing quickly, and leaders need to be responsive and flexible. Transformational leadership theory provides a highly focused lens, to explore

the nature of, and the differences between, the various generational groups known as the Silent Generation (1923-1944), Baby Boomers (1945-1964), GenXers (1961-1981), GenYers (also known as Millennials 1981- 1998), and Generation Z 1995 to present (Robinson, 2015). The literature review will demarcate an exhaustive expansion of transformational leadership theory.

The primary function of a leader is to ensure the members of the organization commit to the organizational goals (Pierro, Raven, Amato, & Bélanger, 2013). Pierro et al. compared previous findings on leadership style with mechanisms through which transformational leaders increase organizational commitment. Pierro et al.'s research encompassed two field studies conducted in different organizations using the same measurement instrument. The first study consisted of 147 Italian state employees who participated in the Multifactor Leadership Questionnaire (MLQ) to determine if transformational leadership would affect organizational commitment. The second study replicated the first study, except in a different work setting, and (which) consisted of 159 employees from three different Italian organizations. In both studies, employees participated in the Conger–Kanungo Charismatic Leadership Questionnaire (Conger & Kanungo, 1998). Pierro et al. identified moderate to high correlation with transformational leadership styles.

Eliophotou (2014) posited that TLT weaknesses from a conceptual and methodological standpoint do not generate as much opposition to TLT as do other forms of leadership. Despite the general acceptance of transformational leadership, others are critical of TLT (Tourish, 2013; Van Knippenberg & Sitkin, 2013). Some questions

whether the elements of idealized influence, individual consideration, inspirational motivation, and intellectual stimulation are the reasons for, or descriptions of TLT (Yukl, 2012).

Bass (1985), and Conger and Kanungo (1987) argued that transformational leaders do not influence all followers in the same way. Bass (1985) concluded that when utilizing MLQ, respondent ratings stemmed from their judgments about a leader and not the leader's influence. Bass (1985) developed the MLQ, which is a 72-item instrument that is the commonly utilized measurement of transformational leadership behaviors (Kelloway, Turner, Barling, & Loughlin, 2012; Kim et al., 2015). The items in the instrument are Bass' reflection on transformational and charismatic leadership. The initial six MLQ leadership factors are charismatic-inspirational leadership, intellectual stimulation, individualized consideration, contingent reward, management-by-exception, and *laissez-faire* leadership (Northouse, 2016). When measuring dimensions of transformational leadership with the MLQ instrument, one must utilize all the 72-items in the instrument (Burns, 1978; Northouse, 2016). However, after examining authenticity and transformational leadership, behaviors of 184 Christian faith community leaders; Ghasabeh, Reaiche, and Soosay (2015) utilized only 16 items from the MLQ to judge the frequency of behaviors.

In 1985, Bass expanded on the transformational and transactional models by noting they were more of a continuum, rather than two separate entities. Also, the concept of *laissez-faire* or delegating was on the continuum. Idealized influenced,

inspirational motivation, intellectual stimulation, and individualized consideration are the four components that make up transformational leadership (Beauchamp & Barnes, 2015).

The conceptual framework must align with the research question, which is: *How can C-suite executives in the waste industry utilize leadership strategies to develop future C-suite executives?* The theory that aligns with the research question is transformational leadership. From a generational standpoint, transformational leaders can guide, develop, inspire, and motivate future C-suite executives (Gilley, Gilley, Jackson, & Lawrence, 2015). The extant research focused on existing C-suite executives who may retire shortly, based on age and years in their positions (Klein, Dilchert, Ones, & Dages, 2015). The Baby Boomer generation, born between the years 1946-1964, is retiring (BLS, 2015). The mentee group consists of Generation X, born 1961-1981, and Millennials (also known as Generation Y), born 1977-1998 (BLS, 2015).

Transformational leadership is a link to help employees understand their roles and feel connected to the organization. Alvesson and Willmott (2012), and Burns (1978) discussed the relationship between individual power and purpose, and the leader/follower interaction. Transformational leaders utilized power to improve communication with followers and help them to understand their goals (Northouse, 2016). Leadership can be a factor in organizational performance (López-Domínguez, Enache, Sallan, & Simo, 2013; Northouse, 2013).

Similarly, Pereira and Gomes (2012) investigated the role that transformational leadership plays in organizational performance, and the results suggested the role a leader plays in strategy and operations is important to an organization. With the perspective of

the dimension of transformational leadership, Pereira and Gomes investigated the following:

I will explore the connection between transformational leadership and situational strength. The more leaders demonstrate behaviors associated with transformational leadership, the stronger the climate. The association between leadership and performance is moderated by situational strength. Pereira and Gomes conducted a study of a multinational company, and employees answered a questionnaire to measure transformational leadership. The employee response rate was 70%; 470 questionnaires were sent out and 331 received back. The questionnaire contained 22 items that analyzed through arithmetic means and intragroup coefficient to see how employees perceived leadership practices.

The outcome of Pereira and Gomes (2012) study concerning transformational leadership was that managers do promote group spirit, foster identification with the work unit, and promote a collective identity amongst employees. Moreover, leaders communicate expectations, seek to increase employees' feeling of self-efficiency, and demonstrate the behaviors necessary to achieve organizational goals (Pereira & Gomes, 2012). Tonkin, (2013), in his study, posited the complexity involved in leadership theory is evident in comparisons to other leadership theories. Despite the positive association between transformational leadership and followers, and improvement of organizations' and teams' successes (Nixon, Harrington, & Parker, 2012), authentic leadership was found to have a positive and significant effect on employees (Tonkin, 2013).

Authentic leadership theory is a combination of transformational leadership and ethical leadership (Agote, Aramburu, & Lines, 2015). Regardless of which type of leadership style was explored, the leadership style was a factor in organizational success as well as how much trust followers had in the leaders (Northouse, 2016).

Transformational leadership theory is a well-researched leadership style (Epitropaki & Martin, 2013; Pierro et al., 2013; Wang & Howell, 2012). A search of material published from 2011-2015 in the Psych INFO database revealed that transformational leadership theories were popular compared to other leadership theories such as charismatic and transactional leadership theory. The studies ranged from meta-analytic (Schyns & Schilling, 2013) to experimental (Grant, 2012). Additional studies exist about leaders in a variety of settings including business (Gillet & Vandenberghe, 2014), military (Cheng, Yen, & Chen, 2012), and nursing (Lievens & Vlerick, 2014), and at various levels from supervisors (Walumbwa & Hartnell, 2011) to management (Effelsberg & Solga, 2015).

Guay and Choi (2015) argued that transformational leadership may have a positive effect on organizational performance and may result in positive outcomes for employees (Berson, Halevy, Shamir, & Erez, 2015). However, other studies indicated negative effects. For instance, Rowold (2014) warned of practitioners being careful not to overstate the impact of transformational leadership on employee behavior.

This section of the literature review includes four behavioral dimensions of transformational leadership. Sometimes referred to as the 4 I's, the four behavioral dimensions are idealized influence, inspirational motivation, intellectual stimulation, and

individualized consideration (Northouse, 2016). The leadership dimensions presented are relevant when examining the influence of leaders on employees. Leadership styles and direction provided by managers are important and may influence employee performance (Liden, Fu, Liu & Song, 2016).

Idealized influence. Idealized influence is a result of leaders acting as role models and displaying behavior that others admire by setting an example (Zdaniuk & Bobocel, 2015). Followers will emulate the behavior of the leader when trust is established. Guay and Choi (2015) posited that a theoretical argument supported idealized influence and other aspects of transformational leadership. The dimension of trust involves leaders who are trustworthy and influential (Northouse, 2016; Vacar, 2015). Influence is important because employees who observe high ethical behavior will emulate high ethical behavior (Loon, Lim, Teck, & Cai, 2012).

Bass and Avolio (1997) bifurcated the first dimension of transformational leadership, idealized influence, into two additional components; idealized attributes and idealized behaviors. Idealized attributes in a leader occur when a display of selflessness and respect for others is apparent (Sahaya, 2012). Idealized behaviors by leaders encourage followers to achieve defined goals through a vision, mission, and a set of ideals (Bass & Avolio, 1997; Loon et al., 2012).

Inspirational motivation. The construct of inspirational motivation occurs when leaders inspire followers to perform beyond what is expected (Vaccaro, Jansen, Van Den Bosch, & Volberda, 2012). Transformational leaders motivate followers through inspiration and by instilling a belief that their goals are achievable (Burns, 1978;

Northouse, 2016). Leaders also inspire employees to do what is right not just by demonstrating conduct but through positive reinforcement (Gilmore, Hu, Wei, Tetrick, & Zaccaro, 2013). When leaders demonstrate a commitment to the accomplishment of their goals, it becomes a guideline for followers (Hamstra, Van Yperen, Wisse, & Sassenberg, 2014).

Intellectual stimulation. The paradigm of intellectual stimulation occurs when leaders encourage employees to think unconventionally and feel comfortable challenging the *status quo* (Burns, 1978; Northouse, 2016). When followers are stimulated, they are encouraged and are committed to their work (Bass, 1985; Burns, 1978). Leaders accomplish intellectual stimulation by engaging employees in dialogue, and intellectually stimulated leaders are open to questions and suggestions (Arnold & Loughlin, 2013). Arnold and Loughlin (2013) posited that two main behaviors that enabled leaders to engage in intellectual stimulation with employees are holding meetings to brainstorm ideas, and questioning others while being open to challenges. The Arnold and Loughlin (2013) study, an explanatory approach, was utilized during a semistructured interview which had senior leaders evaluating intellectual stimulation in private businesses, the military, and government. The results of the study outlined how leaders engaged in participative approaches that led to intellectual stimulation (Burns, 1978; Northouse, 2016). The findings from the Arnold and Loughlin (2013) research suggested that across all sectors (private, military, and government), leaders see themselves as having the ability to engage in intellectual stimulation.

Individualized consideration. The fourth dimension of transformational leadership theory is individualized consideration. Loon et al. (2012) posited that with individualized consideration, the leader's focus is the advancement of the organization as well as the individual followers' needs. This dimension of transformational leadership behavior also involves task performance and personal initiative (Zacher, Pearce, Rooney, & McKenna, 2014).

Contrasting Styles of Leadership

Various leadership theories are similar in scope to transformational leadership theory; however, these contrasting styles of leadership lack the ingredients to effectively address my problem statement, purpose statement and my research question. In this section, I will address the various leadership styles outside of TLT and chronicle their attributes while offering a critical analysis in support of my reasoning for the application of TLT to my conceptual framework and subsequently my literature review.

Servant leadership. Similar characteristics exist between transformational leaders and servant leaders (Owens & Hekman, 2012). While servant leadership theory is similar to transformational leadership theory, it differs in the leader's focus. Greenleaf (1977) created the servant leadership theory. Servant leadership occurs when leaders presume to be the servant in the relationship with followers. In an assessment of servant leadership, Liden, Wayne, Liao, and Meuser (2014) concluded that servant leadership could increase follower behavior and outcomes. The following subsection will include a review of servant leadership in comparison to the conceptual framework of transformational leadership.

Servant leadership's conceptual model consists of (a) empowerment, (b) stewardship, (c) authenticity, (d) providing, (e) direction, and (f) humility and interpersonal acceptance; however, constructs of the model are not widely accepted (Parris & Peachey, 2013). The reason for the criticism is that the basis of servant leadership is the character of the leader, which is difficult to measure (Grisaffe, VanMeter, & Chonko, 2016). Spears (1995) later expanded Greenleaf's (1977) theory and developed essential elements of servant leadership. The essential elements that Spears (1995) developed were listening and empathetic commitment to what others say. Listening is an important skill for servant leaders, and they should be receptive to what employees say and show empathy (Weißhaar & Huber, 2016). Empathy involves understanding and accepting of other individuals. Leaders need to recognize that individuals are different and will perform at diverse levels (Northouse, 2016).

Healing is an element linked to servant leadership. Healing involves recognizing when others need help resulting from a broken spirit or need to be communicated to in a subtle manner (Huff, 2014; Northouse, 2016). Healing is a key element in servant leadership (Holloway & Schaefer, 2014; Karvanen, 2015). Other elements associated with servant leadership are persuasion, foresight, stewardship, and conceptualization. Persuasion is the process by which the servant leader seeks to influence and convince others instead of relying on arguments or coercion (Huff, 2014; Karvanen, 2015). Foresight is the element of servant leadership that enables a leader to foresee outcomes of situations and to work with intuition. Foresight is an area of servant leadership that needs further inquiry (Dierendonck & Patterson, 2015). Stewardship is putting the organization

and others first by serving the needs of others. Conceptualization with a focus on the future is a construct where servant leaders think beyond their present-day needs and look past the problem to the future (Atwater & Bass, 1994). Servant leaders are committed to the growth of people, to nurturing the person professionally, the spiritual growth of others, and building communities. The servant leader believes that local communities are essential in a person's life (Spears, 2004). Although Spears' essential elements were clear and easy to understand, these elements lacked empirical research (Parris & Peachey, 2013).

Despite servant leadership theory's increasing popularity (Dust, Resick, & Mawritz, 2014; Van Dierendonck & Patterson, 2015), there are conceptual weaknesses in servant leadership theory. The weaknesses lie within the theory's constructs and the leadership style not being effective in certain environments (Bass, 1978; Northouse, 2016). Developing the skills and attitudes of a servant leader is difficult because leaders must change their ways of thinking (Boone & Makhani, 2012). Limited research was available about whether servant leadership is suitable for all organizations--specifically, robust and changing business environments (Posey, Roberts, & Lowry, 2015). Carter and Greer (2013) suggested that servant leadership in high-performance organizations showed varied outcomes.

Certain aspects of servant leadership and transformational leadership are similar. One aspect of servant leadership that closely resembles transformational leadership is encouraging followers to align with the organization and offer persuasive reasons for doing so (Sun, 2013). Another similarity involving followers is that transformational and

servant leadership encouraged learning and development, which helps motivate mentees towards fulfilling their goals (Choudhary, Akhtar, & Zaheer, 2013).

Though similarities exist between transformational leaders and servant leaders, there are differences. One of the significant differences is that servant leaders focused on humility, interpersonal acceptance, and authenticity (Burton & Welty Peachey, 2014). A second difference is how servant leaders influenced their followers and the extent of the followers' effectiveness (Bass & Avilio, 1994; Burns, 1978; Northouse, 2016). Servant leaders give credit to their followers for success versus to themselves and are behind the scenes (Northouse, 2016).

A leader's efforts may contribute to the success of an organization (Bass & Avilio, 1994; Burns, 1978). Transformational leaders were visible, and the success was associated with those leaders (Van Dierendonck et al., 2014). Moreover, servant leadership includes an ethical component (Bass & Avilio, 1994; Burns, 1978; Van Dierendonck et al., 2014). However, transformational leadership does not include an ethical principle (Burton & Welty Peachey, 2014), and both leadership styles help to improve organizational performance (Karvanen, 2015).

According to Van Dierendonck and Patterson (2015), servant leadership was too limited in scope to properly address the research question of this single case study: How can C-suite executives in the waste industry utilize leadership strategies to develop future C-suite executives?

Contingency theory of leadership. Fiedler's (1978) contingency theory of leadership proposed that no one leadership style is best, and the situation determined the

leader's effectiveness. Two relevant leadership styles associated with contingency theory of leadership are task-motivated, and relationship motivated. Task-motivated leaders were concerned primarily with reaching a goal; whereas, relationship-oriented leaders were concerned with development (Fiedler, 1978). Waters (2013) described the contingency theory of leadership as one of the most valid and reliable measures of an individual's leadership potential. Although the contingency theory of leadership is valid and reliable, it is not appropriate for this single case study (Waters, 2013) due to the theory purporting that leaders will not be effective in all situations. Walters (2013) further posited that contingency theory model lies in its application. Contingency theory has firm roots in change integration; however, my research question will have a focus on development and mentoring. Therefore, contingency theory will be inappropriate in the exploration of the research question: *How can C-suite executives in the waste industry utilize leadership strategies to develop future C-suite executives?*

Van de Ven, Ganco, and Hinnings (2013) posited that the contingency theory of leadership surfaced when the performance and strategy of the organization were examined. However, the use of Fiedler's original contingency theory in explaining leader behavior and organizational dynamics was declining (Van de Ven et al., 2013). New perspectives of the contingency theory suggested that challenges to driving change could exist if a leader is unclear about the organization's structure and the drivers of performance (Van de Ven et al., 2013).

Another theory similar to transformational leadership and employee motivation is flexible leadership (Gillet & Vandenberghe, 2014). Flexible leadership theory relates to

transformational leadership and employee motivation. Both theories include a component of inspiring and motivating employees (Gillet & Vandenberghe, 2014; Sahin, Cubuk, & Uslua, 2014). Flexible leadership theory includes variables that contribute to an organization: (a) organizational effectiveness, (b) performance determinants, (c) situational variables, and (d) leadership decisions and actions (Gillet & Vandenberghe, 2014).

Transactional leadership. Another related leadership style is transactional leadership. Transactional leadership is better at working on an existing system, focusing on tasks, and offering rewards, whereas transformational leadership is better at driving change and inspiring others to work together (Giltinane, 2013). Zhu, Sosik, Riggio, and Yang (2012) argued that transactional leaders were less effective leaders than their transformational counterparts. Rowold, Borgmann, and Diebig (2015) posited that the three types of transactional leaders are: the contingent reward (rewards provided incentive when others accomplished tasks); management by exception-active (a manager does not shy away from addressing performance); and management by exception-passive (a manager does not address performance until it becomes a problem).

A limitation of transactional leadership is contingent reward. Leaders exhibiting transactional leadership style articulate goals and provide rewards and recognition to those followers who meet such goals (McCleskey, 2014). Contingent rewards for performance can become complicated depending on the follower's view of a task in comparison to the reward (Schultz, 2014; Northouse, 2016). Followers seeking rewards may perform at the level they believe acceptable to leaders, but only to receive rewards or

avoid punishment because of failing to meet certain goals. The contingent reward does not necessarily result in followers taking ownership of the goals and values of the organization (Bass, 1985).

Transactional leadership is highly focused on specific issues and works well in business strategy and business tactics (Guay, 2013). However, transactional leadership theory does not lend itself to specific aspects of mentoring and the development of future C-suite executives. Therefore, transactional leadership theory does not allow me to effectively apply the research question: *How can C-suite executives in the waste industry utilize leadership strategies to develop future C-suite executives?*

Charismatic leadership. Charismatic leaders employ innovative ways to achieve vision within the organization (Lapierre, Bremner, & McMullan, 2012). Bass (1985) and Shamir (1991) posited that transformational and charismatic leadership were similar; however, differences exist. The behaviors of a charismatic leader are communicating strategic vision by influencing processes so that followers align with leaders, showing sensitivity to member needs, taking personal risks, and being sensitive to the environment (Kempster & Parry, 2014). Charismatic leaders elicited excitement in followers, and that was helpful in accomplishing goals (Mittal, 2015). When followers align with a leader, the influencing begins (Bass, 1985; Kempster & Parry, 2014). Weber (1947) proclaimed that charisma was a phenomenon, which occurred when leaders possess exceptional qualities. As noted by Harper (2012), Lunenburg (2012), and Weber (1947), others have expanded on the concept of the charismatic leadership construct. Wilderom, van den Berg, and Wiersma (2012) investigated the combined effects of charismatic leadership

and organizational culture on perceived and objective company performance using a longitudinal design. Participants were employees ($N = 1214$) in 46 branches of a large Dutch bank. The employees rated branch management on charismatic leadership, organizational culture regarding work practices, as well as perceived organizational performance. The results supported that charismatic leaders provided vision, confidence in followers, and motivation. Based on the results, a charismatic leader can be inspirational (Wilderom et al., 2012).

To assess what is effective leadership, the research results can vary depending on the instrument (Northouse, 2016). Additional reliable measurements of transformational leadership are the Conger Kanungo Scale (CKS), the transformational leader index (TLI), and the leadership practices inventory (LPI). CKS, developed by Conger and Kanungo (1988), is a 20-item instrument to gauge the five factors of charismatic leadership. As cited in Rowland and Borgmann (2013), the following are the five factors. First, the leader evaluates the *status quo* of their environment (Factor 1). Next, the leader assesses the environment, so that followers' needs are carefully evaluated (Factor 2). Third, the leader formulates an inspiring vision of the future (Factor 3). Fourth, the leader takes personal risks (Factor 4). Finally, the leader engages in unconventional behavior (Factor 5) that demonstrates the importance of the articulated vision.

TLI is a 26-item instrument that primarily assesses the components of transformational and transactional leadership (Bass, 1978; Northouse, 2016). The six subscales of transformational leadership that TLI measures are; articulating a vision, providing an appropriate model, fostering the acceptance of group goals, setting high

performance expectations, providing individualized support, and ensuring intellectual stimulation (Lian, 2015). Moreover, another scale that TLI measures for transactional leadership are contingent reward (Walsh, Dupree, & Arnold, 2014). Walsh et al. posited that when TLI measured the scale of transactional leadership, the structure and reliability improved as compared to LPI.

LPI is an instrument often utilized to measure leadership development. LPI categorized leadership behaviors into five dimensions. However, LPI is useful when challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart (Posner & Kouzes, 1988). The content of LPI does not measure all the constructs of transformational leadership; however, LPI is more useful when measuring leadership behavior from a subordinate viewpoint (Winston & Fields, 2015). Although CKS and LPI both measure leadership behaviors, the leadership scales are different (Rowold & Heinitz, 2007).

The charismatic leader approaches work in unconventional ways and followers viewed them as making self-sacrifices (Conger & Kanungo, 1987). In another expansion of charismatic leadership, Lapierre et al. (2012) described socialized charismatic leadership (SCL) as a positive expression of the charisma in leaders. By contrast, personalized charismatic leadership (PCL) is the negative expression of leadership. With SCL, the goal is to work with followers to meet needs (Lapierre et al., 2012). Lapierre et al. argued that social interaction plays an important role in the influence that followers had on charismatic leaders. When reviewing the behaviors of leaders and employees,

Lapierre et al. concluded that leaders would display charismatic leadership when followers experience PCL.

Muenich and Williams (2013) suggested that the slight difference between charismatic leadership and transformational leadership included the characteristic of a transformational leader being a problem solver. Problem solving is the ability to analyze, deduce, and correct (Meuser et al., 2016). The leadership characteristic of problem solving is an attribute that is important in examining the research question: How can C-suite executives in the waste industry utilize leadership strategies to develop future C-suite executives?

Motivating Employees

This section of the literature review begins with information on the process of motivation, namely, how leaders motivate employees and its impact on an organization. Maslow's (1943) hierarchy of needs is a theory that explains the process of motivation in humans based on their greatest needs. Maslow's hierarchy of needs will not be the appropriate conceptual framework for this single case study. Maslow's theory focuses on the individual needs as the motivator in the workplace and not the research question. Maslow's hierarchy of needs can assist organizational leaders with how to motivate employees (Kaur, 2013). Maslow described that the human motivation process depended on five areas of needs: (a) physiological, (b) safety, (c) love, (d) esteem, and (e) self-actualization. Physiological needs are the greatest of needs for humans, and self-actualization is the least of needs for humans. Although employee motivation is a component of Maslow's hierarchy of needs, the theoretical constructs are different from

transformational leadership theory. The intent of the single case study is to address the research question: How can C-suite executives in the waste industry utilize leadership strategies to develop future C-suite executives? Burns' (1979) transformational leadership theory is the construct explored in this single case study.

Understanding what motivates each employee is essential for leaders. Managers must motivate employees in a way that creates a sense of connection to the organizational goals (McKnight, 2013). A leader should focus on the needs of employees and determine what is necessary to satisfy and motivate. Motivation derives from individual need, desire, and expectation (Casey & Robbins, 2015). Motivating is a key attribute of leadership and can determine how effective followers will meet organizational goals (Antonakis & Housem, 2014). Sadeghi and Pihie (2012) indicated that transformational leaders engaged in a specific set of behaviors that transformed organizations and motivated subordinates. Wang and Gagne (2013) proposed a positive conceptual relationship between transformational leadership behavior and employee motivation. The results from Wang and Gagne supported the conceptual relationship. Employee motivation can arise from leadership styles and strategies. Schyns and Schilling (2013) defined leadership as a personal influence resulting in the enthusiastic commitment of followers.

When motivation occurs, individuals apply their skills and resources to accomplish a given task. Leaders can employ strategies that will affect employee motivation. When employees are more motivated, they perform better and make better decisions (Alam & Mia, 2015). Tebeian (2012) evaluated two leadership styles,

transformational and servant leadership, and considered the impact of the leadership style on employees' motivation. The results from Tebeian's study detected a direct relationship between leadership styles, employees' motivations, and job satisfaction. A conceptual model developed from the study results concluded that leadership style had a direct and positive impact on employee motivation. When leaders motivate employees, employees' desires to perform improves (Sangar & Rangnekar, 2014).

Two forms of motivated behavior are intrinsic motivation and extrinsic motivation (Trmal, Bustaman, & Mohamed, 2015). Cho and Perry (2012) conducted a study to test intrinsic managerial motivation on employees' attitudes and factors that mediate intrinsic motivation. Cho and Perry concluded that a positive association existed between intrinsic motivations and employee satisfaction. In a similar study, Zaman, Nas, Ahmed, Raja, and Marri (2013) investigated intrinsic employee motivation and job satisfaction. Intrinsic motivation was based on internal value and satisfaction while extrinsic motivation was based on external rewards (Llopis & Foss, 2016). If an employee possesses intrinsic motivation and rewards are available, the rewards will not keep the employee motivated (Zaman et al., 2013). Zaman et al. (2013) also found a relationship between intrinsic motivation and employee job satisfaction. Also, Zaman et al. noted that employee satisfaction was important to organizational performance. Extrinsic rewards occur when positively assessed work results in a reward issued to a person by another person within the working environment (Tampu, 2015). Leaders may not consistently motivate employees and when this happens, leaders can use motivation with some form of monetary incentive to improve organizational performance (Aguinis,

Joo, & Gottfredson, 2013). Others believe that when a leader motivates employees correctly, the employee performance and commitment to the organization increase (Vallerand, 2012). Therefore, if employees were motivated, organizational effectiveness was likely. Shin, Kim, Lee, and Bian (2012) concluded that when leaders motivated employees, the organization noticed an increase in ideas generated.

For leaders to possess motivational skills, they should support and encourage employees to work with enthusiasm (Kakepoto, Habil, Omar, & Said, 2012). To motivate employees, leaders should focus on understanding the needs of the organization and the individuals involved. Sometimes rewards either positively or negatively affected the motivation of employees. Leaders should adjust to the needs of the organization and the needs of their employees to receive the best efforts (Netke, 2013). Regarding motivation, leaders should recognize that the needs of individuals might change over time.

Herzberg (1968) offered a review of the motivation hygiene theory. The factors involved in job satisfaction and motivation were separate from what led to job dissatisfaction. Herzberg explained that job satisfaction and job dissatisfaction were not the opposite; instead, attempting to understand people in their jobs required examining more than just words. The motivation hygiene theory indicated that human needs achieved through this experience included growth. Growth was a motivating factor and motivators had a long-term effect on employees (Herzberg, 1968). Appropriate leadership styles can vary depending on the situation. A leader needs to recognize the

given situation and then make any necessary adjustments to leadership style to meet the needs of the followers (Vroom, 1976).

Vroom (1976) was known for working on the contingency model that analyzed the behavior of a leader. The investigation of the leadership provided additional evidence to validate the Vroom-Yetton contingency model (Vroom & Jago, 1978). The subjects in the investigation were 96 managers who answered questions about leadership situations and decisions. The outcome of regressions of successful and unsuccessful decisions revealed that 65% of managers' behaviors fell within the contingency model (Vroom & Jago, 1978).

A connection exists between transformational leadership and employee motivation (LePine, Zhang, Crawford & Rich, 2016). Leaders should motivate employees emotionally, cognitively, and behaviorally to achieve organizational goals (Shuck, 2013). Chi and Huang (2014), and Hernandez, Long, and Sitkin (2014) identified a connection between employee motivation and trust in leadership. Callier (2014) explored the motivation and influence of leadership on employee performance. Callier determined a strong positive correlation between transformational leadership, public service motivation, and employees' evaluations.

A number of factors contribute to a high performing organization. The factors included human resource policies and practices, the influence of a leader, and motivated employees (Al Araimi, 2013; Kehoe & Wright, 2013). A direct association between organizational commitment and employee motivation exists (Huff, 2014; Karvanen, 2015). Employee commitment and performance are central in determining the success of

an organization (Shahid & Azhar, 2013). Shahid and Azhar suggested that to optimize organizational performance, leaders should consider the factors contributing to employee motivation.

Transformational Leadership in Mentoring Future C Suite Executives

When C-suite executives need to make a strategic change, such as making new products, selling to different types of customers, or providing new services, a successful transformational leader clearly communicates the new direction (Moore et al., 2015; North & Fiske, 2015). Transformational leaders clearly communicate the vision to the subordinates, so they can act. Instead of referring to specific situations, the transformational leader focuses on the general strategy (Moore et al., 2015).

Transformational leaders recognize opportunities and use resources effectively to achieve long-term strategic goals (Neil, 2015). Transformational leaders help their subordinates develop their skills and become leaders themselves (Moon, 2014). An effective leader recognizes a leadership style that would best achieve strategies and goals (Albert et al., 2015; Neil, 2015). Effective leaders recognize the benefits of choosing a leadership style that allows them to achieve their strategic goals in the most efficient manner (Neil, 2015). Leadership is best described as the process of social influence in which one person can enlist or procure the aid and support of others in the accomplishment of a common task (Gilley, A. et al., 2015; Shenhar, 2015).

A leader is one who is capable of guiding, inspiring, and associating others with the goal (Moore, 2014; Schulz, 2014). The task of a transformational leader is to inspire mentees, which residually helps the leaders themselves change, transcend, and strive

towards a much larger purpose (Shenhar, 2015). Transformational leaders tend to have more empowerment abilities, which energizes followers to excel (Gilley, J. et al., 2015). C-suite executives that utilize transformational leadership theory were found to motivate their followers to work on specific goals, incentivizing the mentees to overachieve stated goals (North & Fiske, 2015). C-suite executives that adopted a transformational leadership style also created learning opportunities by which their followers were stimulated to solve problems (Gilley, A. et al., 2015; North & Fiske, 2015; Shenhar, 2015).

Transformational leaders are individuals who work with future management in creating a vision of future leadership (Northouse, 2015). Future leadership occurs through the inspiration that the leader projects on the employees, identifying and promoting change within the employee group (Kempster & Parry, 2014). A transformational leader was also one who instilled motivation, a sense of team unity, and an understanding of the importance of job performance in the marketplace (Grisaffe et al., 2016; Karvanen, 2015).

I will review the transformational leadership style of the C-suite executives working in a waste company in central Florida. These C-suite executives are faced with multiple challenges, including succession planning and the development of mentees to assume future rolls as C-suite executives (Bird, Borochin, & Knopf, 2015). While some C-suite executives in my research are from the *Silent Generation*, born between 1928-1945 (Robinson, 2015), many C-suite executives of this waste company are in the Baby Boomer category born between 1946-1964 (Robinson, 2015). The challenge for the C-

suite executives participating in the single case study was to explore how to successfully mentor different age groups of individuals from the following generational work groups: Baby Boomers 1946-1964, Generation X 1965-1980 (Robinson, 2015), Generation Y, also known as Millennials 1981-1996 (Robinson, 2015), and Generation Z 1997 to present (Robinson, 2015).

The United States workforce is divided into five age classifications, which are labeled generations (Culpin, Millar, & Peters, 2015). Every generational group was raised under a unique set of societal circumstances. Therefore, the generational groups had differing priorities and varying attitudes regarding their workplaces and their careers (Becton, Walker, & Jones-Farmer, 2014). North and Fiske (2016) noted that different scholarly, peer-reviewed articles reflected differing dates of the generational groups. Table 4 includes the various generations, births beginning, births ending, youngest today, and oldest today.

Table 4

Generation Types and Dates

| Generation Name | Births Starting | Births Ending | Youngest Today | Oldest Today |
|---|-----------------|---------------|----------------|--------------|
| The Lost Generation The Generation of 1914 | 1890 | 1915 | 100 | 127 |
| The Interbellum Generation | 1901 | 1913 | 102 | 116 |
| The Greatest Generation | 1910 | 1925 | 90 | 107 |
| The Silent Generation | 1928 | 1945 | 71 | 94 |
| Baby Boomer Generation | 1946 | 1964 | 52 | 73 |
| Generation X | 1961 | 1981 | 34 | 56 |
| Generation Y – The Millennials – Gen Next | 1981 | 1996 | 20 | 42 |
| Generation Z | 1997 | The present | 0 | 21 |

Note. Adapted from: Robinson, M T., (2015). The Generations: What generation are you? Retrieved from <http://www.careerplanner.com/Career-Articles/Generations.cfm>.

The extant literature reflected inconsistencies in the names of each of the five generations (Robinson, 2015). For this single case study, I will utilize the generational names identified by Zemke et al. (2013), and Generation Z (individuals born between the years 1995 to the present) and further posited by (Robinson, 2015). The single case study did not include The Lost Generation, The Generation of 1914, The Interbellum Generation, and the Greatest Generation. Ostensibly, these generations are no longer in the workforce, due to their advanced ages, which are between ages 100 to 127 (Robinson, 2015).

The Multigenerational Workplace

Baby Boomers: The C-suite executives of today. Heathfield (2015) offered the definition of Baby Boomers as those who were born following World War II, during the years 1946-1964. Heathfield further posited that Baby Boomers were individuals of excellent health, was the wealthiest generation to date, and had an overall optimistic view of the present and the future. Dukes and Gilbreath (2015) posited that in 2015, Baby Boomers were the largest group of senior managers in corporate America. Dukes and Gilbreath (2015) further posited that nearly 70% of law firm partners are comprised of Baby Boomers. Representatives of the BLS (2012) estimated that nearly 80 million Baby Boomers will exit the workplace within a ten-year period. Therefore, Baby Boomers are retiring at a rate of 25,000 per day, which constitutes an unprecedented loss of skilled labor, management and C-suite executives.

The difference between success and failure is sound leadership (Blattner & Walter, 2015). During the Baby Boomer era, there were specific characteristics that differentiated leaders from those who were nonleaders (Culpin et al., 2015). For an organization to succeed, it needs forward thinking, prognosticative leadership (Culpin et al., 2015; Northouse, 2015). A leader is defined as one who can successfully cope with change (Blattner & Walter, 2015). A leader establishes direction by developing a vision of the future, then aligns people by communicating this vision and inspiring them (Moore, Grunberg, & Krause, 2015). In previous decades, we have used the term management and assumed it meant the same as leadership, but there is a difference.

Management is about coping with complexity and bringing order and consistency to an organization by drawing up formal plans, designing rigid organizational structures, and monitoring results against the plan (Bristow, 2015).

Pritchard and Whiting (2014) argued that transformational leadership goes beyond managing a team on a day-to-day basis to elevating the team to the next level. Baby Boomers were influenced to achieve a vision or set of goals (Vandermaas-Peeler, Miller, & Peeples, 2015). Transformational leadership requires consistent rewarding of the follower. When a company faces change, adopting a transformational style helps the leader and the mentee make the transition from one state to the next (Pryce et al., 2015). Bass (1998) noted transformational leaders influenced their subordinates, inspired and motivated others with charisma, showed genuine concern for people, and intellectually challenged followers (Moore et al., 2015; Northouse, 2015). Utilizing transformational leadership, one encouraged people to achieve the highest levels of performance (North & Fiske, 2015).

Sandhu, Benson, Sastrowardoyo, and Scott-Young, (2015) concluded that Baby Boomers were workaholics. Additionally, Baby Boomers worked long hours to establish self worth, identity, fulfillment, and a hard-working quality of life (Moon, 2015). Neil (2015) posited that Baby Boomers challenged authority, tended to crusade causes, and made known their dislike for conformity and rules. Moreover, Baby Boomers would not take much time off work, due to fear of losing their place on the corporate team (Moon, 2015; North & Fiske, 2015). Table 5 outlines specific ingredients necessary for successful mentee mentoring utilized by Baby Boomer C-suite executives.

Table 5
Mentoring Activities

| Term | Definitions |
|---|---|
| Mentoring – the classic guide who will share knowledge in a way that empowers others. | Coaching – a coach responds to short-term skill-based needs. The coach will encourage, equip and enable others to increase their skills. |
| Modeling – to model active behavior and attitudes, demonstrating successful strategies | Counseling – acting as a reflective listener, the counselor assists others to find their solutions to problems by posing pertinent questions rather than by directing action. |
| Teaching – will inspire and enthuse, helping others to integrate knowledge into daily practice. | Being a ‘buddy’ – a system used by some organizations to help with settling in. Sometimes called Mentors but quite distinct from the full mentor role. |
| Advising – a source of specialist knowledge. | Leading – having drive and vision to engage others and deliver results. |

Note. Adapted from: *Mentoring & Tutoring: Partnership in Learning*, 22(2), 91-103 by Beane-Katner, L. (2014). Retrieved from <http://www.mentoring&tutoring.com>

C-suite executives who are Baby Boomers face challenges. The collaboration of Baby Boomer mentors with subsequent generations may have a positive effect on both

parties. Since Baby Boomers did not grow up with computers, they tend to resist computing skills and complex managerial operations that are necessary to be performed on a computer (Richardson et al., 2015). Therefore, mentoring by Baby Boomers becomes an opportunity to expand the mentor's computer knowledge since subsequent generations were brought up with computers, and are far more computer savvy (Weidmer, 2015). Baby Boomers as mentors ascribed to a management style that was participative and requires involvement in the decision making process (Weidmer, 2015).

Cheng et al. (2015) recommended four principles for professional mentoring:

Make mentoring personal – Ensure that your mentees understand that you have a genuine interest in their professional growth and development and that you will offer constructive feedback regarding their progress. *Include lesser players in the equation* – While it is tempting for a mentor to work with only the top candidates in the firm, lesser players bring forms of value that the business will lose if you ignore them. *Assign projects judiciously* – A company rarely has enough prime projects that will involve all mentees simultaneously. Therefore, it may be essential for mentees to shadow a mentor's core work. Associates are invited to seek mentors who had career goals and paths like the associate's ambitions. In doing so, mentees can form the *firm within the firm*, with a goal of interpersonal skill development and continued company success.

Generation X: Declaring their independence. Robinson (2015) defined Generation X as individuals born between the dates 1965-1980. During 1965-1980, Generation Xers lived in a different world from the world of the Baby Boomers. This difference was due to a more relaxed parenting style (Costanza & Finkelstein, 2015). Generation X has 51

million members who were known in the past as latchkey kids because they belonged to households where both parents worked, or a single parent was working (Beauchamp & Barnes, 2015). Generation Xers developed traits of independence, resilience, and adaptability (Culpin et al., 2015).

Generation X members feel strongly that their independence is sacrosanct (Jobe, 2014). At the same time, this generation expects immediate and ongoing feedback and is equally comfortable giving feedback to others (Moon, 2014). Other Gen X traits included working well in multicultural settings, desire for some fun in the workplace, and a pragmatic approach to getting things done (Boiser & Gosciej, 2015). Table 6 is the depiction of the seminal events of Generation X.

Table 6

Generation X

Gen X: Born between 1961 and 1980

Gen X was originally called “Gen Bust” because the birth rate was vastly smaller than the preceding Baby Boomers

Generation Xers were the first generation to experience:

- The highest level of education in the U.S. to date
- The 1976 Arab Oil Debacle and the first gas shortages in the U.S.
- The price of gold was soaring to \$1000/oz. for the first time
- The fall of the Berlin Wall and the splitting apart of the Soviet Union
- Music Television (MTV) and the rise of Disco music
- China’s momentary flirtation with personal freedom and the tragedy of Tiananmen Square
- Fighting in the first Gulf War
- North American Free Trade Agreement (NAFTA) where President Clinton paved the way to give away millions of American jobs

Note. Adapted from: Robinson, M. T. (2015). *The Generations: What generation are you?* Retrieved from <http://www.careerplanner.com/Career-Articles/Generations.cfm>

Generation Xers saw their parents either laid off or facing job insecurity (Laird, Harvey, & Lancaster, 2015). Since some Gen Xers entered the workplace in the early 1980s when the economy was in a downturn (Costanza, Badger, Frazier, Severt, & Gade, 2012), this factor caused Generation Xers to redefine loyalty (Becton et al., 2014; Winter

& Jackson, 2015). Instead of remaining loyal to their company, Generation Xers committed to their individual work, to the team they worked with, and the boss for whom they worked (Pryce et al., 2015). For example, a Baby Boomer complained about dissatisfaction with management but figured it was a part of the job (Jobe, 2014). Generation Xers do not waste time complaining. Instead, they may send out their résumés and accept the best offer from another organization (Pryce et al., 2015). Generation X takes employability seriously; however, for this generation, there was not a career ladder, there was a career lattice. Since Generation X has more latitude with their upward or horizontal mobility within the workforce, their careers were more fluid (Pryce et al., 2015).

Members of Generation X disliked authority and rigid work requirements (Costanza et al., 2012). An effective mentoring relationship with Gen Xers must be as hands-off as possible (Gilstrap & Collins, 2012). Mentoring Generation Xers should include feedback on their performance (Culpin et al., 2015). Mentoring and feedback played a large part in encouraging Gen Xers' creativity and initiative to find more efficient ways to complete tasks (Bronstein & Fitzpatrick, 2015). Mentors can start by educating Generation Xers about expectations, and how development was measured. The education process may assure them of the mentor's commitment to helping them learn new skills and how to progress in the program (O'Connor & Raile 2015). The education process is important because members of Generation X were eager to learn new skills because they wanted to stay employable (Bronstein & Fitzpatrick, 2015).

Gen Xers worked best when given clearly stated objectives and allowed the latitude to achieve goals (O'Connor & Raile, 2015). Therefore, a mentor should guide Gen Xers with feedback and suggestions, not systematic instructions (Pryce et al., 2015).

The Millennial generation: Up and coming. Just beginning to enter the workplace, the Millennial generation (also known as Generation Y), was born between 1981 and 1996 (McDonald, 2015). The 75 million members of the Millennial generation are being raised at the most child-centric time in our history (Laird et al., 2015). The Millennial generation is technically astute, because of parental attention and high expectations from parents. Millennials display an abundance of self-confidence, to the point of appearing over-confident or narcissistic (Becton et al., 2014; McDonald, 2015).

Table 7 illustrates generational statistics of Baby Boomers and Generation Y:

Table 7

Generational Statistics

The proportion of working 65-68-year-olds in the U.S. has risen from nearly 18% in 1985 to 36.25% in 2014 (Newport, 2015).

39% of Baby Boomers will never retire (Gibaldi, 2013).

As of 2013 31.9% of the nation's workforce is 65-74 years' old (Gibaldi, 2013).

In 2015, Generation Y outnumbered Baby Boomers in the workforce (Fry, 2015)

Millennials are team-oriented, and they band together to date and socialize rather than pairing off (McDonald, 2015). Furthermore, Millennials work well in groups, preferring this to individual endeavors (McDonald, 2015). Moreover, Millennials are

good multitaskers, having juggled sports, school, and social interests as children.

Therefore, expect them to work hard (Kupfer et al., 2015).

Millennials seemed to expect structure in the workplace (Lub, Bal, & Robert, 2015). Millennials acknowledged and respected positions and titles and wanted a relationship with their bosses (Costanza et al., 2012); however, this does not always synergistically mesh with Generation Xers love of independence and a hands-off style (Lub et al., 2015). Millennials have one thing in common; they are new to the professional workplace (Lyons & Ng, 2015). Millennials needed mentoring, no matter how intelligent and confident they appeared to be (Maiera, Tavantia, Bombardb, Gentilec, & Bradford, 2015). Moreover, Millennials responded well to the personal attention. Millennials appreciate structure and stability; they expect a mentor to be more formal, to have set meeting times, and to have a more authoritative attitude (Maiera et al., 2015).

Mentoring Millennials should be challenging yet structured (Murphy, 2012). Structure encompasses breaking down goals into steps, as well as offering necessary resources and information (Menges, 2015; Murphy, 2012). Millennials need challenges, and they expect to overachieve (Menges, 2015). Maltbia, Marsick, and Ghosh (2014) posited that one might consider mentoring Millennials in groups because they work well in team situations. In groups, Millennials may act as each other's resources or peer mentors (Moon, 2014). As a group, Millennials are unlike any other generation in living history, because they are larger in numbers, more affluent, better educated, and more ethnically diverse (Myers, 2015). Gibson (2015) stated that Millennials tend to comingle

their private life and business life by pursuing multiple job options and social opportunities. Table 8 includes a historical chronology of the events that occurred in the Generation Y (the Millennial) era.

Table 8

Generation Y or Millennials

 Characteristics of Gen Y: The Millennials born between 1981 and 1996

When the Millennials grew up and began their careers the following occurred:

In 2008, the largest economic decline since the great depression.

- 911 terrorist the World Trade Center and the Pentagon.
- The effect of 20+ years of offshoring of American jobs was finally felt.
- Almost every home (except 3rd world countries) had an Internet connection and a computer.
- Enron – energy trading frauds and corporate fraud on a national level.
- Global warming was becoming evident with unusually severe storms, hotter weather, colder weather, more droughts, etc.
- The explosive growth of online companies such as Google, Facebook, Salesforce.com, LinkedIn, eBay, PayPal.
- A revolution in the way individuals worked, including widespread acceptance of flextime, work from home and freelancing.
- The U.S. was divided 50:50 with different and opposite fundamental beliefs and values

Note. Adapted from: Robinson, M. T. (2015). *The Generations: What generation are you?* Retrieved from <http://www.careerplanner.com/Career-Articles/Generations.cfm>

Millennials manifest a wide array of positive social habits that older Americans no longer associate with generationally, including a new focus on teamwork,

achievement, modesty, and good conduct (Ganesan & Krishnamurthi, 2015). The aging workforce and the concurrent advent of the Millennials represent a demographic and sociological phenomenon that has implications for business (Masalinova, 2014). In the wake of major cutbacks and economic upheaval, these issues may create a sense of urgency for Human Resource Development (HRD) professionals (Menges, 2015; Murphy, 2012). The sense of urgency may create a paradigm shift, focusing attention on retaining an amalgamated workforce, and keeping Millennials engaged (Chaudhuri & Ghosh, 2012). Generational differences in the workplace had garnered extensive attention in the media and academic research (Moore et al., 2014).

Global organizations flatten hierarchies to run lean, and middle managers play a vital role (Hwang & Rauen, 2015). The best companies emphasized succession planning, requiring that leadership take a determined and disciplined approach to help future leaders develop and rise within their organizations (Hwang & Rauen, 2015). As a means of investment in future C-suite leaders, companies should establish clear career paths, and provide career development experiences for future C-suite executives for them to reach their maximum potential (Hwang & Rauen, 2015).

High-performing teams have narrowed their focus to foster and develop the following key competencies:

Change management capabilities are a priority for high-potential employee professional development. Millennials should be prepared to influence and drive performance in a dynamic environment, where the only real constant is change (Masalimova & Nigmatov, 2015). A leadership mindset is equally important for middle

managers looking to advance in their career. Consistently, organizations are expanding the term *leader* to apply at multiple levels, and not just at the highest level. The expansion includes the capability to make tough decisions in ambiguous business environments (Hwang & Rauen, 2015).

Communication skills play a pivotal role in managing horizontal integration in complex organizations. The need to clearly and efficiently communicate both up and down in the organizations is paramount (de Carvalho & Junior, 2014). Possessing an understanding of team dynamics should also be a high priority (Rose & Gladden, 2015). The capability to lead and develop talent is also essential for maintaining momentum for the future growth (Hwang & Rauen, 2015).

Generation Z – The latest generation. Generation Z is the group that follows the Millennial generation. Their lineage began in 1997 and continues to the present (Schroer, 2015; Murphy, 2012). Generation Z is the final of five generations that I explored in the doctoral study research. Schroer (2015) noted there were approximately 23 million generation Zers, and that they will be leading the world within the next several decades. While Gen Zers were ever refining their traits as they entered the workplace, a strong characteristic of this group is that they were highly connected to communication and technology and felt comfortable utilizing communication and technology devices in their business and personal lives (Horovitz, 2012). Unlike the Millennial generation, Generation Zers had their set of career goals and career mores that were quite different from that of the Millennial generation (Larson, Eastman, & Bock, 2016). Unlike Millennials, members of Generation Z focused on opportunities for career growth and

work life balance over salary (DeVaney, 2015; Guth, 2016). Furthermore, when selecting a career track to pursue, unlike the Millennials, Generation Z preferred a more hands-on interface with management. Guth (2016) concluded that Generation Z tended to adopt the mind set and the group think of the current C-suite executives who were predominantly Baby Boomers (DeVaney, 2015). Unlike Millennials, who heavily rely on text messaging as a means of communication, Generation Z members preferred person-to-person communication with managers and leaders (Rissanen, & Luoma-Aho, 2016).

Generation Z individuals entered the workplace after a post-recession era. Guth (2016) cited a study of approximately 1,000 Generation Z individuals, which appeared in Crain's Cleveland Business. Their ages ranged from 16 to 32 across ten countries. From the pool of respondents, 34 % concluded that they were motivated by opportunities for advancement. The next 27 % of the surveyed group concluded that money was their number one motivator, followed by the final group (23%) who valued meaning and purpose in the careers they pursued. These statistics were different from the numbers collected on Generation Y (Millennials). By contrast, 38% of the Millennials surveyed concluded that money was their number one motivator (Guth, 2016). Further, Generation Z displayed a slightly stronger desire to share their ideas with managers who they thought needed to be the captive audience (Guth, 2016). Millennials did not feel as strongly about the issue, as evidenced by the 61% managerial approval rate versus a 56% managerial approval rate for Millennials (Guth, 2016).

While Generation Zers grew up with information and cutting edge technology at their fingertips, they also expressed a desire to understand the various generational

cultures with which they were going to be merged (Ellwood & Garcia-Lacalle, 2015).

Unlike the Millennials, who relied on a constant connection with technology, 51% of Generation Z participants preferred face-to-face mentee interactions versus the less than personal electronic communication (Guth, 2016).

Members of Generation Z were more entrepreneurial, loyal, career focused, and realistic in their approach to careers when matched with the Millennials (Schafer, 2015). Throughout the introduction of the various generational groups, it has been difficult to extrapolate what impact that group's mindset will have on future generations that will succeed them. However, Generation Zers are unique because they are engaged in their careers (Fister, 2015). Generation Z has set itself apart from the others because some of its members were exploring their careers while in high school (Sila & Hagendorff, 2016). Generation Z is smart, forward thinking, and prognosticative (Kebritchi & Scarifi, 2016). Issa and Isaias (2016), posited that 50% of Generation Z high school students have proactively pursued an internship and volunteered in a potential career field (Fister, 2015; Sila & Hagendorff, 2016).

Like the Silent Generation, Baby Boomers, Generation Xers, and Millennials, Generation Zers faced their share of uncertainty. Members of Generation Z were the first post 911 generation and they experienced the world struggle through various conflicts, economic meltdowns and downturns, and institutional instability in world markets, and they were familiar with the world's rapidly depleting resources (Frahm, 2016). Generation Zers were benefited from the latest technological advancements and were even more familiar with the use of technology than were the preceding generations

(Blattner & Walter, 2015; Johnson, 2015). Because of demographic changes in world borders, societies were brought closer together, and Generation Z experienced the greatest exposure to a larger group of diverse people and backgrounds across all geographical divides (Sukanya, 2015).

The combination of these unique experiences and circumstances gave rise to Generation Z being a hardworking, focused, entrepreneurial generation (Ellis & Keys, 2015). Generation Z members had a greater understanding of their career and life goals; therefore, they aggressively seek and will continue to seek mentoring relationships to develop their leadership and managerial skills (Northouse, 2015). Unlike Millennials and other generations who had used their careers to find their life purpose, Generation Zers seek to find their life purpose before selecting their careers (Fister, 2015; Johnson, 2015). In finding career fields that closely align with their life purpose, Generation Zers established themselves to have a deeper commitment to their chosen work (Fister, 2015; Guth, 2016). Generation Z is a generation that is smart and coming out of school with more knowledge and the highest test scores noted in history (Frahm, 2016; Sukanya, 2015).

According to Blatter and Walter (2015), the era of Generation Z had experienced a technological explosion; therefore, Generation Z has a stake in the acquisition of technical knowledge. Fister (2015) further posited that Generation Z struggled with soft interpersonal skills. However, with managerial and mentoring interfaces, the soft skills of Generation Z may improve over time. Due to Generation Z's familiarity and ease with

social media, their personal interactions via this medium will serve them well in a global economy (Bassiouni & Hackley, 2014; Dupont, 2015).

Because of the lack of social indulgences of Generation Zers, this group may opt for working harder and staying at a job longer because of beliefs that these are the keys for opportunities and advancement (Jones, Peddie, Gilrane, King, & Gray, 2016). As a generational group, Generation Zers were far less interested in multitasking than are their Millennial predecessors (Park & Kim, 2015; Sukanya, 2015). Generation Zers understand the significance of utilizing the vast technical skills to accomplish their goals. Due to Generation Zers' upbringing, their goals were different from those of their previous generational counterparts (Bassiouni & Hackley, 2014; Frahm, 2015; Guth, 2016). Unlike Millennials, Generation Zers were not looking to become too busy; they wanted to focus their opportunities on creating balance along with acquiring the knowledge that would equip them to emerge as the C-suite leaders of tomorrow (Dupont, 2015; Guth, 2016).

Generation Zers were more likely to use technology for a deeper purpose, one that helped them align their life goals with their career goals (Guth, 2016). Moreover, Gen Z had a myriad of options when finding a corporate position (Dupont, 2015; Fister, 2015; Guth, 2016). Generation Z was raised in an environment where the personal and professional world were far less compartmentalized (Bassiouni & Hackley, 2014; Fister, 2015).

Park and Kim (2015) posited that some Generation Z individuals have entrepreneurial proclivities; therefore, as a generational group, they may be desirous of

starting their own businesses (Dupont, 2015; Gayeski, 2015). Generation Z mentees may create anxiety issues for mentor generations due to their entrepreneurial goals, which may conflict with the development and retention of future C-level executives (Taylor, 2015).

Transition

In Section 1, I outlined and chronicled the following: (a) foundation of the study, (b) background of the problem, (c) the problem statement, which is inextricably linked to the purpose statement, (d) nature of the study, (e) research question and interview questions, (f) conceptual framework, (g) definition of terms, (h) assumptions, limitations and delimitations (i) significance of the study (j) contribution to business practice, (k) implications for social change, and (l) literature review. In the literature review, I explored extant literature related to mentoring and leadership strategies that may prevent leadership shortfalls. This single case study focused on the waste industry. In the literature review, I outlined the topic headings I researched, followed by an analysis of the relevant data for each title. The scholarly, peer-reviewed journal articles and books utilized in the literature review have a rooted foundation in transformational leadership theory, and as such, became the basis for a comparative, exhaustive review. The literature review contained a contrast and comparison between transformational leadership theory, servant leadership, and contingency theory of leadership, transactional leaders, and charismatic leaders. I will conduct a comparison to address specific requirements of the literature review in relation to my single case research study.

Section 2 will include the following: A restatement of the purpose statement; a discussion of my role as the researcher; information on the participants who engaged in

the single case study, the research method and design used, and the population and sampling method; a discussion of ethical research and reliability and validity issues; and an overview of the data collection instruments and data collection, organization, and analysis procedures used in the study. Section 3 includes a detailed presentation of the findings. The application to professional practice, implications for social change, and recommendations for action will be outlined and discussed in this section. I also offer recommendations for further research as well as my personal reflections on the single case study I conducted, culminating with my conclusions.

Section 2: The Project

I conducted a qualitative single case study using a waste management firm as the study site. The purpose of this single case study was to explore successful mentoring strategies that prevent leadership shortfalls. Specifically, I explored the associations between present day C-suite executives (typically Baby Boomers who were born during 1946-1964) and future executives belonging to other generations. The groups to be mentored are Generation X (1965-1981); Millennials (1982-1995), who are sometimes referred to as Generation Y; and Generation Z (1996-2017). I also examined what present day C-suite executives should accomplish by mentoring future C-suite executives successfully.

I gathered all documentation given to me by interviewees who are C-suite executives of the firm which served as the study site. The physical data that I collected included organizational charts, succession plans, exit/turnover, and existing strategies for the mentoring of the generational groups desirous of becoming future C-suite executives.

The results of this single case study may assist other waste management companies in creating successful strategies to train and mentor future generations. The findings portion may apply to other industries whose needs for mentoring, and for future leadership, may be similar in scope (Blattner & Walter, 2015). The mentoring strategies identified in this study, however, may not have transferability to other industries due to the specific nature and characteristics of the waste industry (Eby, Butts, Hoffman, & Sauer, 2015).

Purpose Statement

The purpose of this qualitative single case study was to explore leadership mentoring strategies employed by C-suite executives in the waste industry to develop future C-suite executive candidates. Company representatives may accomplish mentoring of future C-suite executives by using innovative mentoring training initiatives (Richardson et al., 2015). The specific population for this single case study was C-suite executives of a waste company headquartered in central Florida. The interviewees were C-suite executives of the enterprise. In the study, I examined cutting-edge mentoring training initiatives used by the participants to develop future C-suite executive candidates.

This single case study may contribute to social change by identifying strategies and unique perspectives that can be used by business leaders to develop leadership and management programs. By incorporating such strategies in their mentoring approaches, business leaders may be able to help their organizations to fill the anticipated shortfall of future C-suite executives (Boone & Makhani, 2012). Members of the community who receive this mentoring may enhance their likelihood of obtaining senior leadership positions.

Role of the Researcher

Terjesen and Sullivan (2011) posited that in qualitative research the role of the researcher is to collect and analyze data. Serving as the researcher, I acquire knowledge about the phenomenon in this single case study. My knowledge about the phenomena comes from my experiences in a leadership position as a director of municipal marketing

for another firm in the same industry. My objective was to eliminate any bias that I might bring to the single case study while working to minimize human error.

Instrumentation rigor and bias management are major challenges for qualitative researchers employing interviewing as a data generation method in their studies (Chenail, 2011).

The Belmont Report (1979) delineates the role of researcher ethics in a doctoral study. Ethical principles are used by researchers to guide general judgments and basic justifications in the nonbiased evaluation of human actions (Braun, Peus, Weisweiler, & Frey, 2013). The three basic tenets of ethics involving human subjects are the principle of respect of persons, beneficence, and justice (Chenail, 2011). Respect for persons incorporates an ethical conviction. The ethical conviction is to treat individuals in an ethical manner by respecting their decisions and by making efforts to secure their autonomy and well-being (Chi & Huang, 2014).

In my single case study, I maximized the possible benefits of the study and sought to minimize harm of human subjects. The principal of the minimization of harm to human subjects applies to all individuals who were involved in specific research projects in addition to the full scope of research. Justice relates to who should receive the benefits of my research and how I, as the researcher, will shoulder my responsibilities in conducting my research (Harrison, Birks, Franklin, & Mills, 2017). The general rule is that the research must undergo a stringent review of the subject involved (DeSantis & Ugarizza, 2000). As the researcher, I sought to achieve *epoché* within this single case study. Moustakas (1994) posited that a state of *epoché* occurs when revelations take

place without internal reflection and meaning. I believe that my prior senior-level managerial experiences allowed me to be empathetic with the C-suite executives I interviewed. The empathy that I established enhanced my desire to pursue this research.

The interview protocol, outlined in Appendix D, consisted of the following structure: (a) an opening statement expressing gratitude to the interviewees for their participation, (b) a semistructured interview technique, (c) the asking of the interview questions in sequence to assist with identifying emerging themes, (d) a possible expansion of the interview questions and additional themes that emerged from the interviews, and (e) the taking of copious notes while audiotaping the interviews. Using this process afforded me a deeper understanding of the phenomenon of research, as well as an exhaustive breadth of information to align and answer the overarching research question. My role as the researcher in this single case study was to mitigate bias within the interviewee population. Moreover, I mitigated any potential self-bias since independence and impartiality are of the utmost importance when gathering and analyzing data (Costanza et al., 2012).

To conduct the interviews in an organized, timely, and deliberate manner, I instituted an interview protocol (see Appendix D). The interview candidates may relay their lived experiences as C-suite executives and provide rationales for their mentoring strategies (Bennett, Pitt, & Price, 2015). Future researchers may rely on these data to advance the body of knowledge in this area, however, it is imperative that the collected data be open to reinterpretation and may become the basis for further study.

Participants

In the study, I interviewed C-suite executives of a waste management business located in central Florida. In interviewing the C-suite executives of the firm, I explored the research question: How can C-suite executives in the waste industry utilize leadership strategies to develop future C-suite executives?

Upon receiving internal review board (IRB) approval, using a semistructured interview protocol one-on-one interviews will be conducted. The interviewees will be the C-suite executives of the firm. I followed Walden University's IRB guidelines to protect the rights of the participants and require all participants to sign a consent form prior to the interview.

I had complete access to all the C-suite executives of the firm and have established with them a collegial relationship. Additionally, I have assurance in writing of complete accessibility to the C-suite executives. When speaking with the CEO and the other C-suite executives, they guaranteed their openness, honesty, and ethical behavior throughout the process (Yin, 2015). The C-suite executives are aware of the doctoral study review process and that the approved doctoral study must be publishable. I outlined the positive impact that study may have on future mentoring efforts, and how the study, when properly applied, may have a positive impact on the waste management industry (Bronstein & Fitzpatrick, 2015).

I used criterion sampling which involved selecting individuals that meet some predetermined criterion of importance (Patton, 2002). The criterion used was related to the individual's role in the research project. In my single case qualitative study, the C-

suite executives of the researched company meet the criteria for criterion sampling. The participant selection in study was limited to the waste industry.

I will stored the audio files in an encrypted repository for a minimum of 5 years. After 5 years, I will destroy all records using a certified document firm that specializes in document destruction. I further requested that all C-suite executives in the study sign a confidentiality form that I created to protect the case study participants (see Appendix B). The physical location of the corporate office and its C-suite executives is in central Florida in the United States.

Research Method and Design

Research methods are transferred and established ways of approaching research questions (e.g., qualitative vs. quantitative methods). Yin (2014) posited that research design involves determining how to apply a chosen method to answer the research question. It is my premise that all research methods are not appropriate for all research questions, and therefore, I limited the choice of method to the selected area of my research. The design of a study is essentially a blueprint detailing what to do and how to accomplish the research objective (Northouse. 2016)

Research Method

As posited by Saunders, Lewis, and Thornhill (2015), a case study is an in-depth inquiry into a topic or phenomenon within a real-life experience. The three suggested methods in research are as follows: quantitative, qualitative, and mixed methods. Researchers use these methods to collect data from participants (Denzin & Lincoln, 2011; Denzin & Lincoln, 2012). A quantitative researcher examines relationships between

variables, measuring them numerically, and analyzing them using a range of statistical and graphical techniques (Saunders et al., 2015; Yin, 2014). The quantitative method is inappropriate for study because it would not allow me to explore the lived experience of the C-suite executives. Additionally, quantitative methods emphasize objective measurements and statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, and theory that researchers use to manipulate preexisting statistical data using computational techniques (Susha, Grönlund, & Janssen, 2015). Mixed method research does not apply because it combines both qualitative and quantitative approaches, for the disproving of theory. (Moore, Grunberg, & Krause, 2015).

In this single case study, I chose the qualitative method for my research study. A qualitative research method may use a single data collection technique, such as interviews and corresponding qualitative analytical procedures (Yin, 2014; Saunders et al., 2015). Qualitative researchers use structured open-ended questions combined with a semistructured interview protocol technique (Hudson, 2015). The restrictive nature of closed-ended questions does not allow interviewees to describe the full breadth of their lived experiences (Pryce et al., 2015).

Research Design

Yin (2003) posited that one must have two sources of evidence in a case study research design. As the researcher, I will use a case study to collect research data from various sources while utilizing different data collection techniques to take advantage of multiple sources of evidence (Yin, 2009). A distinguishing characteristic of a case study

design is the use of more than one source of evidence. Yin (2009) identified six sources of evidence to include (a) documentation, (b) archival records, (c) interviews, (d) direct observations, (e) participant-observations, and (f) physical artifacts. It is important for me, as the researcher, to understand that no source has an advantage over another.

Moreover, the six sources of evidence are complimentary, and a good case study will incorporate as many sources as possible. I will explore company documentation, archival records, and I will attempt to detect themes using participant observations. The value of multiple sources of evidence is the development of converging lines of inquiry (i.e. a process of triangulation). Data triangulation is crucial for more convincing and accurate findings. Yin (2014) stated that it is appropriate to use qualitative research to explore specific subjective areas, including human behavior which is unquantifiable. However, essential for accurate data gathering will be member checking and data triangulation processes and techniques.

I will use a single case study to explore the stratagems used by C-suite executives in the waste industry to advance leadership mentoring strategies to develop future C-suite executive candidates. Saunders et al. (2015) stated that a case study is an in-depth inquiry into a topic or phenomenon within a real-life setting. A case study has the capacity to generate insights from intensive and in-depth research in the study of a phenomenon in its real-life context, leading to empirical descriptions and the development of theory (Harrison, Birks, Franklin, Richard & Mills, 2017).

Data saturation or theoretical saturation is integral to naturalistic inquiry. A critical goal of qualitative research is to achieve saturation. Saturation is a tool used for

ensuring the collection of adequate and quality data to support the study (Saunders, Lewis & Thornhill, 2015). Saturation does have a practical weakness in that there are always new discoverable data and data can never be truly saturated (Wray, Markovic, & Manderson, 2007). Saturation is essential to knowing when the researcher has collected enough data and therefore has far-reaching implications for transferable research (Glaser & Strauss, 1967; Strauss & Corbin, 1998). Saunders, et al (2015) posited that data saturation occurs when there is no new information, no new coding, no new themes, and it is possible to replicate the research results. Data saturation will occur through the interviewing of the C-suite executives. Theoretical or data saturation is the cornerstone of inquiry, be it natural or otherwise. Data saturation is integral to knowing when there are sufficient data and therefore implicates a research design that produces themes transferrable from the data (Yin, 2014; Saunders et al., 2015).

Yin (2014) posited that a single case study strategy is manageable. The research is manageable since its only concern is with a single organization. I explored leadership mentoring strategies to develop future C-suite executives employed by C suite executives in the waste industry.

An ethnographic approach was not appropriate for this case study (Saunders et al., 2015). Specifically, ethnography is a strategy used to study the culture or social world of a group. Additionally, a narrative research design does not apply, as researchers often use it when writing a memoir or biography (Denzin & Lincoln, 2012; Kar & Samantarai, 2011; Yin, 2014).

Population and Sampling

In my single case study, after the identification of the problem statement and purpose statement, I answer the following research question: How can C-suite executives in the waste industry utilize leadership strategies to develop future C-suite executives?

I interviewed three C-suite the executives who are responsible for the mentoring and future development of C-suite executives. The appropriate location for the interviews are at the company headquarters. The location of the interviews was compulsory, dictated by the CEO; however, I ensured the confidentiality and comfortability of the participants. I used criterion sampling for this qualitative single case study. Criterion sampling involves selecting cases that meet some predetermined criterion of importance (Patton, 2002). In all instances, the criterion used relates to the individual's role in the research project. The objective of criterion sampling is to understand cases that are likely to be germane to the construct of interest (Patton, 2002).

The sample size that I chose for this research was appropriate since it included all the C-suite executives in the single case study (Holzweber, Mattson, & Standing, 2015). The full breadth of the C-suite executive interviews enabled a rich and comprehensive answer to the research question (Patton, 2015; Denzin & Lincoln, 2012, Denzin & Lincoln, 2011). Frock (2015) posited that a small sample size can provide exhaustive information from the interviewees' iterative responses. The setting for the interviews will be the company corporate headquarters located in central Florida. The corporate headquarters is appropriate since it enabled full accessibility to the C-suite executives in their working environment (Frock, 2015).

Ethical Research

When contacting the C-suite executives of the waste company, I gave all the participants an assurance of confidentiality. I also assured them that under no circumstances will I use their names, either within the scope of the single case study or when engaging with the other C-suite executives. I have assured all the participants in the study that I used adequate measures for their ethical protection. I provided them a copy of the Belmont Report for their review. The Belmont Report outlines the importance of ethical protection of participants in a research study (Belmont Report, 1979). In all applicable instances, I used pseudonyms. I established the pseudonyms that ensured client anonymity, (e.g. WP-1, WP-2, WP-3). Choices of pseudonyms can be unlimited, ranging from letters, numbers, colors, or code names, all of which aim to ensure anonymity for all interviewees (Bozionelos et al., 2015).

No offer of remuneration will be made. The C-suite executives of the corporation agree they will find value in the research results. I discussed this with the C-suite executives prior to their acceptance to participate in the study. I tape recorded the interviews. Each interview was transcribed into written text and given to each respective C-suite executive to allow and encourage member-checking. I stored the audio files in a data repository, which I encrypted and stored for a minimum of five years. At the end of five years, I will destroy all collected data using a certified document firm specializing in document destruction. Although the company CEO encouraged the participation of the C-suite members, involvement will be voluntary in nature. The C-suite executives know

that they may withdraw from the study for any reason. If any of the C-suite executives decide to withdraw, they agree to tender a written letter of withdrawal.

Researchers are required to obtain informed consent from potential participants before any research begins. All participants gave their written informed consent to take part in an interview. Furthermore, all C-suite executives signed an informed consent form. Informed consent is a process for obtaining a participant's permission before conducting an interview (Hood, 2015; Patton, 2015; Qu & Dumay, 2011), and the Belmont Report (1979) parameters are outlined in Appendix C Participant Consent Form.

Data Collection Instruments

As the person conducting the research, I am the data collection agent. In qualitative research, it is the responsibility of researchers to collect data because they need to see, hear, interpret, and ultimately defend a proposal through a doctoral study review (Denzin, 2014; Marshall & Rossman, 2015). In the data collection process, I focused on the research question: How can C-suite executives in the waste industry utilize leadership strategies to develop future C-suite executives?

McKevitt and Marshall (2015) postulated that a semistructured interview technique identifies and extrapolates themes related to a study. Explanations of the procedure for conducting the interviews are provided in the introductory letter found in Appendix A. Marshall and Rosman (2011) specified a process to assure the validity of a study's findings, which includes the triangulation of the data, member checking, and the application of a conceptual framework as a guide.

Member checking, also known as participant or respondent validation, is a technique for exploring the credibility of results (Street & Ward, 2012). Member checking provided an opportunity to understand and determine what the author intended to do through their actions. Member checking gives the researcher the ability to correct errors and for the respondent to challenge what are perceived wrong interpretations (Klenke, 2016). The greatest advantage in a member check is that the researcher can verify the entirety and completeness of the findings, which is a measurable tool for the accuracy of the findings. As the researcher, it is my intention to perform a thorough member check and transcript review without making extensive demands on the participants' time. Member checks can be used as a technique to evaluate the problems with the study process such as practical, theoretical, representational, and moral flaws to ensure the honesty of the research procedures.

Lincoln, Guba, and Guba (1985) posit there are no clear-cut means of avoiding incorrect participant feedback or researcher bias from tainting gathered research. However, if researchers can minimize these factors they can strengthen the external validity of their research. As the researcher, I intend to use two methods for member checking. First, I will send the transcripts or summaries of the participants to be confirmed. Secondly, I intend to have a member check session with each participant being shown a summary of the analysis.

Data Collection Technique

A case study design provides the opportunity to collect research data from various sources while utilizing different data collection techniques to take advantage of multiple

sources of evidence (Yin, 2009). According to Yin (2009), a rigorous research design is essential to guide a researcher through the study. Yin (2009) identified six sources of evidence to include (a) documentation, (b) archival records, (c) interviews, (d) direct observations, participant-observations, and (f) physical artifacts. In the data collection process, I will include the utilization of interviews, direct observations, participant observations, and exploration of company documentation and archival records. As the researcher, my primary data collection technique will come from interviews with the C-suite executives. Advantages and disadvantages of data collection techniques in interviews exist. According to Saunders et al. (2015), an advantage of data collection techniques are, their usefulness for gaining insight and context into a topic. Interviews will allow the C-suite executives to describe what is important to them. Furthermore, data collection techniques for interviews are useful for gathering quotes and stories. Saunders et al. (2015) further posited the disadvantages of data collection techniques in interviews are as follows: C-suite executives may become susceptible to interview bias, interviews are time consuming and expensive in comparison to other data collection methods, and interviews may seem to be intrusive to the C-suite executives.

I will utilize company information which may come in the form of a written succession plan. Further, I will access archival records which chronicle prior corporate mentoring policies that may lead to insight on the mentoring models in use today. The value of multiple sources of evidence is the development of converging lines of inquiry (e.g. a process of data triangulation).

Wynn and Williams (2012) noted that case study researchers explore, describe, and depict a setting, an individual, or a situation. The data collection technique for this single case study was audio recording. In addition, I took copious notes. As the researcher, my actions included recording, instructing, presenting, and chronicling a profile of their answers. All interviews were audio recorded and then downloaded into a written transcript that I reviewed.

Gazley and Kissman (2015) concluded that in qualitative studies, a semistructured interview protocol technique to interviewing is an effective method to glean relevant research information. A qualitative methodology combined with a semistructured interview protocol technique allows respondents the opportunity to expand on their responses. The use of this interview protocol may provide more robust knowledge and understanding of the interview question.

A semistructured interview technique does not have a rigid flow and, therefore, encourages the respondents to base their answers on their career and life experiences (Qu & Dumay, 2011). My research design involved asking 13 initial interview questions (see Appendix C) to elicit meaningful dialogue and possibly asking other ancillary questions. Properly applied, use of the open-ended, semistructured protocol technique allows for extrapolating specific themes for data analysis in a qualitative single-case study (DeSantis & Ugarizza, 2015).

Data Organization Technique

I will obtain full compliance from all the C-suite executives to have the interviews audiotaped. I will explain to the C-suite executives that the audio tapes serve for the

accurate transcription of their answers. Additionally, I will take notes while I have the participants' responses recorded by audiotape. I will have the audio tapes archived in a secure repository that is password protected by encryption. The software, Nvivo 11, supports coding as a modern application of the use of qualitative data analysis processing (Patton, 2015). The use of Nvivo 11 for the responses will track and organize the data collection and

allow for the labeling and cataloging of the data (Denzin & Lincoln, 2011; Marshall & Rossman, 2011; Plankey-Videla, 2012). The data organization technique minimizes errors along with verifying the quality and integrity of the data collected (Denzin & Lincoln, 2011; Marshall & Rossman 2011; White & Drew, 2011).

The Nvivo[®] 11 software helps the researcher manage the participants' responses to each interview question. Nvivo 11 contains the data information which I will develop through coding and identifying themes (Bernard & Bernard, 2013; Marshall & Friedman, 2012; Yin, 2014). The Nvivo11 platform enables researchers to collect and analyze data in detail through coding and theme identification, which provides validity, reliability, and justification for the conclusions and recommendations stemming from data analysis. I will gain tacit agreement from all the C-suite executives that I will keep the data for 5 years, at which time I will have all the data destroyed (Kuckartz, 2014).

The collection and storage of all data will comply with IRB requirements (Gläser, J., & Laudel, 2013). For C-suite executive anonymity in the recorded transcriptions, I will remove the names and the titles of each C-suite executive and replace them with pseudonyms (e.g., WP-1, WP-2, WP-3). All C-suite executives who participate in the

interviews will receive instructions to use all the time needed to answer all interview questions. The C-suite executives will be encouraged to offer additional data for questions that were specifically relevant in their mentoring of mentees.

Data Analysis Technique

Evidence from different types of data sources, such as primary and secondary research or interviews, documents, public records, photographs, and observations, form the basis of exhaustive data triangulation and analysis. Data triangulation is critical for validating more convincing and accurate findings of the evidence. Data and information are supported in multiple places and types of research, which makes it easier to analyze data to draw conclusions and outcomes. Inadequacies found in one-source of data are minimized when multiple sources confirm the same data. Using multiple sources of data will provide a robust exploration of my research question which is: How can C-suite executives in the waste industry utilize leadership strategies to develop future C-suite executives?

The software application that I will utilize for qualitative data analysis is NVivo[®]11. The qualitative statistician who will work with me directly on data analysis indicated that this software offers a concise methodology to display the data in a meaningful way, such that future readers of this proposal may gain further insight into the results. Additionally, throughout the analysis process, a qualitative statistician is committed to giving instruction on how I may use this technique along with other qualitative techniques to expand my personal knowledge base. I am the only individual who will have access to the data collected from this single case study.

The key subsections in my doctoral proposal encompass multiple exploratory issues. One is the specific business problem that some C-suite executives in the waste industry lack leadership mentoring strategies to develop future C-suite executive candidates. The second issue involves the purpose of this single case study, which is to enable C-suite executives in the waste industry to mentor and develop future C-suite executives. The last subsection relates to the research question: How can C-suite executives in the waste industry utilize leadership strategies to develop future C-suite executives? The interview questions focused on strict adherence to the alignment of the specific business problem, purpose statement, and research question (Allwood, 2012). A doctoral study is designed to increase the body of knowledge in a subject and to offer ideas for further study (Tsui, 2004).

Reliability and Validity

Qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific settings, that is, a real world setting where the researcher does not attempt to manipulate the phenomenon of interest (Patton, 2002). Qualitative research, broadly defined, means any research that produces findings not arrived at by means of statistical procedures or other means of quantification (Strauss & Corbin, 1990), and the kind of research that produces findings arrived from real-world settings where the phenomenon of interest unfolds naturally (Patton, 2002).

Reliability

Reliability is the ability of other researchers to derive consistent results when repeating the same study under the same conditions (Merriam & Tisdell, 2015). The

reliability of the single case study research will occur when the results are similar and consistent. Furthermore, in reviewing previous research, a researcher must determine how the authors constructed a study and how they determined the results (Morse, 2015). Specific methodologies and practices are critical to assure reliability. First, reliability must rest on a foundation of dependability (Yin, 2014; Morse, 2015). Bryman (2015) argued that dependability is the process that allows another researcher to follow the roadmap of the earlier researcher. Furthermore, dependability runs concomitant with reliability in qualitative research and shows consistency in the stability of the research data (Merriam & Tisdell, 2015; Bryman, 2015).

In the interview process, I will provide all participants a copy of the interview questions. Providing copies of the interview questions to each interviewee is a method to eliminate bias since I will ask each C-suite executive the same questions in the same order. I will not influence any responses from C-suite executives participating in the interview process.

Saturation is essential to knowing when sufficient data has been collected; therefore, has far-reaching implications for research designed to produce a theory transferable from the collected interview data (Glaser & Strauss, 1967; Strauss & Corbin, 1998). When data saturation is reached, there is no new information, no new coding, no new themes, and it is possible to replicate the results (Parry et al., 2017). Data saturation will occur through the interviewing of the C-suite executives. Marshall and Rossman (2015) posited that data saturation was the cornerstone to inquiry. Furthermore, data saturation was integral to knowing when there was sufficient data, and therefore

implicates a research design that produced theory transferrable from the data (Marshall & Rossman, 2015). Saturation does have a practical weakness in that there are always new discoverable data and data can never be truly saturated (Wray et al., 2007).

I will administer, and audio record the interviews. Using a semistructured interview technique, I will ask the interviewees the same number of open-ended questions and encourage them to respond with full and robust answers. The findings of any study need to be confirmable. Confirmability in my study will occur when a reader can extrapolate data and conclude that the findings of the data are logical and clearly stated (Morse, 2015).

Validity

Validity refers to the legitimizing of a study's findings using data collection protocol to define what the single case study is exploring (Saunders et al., 2015). The purpose of validity is to confirm that a study's product accurately portrays the intended emphasis (Morse, 2015). Under validity, transferability shows how the research findings become transferable to other similar qualitative studies (Yilmaz, 2013). Yilmaz (2013) concluded that transferability is subjective because it remains up to the reader to decide whether the data are transferable.

Member checking, also known as participant or respondent validation, is a technique for exploring the credibility of results (Street & Ward, 2012; Morse, 2015). Member checking provides an opportunity to understand and determine what the author intended to do through their actions. Member checking gives the researcher the ability to correct errors and for the respondent to challenge what are perceived wrong

interpretations (Klenke, 2016). Member checking provides an opportunity to understand and determine what the researcher intended to do through their actions.

Marshall and Rosman (2011) specified a process to assure the validity of a study's findings, which includes the triangulation of the data, member checking, and the application of a conceptual framework as a guide. In the single case study of successful mentoring strategies to prevent leadership shortfalls in C-suite executives, data triangulation will validate the research by exploring the phenomena through the lenses of transformational leadership theory. The utilization of data triangulation in case study research will strengthen the case study research. Through the offering of additional sources of data, I will accomplish triangulation by utilizing interviews and capturing both audio and video documentation.

I constructed 13 interview questions bearing in mind Lochners' (2016) conclusion that the most basic of validation measures are concurrent validity and predictive validity. Concurrent validity is what the interview questions will measure. Predictive validity will show how well the interview questions predicted the mentoring performance of the C-suite executives.

Transition and Summary

The objectives of Section 2 in this qualitative single case study was to describe: my role as the researcher, the participants, the specific design, and the intended research method. Explanations of the research method and design are outlined. Prior to the beginning of the interview process, signed documentation from the C-suite executives that relate to the sacrosanct nature of company data, anonymity, will be provided.

Through the interview process of the C- suite executives, I anticipated that emerging themes will become apparent. The qualitative software that was used for data analysis, coding, and the identification of emerging themes will be NVivo 11. Section 3 will include a presentation of the findings, application to professional practice, implications for social change, recommendations for action, and recommendations for further research.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The purpose of the study was to identify what strategies the waste industry may use to develop future C-suite executives. Section 3 includes the findings of the research study. I provide information on my coding scheme and the emergent themes I identified. Additionally, Section 3 contains the following: (a) an overview of the study, (b) application to professional practice, (c) implication for social change, (d) recommendations for action, (e) recommendations for further study, (f) reflections, and (g) a summary and study conclusion.

Overview of the Study

The focus of this qualitative single case study was to explore mentoring strategies that may prevent leadership shortfalls in the waste industry. I conducted semistructured, face-to-face interviews with three C-suite executives of a waste company located in central Florida to obtain data and to answer the following research question: How can C-suite executives in the waste industry use leadership strategies to develop future C-suite executives? I selected participants at the target company based on their ongoing mission to identify, mentor, and create future C-suite executives.

Interviews took place at the company headquarters, to ensure the C-suite executives' comfort. The C-suite executives who participated in the study offered detailed answers to each of the 13 semistructured interview questions. No interview lasted longer than 60 minutes. Prior to meeting with the C-suite executive participants, I

sent each a letter of invitation (see Appendix B) via e-mail. Also, I sent a consent letter to participants before meeting with them for their interviews and had participants sign the form in my presence before starting the interview sessions.

I applied the 6-step data analysis process, as prescribed by Yin (2009). I coded and then analyzed the data. I used the qualitative analysis software Nvivo 11 to organize and code the collected data into meaningful emergent themes. The emergent themes reflected participants' views, experiences, and perceptions regarding the mentoring and development of future C-suite executives. Themes also encompass strategies noted in company documents, specifically the company succession plan. The resulting emergent themes are (a) C-Suite Executives Use Various Strategies to Identify Talent, (b) C-Suite Executives Use Various Mentoring and Coaching Strategies to Develop Future C-Suite Executives, (c) C-Suite Executives Use Formal and Informal Leadership Strategies to Mentor, and (d) and Succession Planning is in Place or Planned.

Presentation of the Findings

The overarching research question of the study was, what leadership strategies can C-suite executives in the waste industry use to develop future C-suite executive candidates? I concluded that a qualitative, single case study was appropriate for the study. Yin (1984) defined the case study research method as an empirical inquiry that is used to investigate a contemporary phenomenon within its real-life context, when the boundaries between phenomenon and context are not clearly evident, and when multiple sources of evidence are used.

The participant pool of this research was the C-suite executives of a regional waste company headquartered in central Florida. I conducted face-to-face, semistructured interviews to gather and triangulate my data. In maintaining anonymity, the three C-suite executives of the firm were assigned the labels WP1, WP2, and WP3.

I used Yin's (2009) 6-step analysis method to analyze the textual data. I used an iPad Air Pro for the recording of the interviews. Transcriptions of the interviews were created and uploaded into the Apple transcription software that came with the iPad. After transcription, the data from the interviews were uploaded into NVivo 11 while maintaining client and company confidentiality. I used member-checking to ensure and confirm the accuracy of the compiled data.

The intent of exhaustive research was to achieve data saturation. Data saturation occurred when there were no additional data to be gleaned from the subjects involved. Furthermore, data saturation occurred when similar or the same responses occurred, with few variations or constructs, after asking the research participants the same semistructured questions.

I based the conceptual framework for this research on TLT, which was introduced by Burns (1978). TLT is an expansion of Bass's (1998) transactional leadership theory. Bass (1985) further expanded Burns' concept of TLT. TLT is an approach that is used to examine change in individuals and social systems (Northouse, 2015). A transformational leader, as defined by Burns, initiates a relationship with followers using dialogue; this relationship then becomes a collaboration between leader and follower, which is then transformed into a collaborative teaming effort. From the data, I identified four

predominant themes. The themes and the findings of this single case study are consistent with the tenants of TLT. The transformational leadership practices demonstrated by the research participants created a solid foundation for mentoring and mentorship.

Analytic Approach

As the researcher, my objective was to identify factors relevant to the research question that was reflected in the interviews. Each interview was viewed as a single incident. That is, each interview was considered individually in the analysis. Common themes were identified across the data regarding the addressing of the research question.

Qualitative Data Analysis

The process of data analysis involves “making sense out of text and data...and preparing the data for analysis, conducting different analyses, moving deeper and deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data” (Martens, Halkier & Pink, 2014, p. 10). As the researcher, I looked for patterns, themes, and dimensions in the data through analysis of the interviews, coding of the data, and further analysis as themes and patterns emerged. My goal was to describe the participants’ subjective experiences.

The first level of identification occurred during the initial review of each interview transcript. Upon receiving the transcripts, I read each transcript, analyzed the data for each interview, and then conducted open coding using NVivo software, which is an analytic tool that is used to facilitate the coding process.

As the researcher, I used *open coding*, a brainstorming technique that is intended to “open up the data to all potentials and possibilities contained within them” (Corbin &

Strauss, 2008, p. 160). Using this technique, I thoroughly reviewed the data contained within the data set before beginning to group and label concepts. The process of coding consisted of taking the raw data and extracting concepts, and then further developing them in terms of their properties and dimensions, before grouping them into themes. The data analysis process included the following steps:

1. review all interview transcripts notes;
2. import the data into NVIVO;
3. code the data in NVIVO using open coding;
4. define the properties of the major themes; and
5. further, classify the data into minor themes.

The resulting themes and minor themes are described in the summary of the research findings.

Coding

During the coding process, the data were delineated into four major themes, with each theme focusing on the research question. These themes were further categorized into minor themes. The findings for the research question were summarized, and examples from the interviews were used to illustrate the themes and minor themes.

Themes

This section includes tables summarizing the definition of the identified themes and minor themes, the frequency of occurrence for the minor themes, as well as the number of interviewees that mentioned a specific minor theme. The four major themes were (a) C-Suite Executives Use Various Strategies to Identify Talent, (b) C-Suite

Executives Use Various Mentoring and Coaching Strategies to Develop Future C-Suite Executives, (c) C-Suite Executives Use Formal and Informal Leadership Strategies to Mentor, and (d) Succession Planning is in Place or Planned.

Major Theme 1: C-Suite Executives Use Various Strategies to Identify Talent. As reflected in Table 1, the first major theme was *C-Suite Executives Use Various Strategies to Identify Talent*. This theme was further classified into minor themes (see Table 9); Table 2 illustrates the frequency with which the minor themes appeared across interviews and across the data. The four minor themes were *used specific criteria to identify talent*, *do not focus on age*, *find talent within the organization*, and *identify talent based on values*.

Table 9

Minor Themes for Major Theme 1 and their definitions: C-Suite Executives Use Various Strategies to Identify Talent

| Minor Theme | Definition |
|--|---|
| Use specific criteria to identify talent | C-suite executives use specific professional and personal criteria to identify talent in future C-suite executives. |
| Do not focus on age | C-Suite Executives do not focus on age when identifying talent and future C-Suite Executives. |
| Find talent within the organization | C-Suite Executives find future C-Suite Executives within the organization. |
| Identify talent based on values | C-Suite Executives identify talent based on a person's alignment with company values. |

Table 10

Frequency of Minor Themes for Major Theme 1: C-Suite Executives Use Various Strategies to Identify Talent

| Minor Theme | # of interviewees mentioning this minor theme | Total exemplar quotes |
|--|---|-----------------------|
| Use specific criteria to identify talent | 3 | 11 |
| Do not focus on age | 2 | 5 |
| Find talent within the organization | 1 | 4 |
| Identify talent based on values | 2 | 2 |

Use specific criteria to identify talent. The most frequently occurring minor theme for C-Suite Executives Use Various Strategies to Identify Talent was *use specific criteria to identify talent*. Use specific criteria to identify talent refers to the fact that C-Suite Executives use specific professional and personal criteria to identify future C-Suite Executives. Use specific criteria to identify talent was mentioned 11 times in three interviews. For example, the CFO stated,

We get out there in front of them enough and a lot of the ones that we mentor, are division managers or some operation managers for some of our large locations so, many times it just getting us out there and exposed to them. You know, hearing them talk, we've invited them to come to our board meetings, so we've got a board present, other executives and maybe just provide some presentations of

their division you know our what they do. And to see how well they perform and start to identify them that way just through, you know how they participate and interact with others getting out of their comfort zone and how comfortable are they to do that.

The CEO explained that when looking for talent,

If I would bring it down to less basic terms, I look for that positive attitude a can-do attitude somebody who would reach out and ask for a position to show their ability that positive attitude means so much...I like to express to anybody that I am mentoring that an open mind is the most important thing.

When asked, how you would describe the qualification that's utilized when selecting executives as mentees, the COO indicated the following,

Number one teachable, they would have to be teachable/trainable the mentee has to have an open mind to learn so, pride, arrogance those are not good mentee traits. Frankly that they I refer to using my own vernacular if someone doesn't have a teachable spirit I won't mentor them. It just that simple, they are not there to learn. They learn sometimes they are just trying to get closer to someone of authority because they are trying to posture for promotion. They are trying to show somebody how important they are because they are associated with someone in leadership and so it's being able to discern what's the motivation of the mentee and if the motivation of the mentee is to learn and have a teachable spirit, then to me that is number one. Then after that comes all the other things the capacity to understand and the capacity for growth. There's a lot of times as a

mentor there may be a hundred people that would like to spend time and be mentored and, so I think as a mentor you have to be able to identify where I am going to put my time, and who am I going invest my time in. And to me, there is a balance between this person has significant upside and they are very teachable. And that's what I am going to be interested in mentoring and I may have another one over here that has a tremendous desire and teachable, but they are very low upsides. Then somebody else needs to mentor them that can take them to level take them to the kind of ceiling that they are in.

Do not focus on age. The next minor theme for C-Suite Executives use various strategies to identify talent was *do not focus on age*. This minor theme refers to C-Suite Executives' indications that they do not focus on age when identifying talent and future C-Suite Executives was mentioned five times in two interviews. The CFO stated,

I mean anybody that's working for someone in a management role right now is youngest to me right now is in their mid-20s. We've got one who is I believe 25 or 26 and he is the division manager of our MURF in Ocala. And if you speak with him he would strike you as someone that is much older than what his age, he has a good presence about himself and carries himself well. I don't think there's anything about a lower limit and I would say once you become a manager within the company either its OP's manager or Division manager you know you can be a helper on the back of a truck when you are 16, 17, or 18 making your way up to a driver and a supervisor and the next thing you know you're noticed by us and that could be someone probably by the time they're in their early mid-20s and I think

we've got some that are as old as maybe 40 right now that is part of the mentoring program as well. So, I won't say that there's any there's no definition that we put into place. I think that is just right now where that age group lies.

The CEO indicated that age was not a factor when seeking or creating a mentee pool.

No, as a matter of fact it is the opposite of what some people think about age we have more than an average amount of people with older age brackets and one of the things we have worked on for a couple of years and now have gotten approval all the way along in our insurance is that we want to introduce younger people to our organization and we originally had pushed back from the insurance company's not wanting people under 21 years of age to be around heavy equipment where they felt that they may not have the wherewithal to operate with a safe manner. We had that changed where 18-year old now are people that we search out for to work part time or full time if they have already graduated from school or summer if they are going to college. So that we can get that young thinking cultured within the organization. I have been so fortunate over the years to see so many great people and I recognized they were great regardless of what their age was. So that makes no difference.

Find talent within the organization. The final minor theme was *find talent within the organization* and refers to the fact that C-Suite Executives find future C-Suite

Executives within the organization. It was mentioned four times by 1 interviewee (the CFO). The CFO shared,

You know many times you think about a company like ours there's an endgame to sell the company. Well the CEO has done that several times and now his end game I believe is to leave a legacy of what he's worked on through his life and that's in the industry and really, we need to find talented individuals within the organization and then identify and make these opportunities available to them and as we then go through it and then mentor and coach along the way.

I don't know if it's and I will use an example of Senior Financial Analyst, he has been with the company now for about 7 or 8 years and I've spoken with him of a standpoint of some point, you know I'm not going to be doing the same role I do in the industry. You know I need to open this up for someone younger coming through here and using him as an example you know I say this is an opportunity for you. You know, so I want you to learn as much about everything that I see possible. Whether initially banking relationships, having the banks come in, I know my predecessor as CFO didn't necessarily invite everyone to the bank meetings you know, that door might have been short. Kind of like a silent approach, and I have left it wide open. I think most of us do that in the C-suite as we leave it wide open so that everyone can be, we can be transparent.

Identify talent based on values. The next minor theme for C-Suite Executives use various strategies to identify talent was *identified talent based on values*. This minor theme refers to C-Suite Executives identifying talent based on a person's alignment with

company values. This minor theme was mentioned twice in by two interviewees. The CFO exemplified this theme by stating,

I am not sure if you are aware of them or not, but I will give you those to you really quick, and these are our core values, so we've got passionate customer, community service and we've got integrity, the success of our people, respect, teamwork, pride and then safety and no particular order. Many of us put safety at the top of the list, you know we want to do everything possible to be safe in anything that we do. But you know you start to talk about these things and you start to see who values those same core values that you do, and the company does. I think it becomes obvious who from a criteria standpoint who may fit well within that mentee pool.

The COO also mentioned the following when describing his/her mentees,

Both of them stated one is more faith-oriented than the other one so one shares a common story with me the other one doesn't. But they both have the values that I would want to emulate in someone though but one conversation when you are a mentor and you are trying to share values and share thoughts sometimes it's what the motivating factor for the mentee. In other words, is the mentee money motivated or are they success motivated are they and what's their value, what's their motivation and that matters how I interact with them.

Major Theme 2: C-Suite Executives Use Various Mentoring and Coaching Strategies to Develop Future C-Suite Executives. The second major theme was *C-Suite Executives Use Various Mentoring and Coaching Strategies to Develop Future C-Suite Executives*. This theme was further classified into minor themes. As reflected in Table 3, the minor themes were (a) *expose future C-Suite Executives to the role*, (b) *view mentoring as building relationships*, (c) *be transparent*, (d) *mentee picks the mentor*, (e) *mentor from a distance*, (f) *expose future C-Suite Executives to decision-making*, and (g) *mentor a few*. Table 4 shows the frequency with which the minor themes appeared across interviews and across the data.

Table 11

Minor Themes and Definitions for Major Theme 2: C-Suite Executives Use Various Mentoring and Coaching Strategies to Develop Future C-Suite Executives

| Minor Theme | Definition |
|---|--|
| Expose future C-Suite Executives to the role | C-Suite Executives expose future C-Suite Executives to the role to develop them. |
| View mentoring as building relationships | C-Suite Executives view mentoring as building relationships, which facilitates the development of future C-Suite Executives. |
| Be transparent | C-Suite Executives share information with future C-Suite Executives and are transparent with them. |
| Mentee picks the mentor | C-Suite Executives allow future C-Suite Executives (the mentee) to identify their mentor. |
| Mentor from a distance | C-Suite Executives can mentor future C-Suite Executives without being physically present. |
| Expose future C-Suite Executives to decision-making | C-Suite Executives expose future C-Suite Executives to why decisions are made to further their development. |
| Mentor a few | C-Suite Executives only mentor a few future C-Suite Executives at a time. |

Table 12

Frequency of Minor Themes for Major Theme 2: C-Suite Executives Use Various Mentoring and Coaching Strategies to Develop Future C-Suite Executives

| Minor Theme | # of interviewees mentioning this Minor theme | Total exemplar quotes |
|---|---|-----------------------|
| Expose future C-Suite Executives to the role | 3 | 8 |
| View mentoring as building relationships | 2 | 4 |
| Be transparent | 2 | 2 |
| Mentee picks the mentor | 1 | 2 |
| Mentor from a distance | 1 | 2 |
| Expose future C-Suite Executives to decision-making | 1 | 2 |
| Mentor a few | 1 | 2 |

Expose future C-Suite Executives to the role. The most frequently occurring minor theme for C-Suite Executives Use Various Mentoring and Coaching Strategies to Develop Future C-Suite Executives was *expose future C-Suite Executives to the role*, which was defined as C-Suite Executives exposing future C-Suite Executives to the role

to develop them. Expose future C-Suite Executives to the role was mentioned eight times in three interviews. The CFO explained exposure to the role in the following manner,

But it's important, I think from my senior financial analyst to be included in all those meetings to know what the role really become, and what the role is like. Whether it's traveling with me to some meetings doing a road show, invest a road show and being exposed to these things and just lays out to him what the job entails and what involvement there might be, you know he must come out of his comfort box. He hasn't always been the one that wants to speak in public. You know give him small roles initially and allow him to do some presentations to the banks and over a period of time, I would like him to take more of an active role. So, it's just getting him involved in participation and being very transparent about what the job might be.

The CEO provided the following example of this strategy,

Yes, in regard to our CFO position one of our most talented millennials is ready to go who is our chief financial analyst at this point. He operates right at the side of the CFO in every communication for a bank or a financial institution or in making decisions on insurance and is involved and makes the contact and the back and forth relationship under the CFO, so he has the relationships already with all of our financial institutions.

I have a successor who is probably that is light years ahead of me in this progression and is capable of stepping in and running the organization today.

Perhaps the thought process of the other C-suite executives that it is in our plan

that beginning next year the person succeeding me will be working very closely with both of those people so that they develop a very intricate working relationship, but he is already so capable of great knowledge of this organization that I would have no hesitation walking out the door and letting him take over.

View mentoring as building relationships. The next minor theme for C-Suite Executives Use Various Mentoring and Coaching Strategies to Develop Future C-Suite Executives was *view mentoring as building relationships*, which was defined as C-Suite Executives viewing mentoring as building relationships, which facilitates the development of future C-Suite Executives. View mentoring as building relationships was mentioned four times in two interviews. The CEO expressed the importance of building relationships in mentoring,

That's why those two chairs outside are right there to make people feel comfortable for when they are in here to talk and I have had that many times.

Before I've walked in and I can relay people have walked into that door and asked if they can take a minute.

The COO felt similarly and provided an in-depth explanation of building relationships as part of mentoring,

I think the one thing about mentoring that we haven't discussed is mentoring is a personal relationship and so there's conversation that are had even in the business mentoring where what the mentee sometimes is struggling with not necessarily on the job situation. So for instance if I take younger people in their 20s and 30s and they are just starting a family and you have the two of them working they have

two little kids and their trying to find the work life balance issue and their trying to work hard because they've got a really good career, they see an upward track, they see that they are really going to do well but their marriage is falling apart, every other part of their life is really messed up and so in the mentoring roll being able to say, anything you want to talk about is open, how are you dealing with stress? How's that affecting your marriage, how's that affecting your other relationships, how is that affecting your health? This entire wellness of the person is really important, and I think in a mentoring understanding that there are different things with career development you can talk about that may have little to do with mentoring and you may talk about you may have a mentoring discussion can be very well about the career. And I think mentoring is much more personal and if the mentor is not willing to be transparent and say let me tell you about the mistakes I made in my life as it came to my career or certain decision I made, I look on some that I remember moving to short on one's 16th birthday and I moved again on the other one's 16th birthday. And if I had those decisions to do over again I would like to think I would do it differently. But its something that I've made some decisions that were disruptive to my family and I don't know that I have this great regret over it but I think I made those decisions to quickly and so the reason I say that in particular is one of my two mentors he's kind of chopping at the bit because he's ready for the next challenge, but his kids are young. He is born and raised in the town that he lives, he's never moved, he's never gotten out of that town all of his family is there all of his wife's family is there. So, on one

hand, he is chomping at the bit but on the other hand, he's probably got ten years before he can move, and his kids have graduated and are you to disrupt your family in order to do the career and is your family on board with that?

Be transparent. The next minor theme for C-Suite Executives Use Various Mentoring and Coaching Strategies to Develop Future C-Suite Executives was to *be transparent*, which was defined as C-Suite Executives sharing information with future C-Suite Executives and being transparent with them. Be transparent was mentioned two times in two interviews. The CFO emphasized the role of transparency,

I think much of that is the transparency to our employees of what we're doing. What we are up to. We did some financing and we were very transparent. Our regional Vice-President on what we're doing, and we send that message out to other employees below them. It's no secret! We want them to know what we are up against and what we're going to do to deal with it so for that position for that person that you are pointing out for that role, I would want that person to be able to carry on call it a legacy of what we started. You know being very open to the employees, making sure they are included, they're not excluded. We use a term many times like a silo, many organizations are silo's, each department is a silo, nobody wants to let any else know what they're doing and it's really hard to operate that way. You don't see what other's goals are or what they're doing to achieve them, and you need to come to one common goal. What are we trying to do as a company and I think we have defined that fairly well? We want to grow, and we want to grow healthy, we want to keep an eye on our balance sheet,

making sure we manage our debt properly. We don't take on too much leverage and I think that's been an important message that I've been communicating to our guys in the field. The regional vice president and the division managers, that group along those two types titles alone carries over 100 positions in the company. I stood in a meeting with them on February of this year an annual meeting and addressed that group and spoke specifically about our leverage and specifically about what we need to accomplish at the end of this year to be able to refinance some debt that cost us a little more than it should. We have been able to get down that path. I don't think we would have been able to do it without again, being very transparent, making sure they are aware of what we are trying to accomplish and how they can help us in accomplishing that goal. You don't tell them the problem, not that it's a problem but it's something that we are trying to improve upon as far as our capital structure. If you don't tell them what you are trying to do it is impossible for them to be able to help. So, I think that person in that role would need to continue to be very open and transparent and this is what we're doing, and I think that goes to the same way for the entire C-suite. The COO who you are going to interview later, he and I speak all the time. I'll get a text for him and he'll go, time for a call. Sure, call me on the weekend, evening whatever and he'll start talking and I will do the same thing to him. So, we have to look at it all as we are all one big team, one common goal and I think anybody in that chair you pointed at the CFO chair, or any of the chairs in the C-suite we

need to all continue to operate the company that way. Very open, no silos, we're all common goal of what we want to do with the company.

Similarly, the COO shared,

So, the willingness for the mentor to have a personal transparent conversation and for the mentee to have one as well because life is a lot more than just a career and sometimes you can end up with a super talented young executive that's just rising up through the ranks, but I tell you if they lose their marriage and they lose their family, there is going to come a point that all of a sudden it affects them on the job.

Mentee picks the mentor. The next minor theme for C-Suite Executives Use Various Mentoring and Coaching Strategies to Develop Future C-Suite Executives was *mentee picks the mentor*, which was defined as C-Suite Executives allowing future C-Suite Executives (the mentee) to identify their mentor. Mentee picks the mentor was mentioned two times by the COO. The COO explained,

So, I don't hand pick successors and I don't hand pick people to mentor. They select me as their mentor and they become a much more of a willing follower and they become a person that has been designated by me.

There are others where I can think of people in our organization that are in our emerging leader's program that they have tremendous upside, but they are being mentored by somebody else. I think that's great as long as they are growing and developing I don't have to be that the mentor but again this is that part where the mentee or the follower needs to connect with the one that they want to lead them.

Mentor from a distance. The next minor theme for C-Suite Executives Use Various Mentoring and Coaching Strategies to Develop Future C-Suite Executives was *Mentor from a distance*, which was defined as C-Suite Executives mentoring future C-Suite Executives without being physically present. Mentor from a distance was mentioned two times in one interview. This minor theme was seen in the researcher's exchange with the CEO of the organization.

CEO: Interesting we had a conversation earlier today with somebody early saying the chair you are in was talking to me about one of the people in our leadership program that is so talented, and she lives in another city and really her mentor feels she is capable of coming to the corporate office and taking a position but that's not her goal and she will not move from where she is nor would her want her to move from an area she is well situated. Her husband has a professional practice and that city, and we recognize that the millennial outlook that does not require a physical tie down and certainly we would have to task her with a corporate project that would be run under her direction from the city where she is. Because we really don't think it's a millennial gift to us to understand that you do not have to be housed somewhere to perfect the talents.

Interviewer: So, you are saying you are comfortable mentoring someone who may not be in the same city or state?

CEO: Absolutely.

Expose future C-Suite Executives to decision-making. The next minor theme for C-Suite Executives Use Various Mentoring and Coaching Strategies to Develop Future C-Suite Executives was *expose future C-Suite Executives to decision-making*, which was defined as C-Suite Executives expose future C-Suite Executives to why decisions are made to further their development. Expose future C-Suite Executives to decision-making was mentioned two times in one interview. The COO described exposing future C-Suite Executives to decision making,

The other one I copy on emails that I think are going to be of interest to this individual and then after I copy him on it which he wasn't expecting or a lot times I blind copy then I will say hey, call me in a couple of hours or tonight I want to talk to you about why I sent that to you and what the decision making was that I went through. Like why I am taking either this tone, this action at something where someone might look at that and say I wonder why he is doing it that way. One conversation just gets a little more personal because the conversation would variably would move to a more personal dialogue centered around faith and how do you do that and another one the conversation doesn't go there but it still stays towards people and support values and strategy and why things are done. So, for me mentoring is more of why is something being done more than what is being done? The why factor is much more important.

Mentor a few. The final minor theme for C-Suite Executives Use Various Mentoring and Coaching Strategies to Develop Future C-Suite Executives was *mentor a few*, which was defined as C-Suite Executives only mentoring a few future C-Suite

Executives at a time. Mentor a few was mentioned two times by the COO. The COO described having a few mentees at a time,

Then somebody else needs to mentor them that can take them to level take them to the kind of ceiling that they are in. I don't like to discount peoples' ability but yet at the same time, we have a company of 3500 employees. How many should I pick, and I've learned over the years I can only do 2 or 3 people at a time and that's it. And I juggle a lot too but that's it. So, if you think well how many people would like to be close to me and spend time with me I don't know, I don't know what the number is probably more than 2. So, I have to pick the two that I think that I can have a good influence on and they want to be close to me then that will work.

Major Theme 3: C-Suite Executives Use Formal and Informal Leadership

Strategies to Mentor. The third major theme was C-Suite Executives *Use Formal and Informal Leadership Strategies to Mentor*. This theme was further classified into minor themes. As reflected in Table 5, the minor themes were *leadership strategies are informal* and *leadership strategies are formal*. Table 6 shows the frequency with which the themes appeared across interviews and across the data.

Table 13

Minor Themes and Definitions for Major Theme 3: C-Suite Executives Use Formal and Informal Leadership Strategies to Mentor

| Minor Theme | Definition |
|------------------------------------|---|
| Leadership strategies are informal | C-Suite Executives use informal and unwritten leadership strategies to mentor and develop to future C-Suite Executives. |
| Leadership strategies are formal | C-Suite Executives use formal leadership strategies to mentor and develop to future C-Suite Executives. |

Table 14

Frequency of Minor Themes for Major Theme 3: C-Suite Executives Use Formal and Informal Leadership Strategies to Mentor

| Minor Theme | # of interviewees mentioning this minor theme | Total exemplar quotes |
|-----------------------------------|---|-----------------------|
| Mentoring strategies are informal | 3 | 9 |
| Mentoring strategies are formal | 2 | 6 |

Mentoring strategies are informal. The most frequently occurring minor theme for C-Suite Executives Use Formal and Informal Leadership Strategies to Mentor was *mentorship strategies are informal*. This minor theme was defined as C-Suite Executives

using informal and unwritten leadership strategies to mentor and develop to future C-Suite Executives. Mentoring strategies are informal was mentioned nine times in two interviews. For example, the CFO mentioned,

I think there may be a perception that the CEO has that it could happen, so he's taken the proper steps to make sure to make sure the mentee will come in not that he's golden spoon per se that he is deserving of this role because he has the same last name. He's worked into that role and if you ever speak to him he is very gracious person he wants to learn, and he'll come and talk to me about things.

The CEO has put him as a secretary on the board, so he doesn't have a board seat, but he takes all the notes. We'll be talking about things and he'll come back later and say you were talking about this and this can you tell me more about what this is we are doing exactly, he wants to learn.

Regarding an established criterion for a mentoring approach, the CEO offered the following,

It is ad hoc in nature but it's written so that our meetings with our young leaders they all have copies of the industry way... Well that's exactly the type of thing I would like to see continue in this organization where all of our employees have the confidence and the belief that they can approach myself or anybody else and ask for our suggestions how to develop in the corporation or feel free to suggest what they have observed and what they feel would be helpful with their growth in the organization.

The COO also indicated there is no “written established criteria for this process of mentoring.”

Mentoring strategies are formal. The next and final minor theme for C-Suite Executives Use Formal and Informal Leadership Strategies to Mentor was *mentoring strategies are formal*. This minor theme was defined as C-Suite Executives using formal leadership strategies to mentor and develop to future C-Suite Executives. Mentoring strategies are formal was mentioned six times in two interviews. The CEO described a formal mentoring program,

Our leadership program is really the lifeline future of our company. We are a hundred-year company. I have been fortunate throughout the years to be financially successful and have a broad background in the public and private arenas and I’ve really decided that our company is one that should be perpetual in life. So, therefore, we have monitored that we have worked at our hundred-year company. Our hundred-year company is going to be run by our future leaders. So, we have established a program that’s now about four years old and we would not have to search not only the colleges but chamber referrals, and local organization referral for young people who we brought into our leadership program to show them what the business was to make a determination of where they saw themselves in the future and it’s been working out exceptionally well.

The COO described having a formal mentoring relationship with a mentee,

I have a particular mentee, two of them that I spend time with. One of them I schedule time with. I schedule it every other Thursday at 4:00 and I assigned 45

minutes to an hour with one individual that I think I share as my values and also has a desire to be upwardly mobile. So, I identified him and thought that he was a good one for me to mentor. There are others where I can think of people in our organization that are in our emerging leader's program that they have tremendous upside, but they are being mentored by somebody else.

The COO also shared,

We have about 20 people that are in our emerging leader's program. We are currently assessing under my leadership assessing the status of those 20. They have been in this program for a year, how many of them are moving forward in their development? And how many of them are not? And so being able to step back after a year and look at the 20 people that are in this program and say wait for a minute 5 of these need to drop off because they no longer, they have reached a plateau that they are comfortable with.

Major Theme 4: Succession Planning is in Place or Planned. The fourth major theme was *Succession Planning is in Place or Planned*. This theme was further classified into two minor themes. As reflected in Table 7, the two minor themes were *C-Suite Executives use informal succession planning* and *C-Suite Executives use formal succession planning*. Table 8 shows the frequency with which the minor themes appeared across interviews and across the data.

Table 15

Minor Themes and Definitions for Major Theme 4: Succession Planning is in Place or Planned

| Minor Theme | Definition |
|---|---|
| C-Suite Executives use informal succession planning | C-Suite Executives use informal succession planning to develop future C-Suite executives. |
| C-Suite Executives use formal succession planning | C-Suite Executives use formal succession planning to develop future C-Suite executives. |

Table 16

Frequency of Minor Themes for Major Theme 4: Succession Planning is in Place or Planned

| Minor Theme | # of interviewees mentioning this minor theme | Total exemplar quotes |
|---|---|-----------------------|
| C-Suite Executives use informal succession planning | 2 | 4 |
| C-Suite Executives use formal succession planning | 2 | 3 |

C-suite executives use informal succession planning. The most frequently occurring minor theme for Succession Planning is in Place or Planned was *C-Suite Executives use informal succession planning*. C-Suite Executives use informal succession planning was mentioned four times in two interviews. The CFO explained the use of informal succession planning as follows,

Now we started in 01, obviously we are not there yet, but to become a 100-year company we've got to start looking at young managers and identify them and talk to them about our 100-year company and down the road as we get to the point where we're going to step down and maybe take a lesser role, now I think we all talk about ourselves as we're never retiring because we are already retired we do what we love right? That's what retirement is supposed to be and to take a lesser role and allow some of these younger guys to come up and take over leadership roles in the C-suite. And as we maybe step back and work in some more of a kind of consultant kind of role and help mentor them through into that position right where it's at. So, as the CEO has gotten to his age and probably all started with him you know identifying you know obviously somebody in the family, his son, right! And you know there is a desire to bring him into the company and he also recognizes that you need to be able to be open to the idea of other people coming in. You know there isn't an end game.

The CEO also described an unwritten informal succession plan, "No, that plan is not in writing, but we have a very definitely succession plan that is known throughout the organization and it is just as effective as a written succession plan would be."

C-suite executives use formal succession planning. The final minor theme for Succession Planning is in Place or Planned was *C-Suite Executives use formal succession planning.* C-Suite Executives use formal succession planning was mentioned three times in two interviews. Regarding a succession plan, the CFO mentioned,

We don't have a written plan. I think it would be good to have a written plan. I think it would be important to do that for each of our positions in the C-suite. I know we don't necessarily have one for the position. I know that using the CEO as an example, obviously, he has a son and that's his goal to have him in that spot and he'll tell you he's got a plan and obviously, that's it. But, no we don't have them, and I see that there would be a need because you get to the point where you start to see who is rising to that capability of taking that role next and hopefully you have a list of people that you're looking at and you're not looking at a blank piece of paper saying, well we don't really have anybody here. That tells me we're behind.

The CEO indicated there should be a written succession plan in place. He/She stated, "I think that it is certainly appropriate for a person who sits in this seat is in a senior position that would have to address what the needs are given the changing society we live in."

Application to Professional Practice

The purpose of this qualitative single case study was to explore leadership mentoring strategies employed by C-suite executives in the waste industry attempting to develop future C-suite executive candidates. Based on the research question, the semistructured interview questions, and the qualitative analysis of the collected data, I

identified four main themes. The four main themes were (1) C-Suite executives use various strategies to identify talent, (2) C-Suite executives use various mentoring and coaching strategies to develop future C-Suite executives, (3) C-Suite executives use formal and informal leadership strategies to mentor, and (4) succession planning is in place or planned.

The application of good business practice and strategies that align with talent mentoring in any organization will ensure business sustainability (Warren, 2017). One such leadership strategy is to focus and invest in future talent through the utilization of succession planning. A concerted effort that includes attracting, engaging, mentoring, and developing talent with robust potential requires investment. The identification and efficient management of human resources talent may result in business leadership sustainability (Hwang & Rauen, 2015). A major contribution of the findings of this study to business practice is the knowledge acquired from the research participants' responses to the key role of succession planning.

Furthermore, the findings from the analysis of responses to open-ended, semistructured interview questions and the information from the reviewed company documents confirmed the relevance of talent pooling and succession planning. It is imperative that while succession planning is crucial, having it written and being disciplined in the execution of the plan contained therein is of utmost importance. Succession planning, both formal and informal must be followed by a comprehensive mentoring program.

Another finding of this research is that potential executives in the succession suite or pipeline of leadership must be mentored. How the workforce perceive leadership is a critical success factor for the sustainability of organizations in difficult business environment irrespective of the industry. Shurbagi (2014) argued that organizational commitment does positively affect the relationship between transformational leadership style and leadership performance, and this also pertains to mentorship. Therefore, the transformational leadership approach geared towards engaging, inspiring, and motivating personnel is a crucial factor for leadership consideration (Horta & Camanho, 2013).

The findings from this study underline the criticality of the transformational leadership strategy and practice in ensuring the effectiveness of performances in a waste management firm. However, the strategy and practice transcend industries because the transformational leadership practice encompasses effective communication, employee engagement, empathy, training, development, and mentorship. In addition, the findings establish the benefits of organizational knowledge of the business environment and the courage to take bold steps while putting the importance of talent in the forefront. This study serves as a reference for future research works on exploring mentoring strategies to prevent leadership shortfalls in the business world.

Implications for Social Change

Mentoring strategies to prevent leadership shortfalls is applicable to various industries. The implication for social change includes the potential reduction in the number of unqualified leaders in the future generation suites of executives. With the right transformational leadership approach, waste management companies and other

organizations could remain sustainable, and prevent leadership and management shortfalls, while placing themselves in a position to provide ample employment opportunities in the United States, across a myriad of companies in other disciplines. Additional management strategies useful for positive social change include using leadership principles as detailed in this study. Researchers could utilize the findings from the study to develop a greater understanding of strategies business managers need to manage the pipeline for future executives in the workforce.

Findings from this study may help in preventing waste management and other firms operating in the United States (Jensen, 2013). Sustaining the executive pipeline in the waste management industry during periods of an economic downturn could create a stable workforce and increase the longevity and sustainability of firms in the waste management industry. Applying the ideas, strategies, and actions from the findings of this study may enable business leaders to promote the self-worth, dignity, and development of individuals and communities in the Longwood, FL through poverty alleviation programs.

Recommendations for Action

Business leaders should create mentoring programs for their future C-suite executives (Kupfer et al., 2015), and these may require some innovative approaches and initiatives (Richardson et al., 2015). The continued challenges present in the workplace should inspire managers and leaders alike to seek new ideas of conceptualization, integration and successful implementation. With about 40 million Millennials entering the workforce in the next few years (Ferri-Reed, 2014), resulting in 50% of the total workforce by 2020 as Millennials (Ismail & Lu, 2014) and approximately 10,000 new

Baby Boomers retiring daily (Chaudhuri & Ghosh, 2012), innovative and effective strategies must be a part of the development of future executives.

Business managers should view identifying, developing and mentoring future C-suite executives as a challenging endeavor and thus implement proactive measures of address. The findings of this study are relevant to not only business leaders and managers, but human resource practitioners, and senior and corporate officials as well. Business leaders in the waste management industry should consider the transformational leadership theory as the leadership style of choice. The application of effective management strategies may assist all groups in successfully improving productivity and business performance with an accompanying long-term company financial viability.

According to Braun, Peus, Weisweiler, and Frey (2013), the practice of transformational leadership is related to organizational performance and productivity which in turn results in organizational success, and this assertion was continually articulated by the research participants. The transformational leadership style of management encourages knowledge sharing which can be significantly related to organizational citizenship behavior, which in turn could influence corporate performance (Lin, 2014). In a study to provide a conceptual framework of the behaviors needed to be an effective leader, Bottomley et al. (2014) advocated an interdisciplinary model for leadership effectiveness and classified four essential behaviors needed to identify transformational leaders. The four essential behaviors are vision-builder, standard bearer, an integrator, and a developer. Following this approach of leadership bodes well for mentors of C-suite executives.

It is the goal of the researcher to share these study findings with other business managers and professionals through scholarly journals and business publications. I will also share the findings through seminars and training courses. Upon approval, I will publish my findings in the waste age magazine and welcome the opportunities to share my findings with relevant global stakeholders. I have used this case study research to contribute to the leadership strategies used by business leaders to mentor leaders and managers who are being prepared for the future.

Recommendations for Further Research

This research encompasses a single case study on mentoring strategies to prevent leadership shortfalls. The focus was on exploring best practices in developing future C-suite executives to assume the C-suites of their predecessors. The research centered upon generational groups from the Baby Boomers (1946-1964), to generation X (1965-1980), to generation Y, more commonly referred to as the Millennials (1981- 1996), to the last generation which is generation Z (1997- to the present).

There exists a plethora of peer-reviewed scholarly data on the generational groups from Baby Boomers to Millennials. The Millennials are the group that is currently being groomed and mentored to assume the reigns of the present-day C-suite executives. There exists little-known information on the habits and traits of generation Z, the latest group, due to the ages of the group, which range from 1 to 21.

Future research may create a nexus between generation Z and the leadership strategies presently in use. Additionally, the traits and habits of generation Z need to be chronicled so that future researchers can compare generation Z with previous generations.

Another opportunity for research will be the comparison of the influential style of parenting among generation Z and the offsprings of the millennials.

Reflections

In my progression through the doctoral study program, an emphasis was placed on the practice of not allowing bias to influence my judgment. Specifically, in the collection of data, the semistructured interview process, the qualitative analysis phase, and my final qualitative data interpretation. Initially, I was confident that I could eliminate bias and that I could produce findings without any form of a personal bias or preconceived ideas. However, bias elimination proved to be more challenging than I initially anticipated.

I found that my years of experience in the waste industry made me susceptible to forms of prebiases that I had not anticipated. Initially, I entered the interviewing stage assuming responses from the C-suite executives before gathering their answers, and analyzing their data utilizing a qualitative data analysis program. What I came to realize is that any bias that I had, would have to be eliminated to assure a nonpartisan comprehensive analysis of the data.

Furthermore, I discovered that I had an expectation of the answers from the C-suite executives completely different from many of the responses from my semistructured interview questions. What I gained from the study was that any bias that I had, would have to be eliminated to the best of my ability; and that the greater my bias elimination success rate, would directly implicate the efficacy of the study.

Conclusion

Organizations globally have workforces from multiple generations with varying philosophies, ideals, and skills that could affect the workplace (Barrick et al., 2015). The purpose of this qualitative single case study was to answer the central research question: How can C-suite executives in the waste industry utilize leadership strategies to develop future C-suite executives? Business leaders often strive to address the ever-evolving environmental landscape and behaviors existing within a group to keep up with company demands (Al Araimi, 2013). Three C-suite executives from a regional waste company in central Florida, participated in semistructured interviews and a review of company documents augmented the collected data.

After collecting and analyzing the data, four main themes emerged from the data: (a) C-Suite Executives Use Various Strategies to Identify Talent, (b) C-Suite Executives Use Various Mentoring and Coaching Strategies to Develop Future C-Suite Executives, (c) C-Suite Executives Use Formal and Informal Leadership Strategies to Mentor, and (d) Succession Planning is in Place or Planned. The findings indicated that business leaders need innovative and creative strategies and tactics to address the increasing challenges of ensuring future leaders. The findings also should inspire senior business executives and human resource professionals to better understand the growing complexities in the waste industry and provide mentoring assistance and training to business leaders and managers.

Participants in the study answered semistructured interviews with open-ended questions. In addition, a review of company documents included a succession plan. I triangulated the data collected through the interviews and company document with

current professional and academic literature to support the findings. There are several conclusions in this research project. The initial findings of this study are essential strategies all companies need to manage the generation of future C-suite executives. However, not all strategies are effective and business managers must decide on which should be implemented implement (Roodin & Mendelson, 2013).

In addition, according to Starks (2013), leadership characteristics and organizational practices and culture significantly influence a business leader's ability to remain successful while mentoring talented human resources. Understanding the critical factors and barriers is also important when determining the need for mentoring future C-suite executives (Coulter & Faulkner, 2014). Business managers who desire to be successful with mentoring future organizational leaders will need to consistently assess current conditions and adjust as needed to encourage, engage, and motivate (Cole et al., 2014).

References

- Agote, L., Aramburu, N., & Lines, R. (2016). Authentic leadership perception: Trust in the leader and followers' emotions in organizational change processes. *Journal of Applied Behavioral Science, 52*, 35-63. doi:10.1177/0021886315617531
- Aguinis, H., Joo, H., & Gottfredson, R. K. (2013). What monetary rewards can and cannot do: How to show employees the money. *Business Horizons, 56*, 241-249. doi:10.1016/j.bushor.2012.11.007
- Alam, B., & Mia, L. (2014). Transformational leadership, gender and performance: Evidence from a developing economy. *European Journal of Management, 14*(3), 63-68. doi:10.18374/ejm-14-3.6
- Al Araimi, A. A. (2013). Exploratory study on employees' motivation in the Omani private banking sector. *International Journal of Organization Theory & Behavior, 16*, 208-220. Retrieved from <http://www.pracademics.com/index.php/ijotb>
- Albert, L., Reynolds, S., & Turan, B. (2015). Turning inward or focusing out? Navigating theories of interpersonal and ethical cognitions to understand ethical decision-making. *Journal of Business Ethics, 130*, 467-484. doi:10.1007/s10551-014-2236-2
- Allwood, C. M. (2012). The distinction between qualitative and quantitative research methods is problematic. *Quality & Quantity, 46*, 1417-1429. doi:10.1007/s11135-011-9455-8

- Andersen, J. A. (2015). Barking up the wrong tree. On the fallacies of the transformational leadership theory. *Leadership & Organization Development Journal, 36*, 765-777. doi:10.1108/lodj-12-2013-0168
- André, R. (2015). Fitting millennials to business cultures using five-factor theory, personality clusters, and the theory of bureaucracy. *International Journal of Management Practice, 8*, 99-114. doi:10.1504/IJMP.2015.071688
- Antonakis, J., & House, R. J. (2014). Instrumental leadership: Measurement and extension of transformational–transactional leadership theory. *Leadership Quarterly, 25*, 746-771. doi:10.1016/j.leaqua.2014.04.005
- Ardichvili, A. (2012). Sustainability or limitless expansions: Paradigm shift in HRDD practice and teaching. *European Journal of Training and Development, 36*, 873-887. doi:10.1108/03090591211280946
- Arnold, K. A., & Loughlin, C. (2013). Integrating transformational and participative versus directive leadership theories. *Leadership & Organization Development Journal, 34*, 67-84. doi:10.1108/01437731311289974
- Athanasopoulou, A., & Selsky, J. W. (2015). The social context of corporate social responsibility: Enriching research with multiple perspectives and multiple levels. *Business & Society, 54*, 322-364. doi:10.1177/0007650312449260
- Atwater, D. B., & Bass, B. M. (1994). Transformational leadership in teams. In B. M. Bass, & B. J. Avolio (Eds.), *Improving organizational effectiveness through transformational leadership* (pp. 48-83). Thousand Oaks, CA: Sage Publications.

- Barrick, M. R., Thurgood, G. R., Smith, T. A., & Courtright, S. H. (2015). Collective organizational engagement: Linking motivational antecedents, strategic implementation and firm performance. *Academy of Management Journal*, *58*, 111-135. doi:10.5465.amj.2013.0227
- Bass, B. M. (1985). *Leadership and performance beyond expectation*. New York, NY: Free Press.
- Bass, B. M., & Steidlmeier, P. (1999). Ethics, character and authentic transformational leadership behavior. *Leadership Quarterly*, *10*, 181-217. Retrieved from <http://www.journals.elsevier.com/the-leadership-quarterly/>
- Bassiouni, D. H., & Hackley, C. (2014). 'Generation Z' children's adaptation to digital consumer culture: A critical literature review. *Journal of Customer Behaviour*, *13*(2), 113-133. doi:10.1362/147539214X14024779483591
- Beane-Katner, L. (2014). Anchoring a mentoring network in a new faculty development program. *Mentoring & Tutoring: Partnership in Learning*, *22*(2), 91-103. doi:10.1080/13611267.2014.902558
- Beauchamp, M. D., & Barnes, C. D. (2015). Delighting baby boomers and millennials: Facts that matter most. *Journal of Marketing Theory and Practice*, *23*(3), 338-350. doi:10.1080/10696679.2015.1032472
- Becton, J. B., Walker, H. J., & Jones-Farmer, A. (2014). Generational differences in workplace behavior. *Journal of Applied Social Psychology*, *44*(3), 175-189. doi:10.1111/jasp.12208

- Bennett, J., Pitt, M., & Price, S. (2012). Understanding the impact of generational issues in the workplace. *Facilities*, *30*, 278-288. doi:10.1108/02632771211220086
- Bernard, H. R., & Bernard, H. R. (2013). *Social research methods: Qualitative and quantitative approaches*. Los Angeles, CA: Sage Publications.
- Berson, Y., Halevy, N., Shamir, B., & Erez, M. (2015). Leading from different psychological distances: A construal-level perspective on vision communication, goal setting, and follower motivation. *The Leadership Quarterly*, *26*, 143-155. Retrieved from <http://www.journals.elsevier.com/the-leadership-quarterly/>
- Bird, R. C., Borochin, P. A., & Knopf, J. D. (2015). The role of the chief legal officer in corporate governance. *Journal of Corporate Finance*, *34*, 1-22. doi:10.1016/j.corpfin.2015.07.002
- Blattner, J., & Walter, T. J. (2015). Creating and sustaining a highly engaged company culture in a multigenerational workplace. *Strategic HR Review*, *14*, 124-130. doi:10.1108/SHR-06-2015-0043
- Boone, L. W., & Makhani, S. (2012). Five necessary attitudes of a servant leader. *Review of Business*, *33*, 83-96. Retrieved from <http://www.stjohns.edu/academics/schools-and-colleges/peter-j-tobein-college-business/about/review-business-journal>
- Bottomley, K., Burgess, S., & Fox III, M. (2014). Are the behaviors of transformational leaders impacting organizations? A study of transformational leadership. *International Management Review*, *10*(1), 5-9. Retrieved from <http://www.usimr.org>

- Bozionelos, N., Kostopoulos, K., van der Heijden, B., Rousseau, D. M., Bozionelos, G., Hoyland, T., . . . Van der Heijde, C. (2016). Employability and job performance as links in the relationship between mentoring receipt and career success: a study in SMEs. *Group and Organization Management, 41*(2), 135-171.
doi: 10.1177/1059601115617086
- Braun, S., Peus, C., Weisweiler, S., & Frey, D. (2013). Transformational leadership, job satisfaction, and team performance: A multilevel mediation model of trust. *Leadership Quarterly, 24*, 270-283. doi:10.1016/j.leaqua.2012.11.006
- Bristow, J. (2015). *Baby boomers and generational conflict*. Palgrave Macmillan: UK.
- Bronstein, C., & Fitzpatrick, K. R. (2015). Preparing tomorrow's leaders: Integrating leadership development in journalism and mass communication education. *Journalism & Mass Communication Educator, 70*(1), 75-88.
doi:10.1177/1077695814566199
- Brown, M. (2012). Responses to work intensification: Does generation matter? *International Journal of Human Resource Management, 23*(17), 3578-3595.
doi:10.1080/09585192.2011.654348
- Bryman, A. (2015). *Social research methods*. Oxford, England: Oxford University Press.
- Burns, J. M. (1979). Two excerpts from leadership. *Educational Leadership, 36*, 380-383. Retrieved from <http://www.ascd.org/publications/educational-leadership/archived-issues.aspx>
- Burns, J. M. G. (1978). *Leadership*. New York, NY: Harper & Row.

- Burton, L., & Welty-Peachey, J. (2014). Ethical leadership in intercollegiate sport: Challenges, opportunities, future directions, *Journal of Intercollegiate Sport*, 7(1), 1-10. doi:10.1123/jis.2014-0100
- Carter, S. M., & Greer, C. R. (2013). Strategic leadership: Values, styles, and organizational performance. *Journal of Leadership & Organizational Studies*, 20, 375-393. doi:10.1177/1548051812471724
- Casey, R., & Robbins, J. (2015). An evaluation of the impact culture has on motivation in Central and South America, Mexico and the United States. *International Journal of Business & Public Administration*, 12, 94-108. Retrieved from <http://www.iabpad.com/journals/international-journal-of-business-and-public-administration-2/>
- Chaudhuri, S., & Ghosh, R. (2012). Reverse mentoring: A social exchange tool for keeping the Boomers engaged and Millennials committed. *Human Resource Development Review*, 11, 55-76. doi:10.1177/1534484311417562
- Chenail, R. J. (2011). Interviewing the investigator: Strategies for addressing instrumentation and researcher bias concerns in qualitative research. *The Qualitative Report*, 16(1), 255-202. <http://nsuworks.nova.edu/tqr/>
- Cheng, J., Cummins, J. D., & Lin, T. (2015). In organizational form, ownership structure, and CEO turnover: Evidence from the property-casualty insurance industry. *Journal of Risk and Insurance*. Advance online publication. doi:10.1111/jori.12083

- Cheng, Y., Yen, C., & Chen, L. H. (2012). Transformational leadership and job involvement: The moderation of emotional contagion. *Military Psychology, 24*, 382-396. doi:10.1080/08995605.2012.695261
- Chi, N., & Huang, J. (2014). Mechanisms linking transformational leadership and team performance: The mediating roles of team goal orientation and group affective tone. *Group & Organization Management, 39*, pp. 300-325.
doi:10.1177/1059601114522321
- Cho, J. Y., & Perry, J. L. (2012). Intrinsic motivation and employee attitudes: Role of managerial trustworthiness, goal directedness, and extrinsic reward expectancy. *Review of Public Personnel Administration, 32*, 382-406.
doi:10.1177/0734371X11421495
- Choudhary, A. I., Akhtar, S. A., & Zaheer, A. (2013). Impact of transformational and servant leadership on organizational performance: A comparative analysis. *Journal of Business Ethics, 116*, 433–440. doi:10.1007/s10551-012-1470-8
- Cleavenger, D. J., & Munyon, T. P. (2013). It's how you frame it: Transformational leadership and the meaning of work. *Business Horizons, 56*(3), 351-360.
doi:10.1016/j.bushor.2013.01.002
- Coleman, J. (2014). *Unfinished work: The struggle to build an aging American workforce*. London, England: Oxford University Press.
- Conger, J. A., & Kanungo, R. N. (1987). Toward a behavioral theory of charismatic leadership in organizational settings. *Academy of Management Review, 12*(4), 637-647. doi:10.5465/amr.1987.4306715

- Conger, J. A., Kanungo, R. N., Menon, S. T., & Mathur, P. (2009). Measuring charisma: Dimensionality and validity of the Conger-Kanungo scale of charismatic leadership. *Canadian Journal of Administrative Sciences, 14*(3), 290-301. doi:10.1111/j.1936-4490.1997.tb00136.x
- Corbin, J. M., & Strauss, A. L. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed.). Los Angeles, CA: Sage.
- Corwin, R. J. (2015). *Strategies to retain tacit knowledge from baby boomers* (Doctoral Dissertation). Retrieved from <http://scholarworks.waldenu.edu/dissertations/460/>
- Costanza, D. P., & Finkelstein, L. M. (2015). Generationally based differences in the workplace: Is there a there there? *Industrial and Organizational Psychology, 8*, 308-323. doi:10.1017/iop.2015.15
- Costanza, D. P., Badger, J. M., Frazier, R. L., Severt, J. B., & Gade, P. A. (2012). Generational differences in work-related attitudes: A meta-analysis. *Journal of Business and Psychology, 27*, 375-394. doi:10.1007/s10869-012-9259-4
- Crawford, G. C., & Kreiser, P. M. (2015). Corporate entrepreneurship strategy: Extending the integrative framework through the lens of complexity science. *Small Business Economics, 45*, 403-423. doi:10.1007/s11187-015-9637-1
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.
- Culpin, V., Millar, C., & Peters, K. (2015). Multi-generational frames of reference: Managerial challenges of four social generations in the organization [Editorial]. *Journal of Managerial Psychology, 30*(1), doi:10.1108/jmp-08-2-14-0231

- Dalton, D. W., Davis, A. B., & Viator, R. E. (2015). The joint effect of unfavorable supervisory feedback environments and external mentoring on job attitudes and job outcomes in the public accounting profession. *Behavioral Research in Accounting*, 27, 53-76. doi:10.2308/bria-51183
- Dawson, G. S., Ho, M. W., & Kauffman, R. J. (2015). How are C-suite executives different? A comparative empirical study of the survival of American chief information officers. *Decision Support Systems*, 74, 88-101. doi:10.1016/j.dss.2015.03.005
- Dawson, P. (2014). Beyond a definition toward a framework for designing and specifying mentoring models. *Educational Researcher*, 43, 137-145. doi:10.3102/0013189X14528751
- Denzin, N. K., & Lincoln, Y. S. (2011). *The Sage handbook of qualitative research*. London, England: Sage Publications.
- Denzin, N., & Lincoln, Y. S. (2012). *Strategies of qualitative inquiry* (4th ed.). London, England: Sage Publications.
- De Carvalho, M. M., & Junior, R. R. (2014). Impact of risk management on project performance: The importance of soft skills. *International Journal of Production Research*, 53(2), 321-340. doi:10.1080/00207543.2014.919423
- DeSantis, L., & Ugarizza, D. N. (2000). The concept of theme as used in qualitative nursing research. *Western Journal of Nursing Research*, 22(3), 351-372. doi:10.1177/019394590002200308

- DeVaney, S. A. (2015). Understanding the millennial generation. *Journal of Financial Service Professionals*, 69(6), 11-14. Retrieved from https://www.financialpro.org/pubs/journal_index.cfm
- Dierendonck, D., & Patterson, K. (2015). Compassionate love as a cornerstone of servant leadership: An integration of previous theorizing and research. *Journal of Business Ethics*, 128, 119-131. doi:10.1007/s10551-014-2085-z
- Downton, J. V. (1973). *Rebel leadership: Commitment and charisma in the revolutionary process*. New York, NY: Free Press.
- Dubrin, A. (2015). *Leadership: Research findings, practice, and skills*. Mason, OH: Nelson Education.
- Dukes, E., & Gilbreath, M. (2015). The changing face of work: How technology is fueling a workplace revolution. *Corporate Real Estate Journal*, 4(4), 284-291. Retrieved from <https://www.henrystewartpublications.com/crej>
- Dupont, S. (2015). Move over millennials, here comes generation Z. *Public Relations Tactics*, 22(5), 19. Retrieved from <http://apps.prsa.org/Intelligence/Tactics/Issues#.WLXJyPKPZ0Y>
- Dust, S. B., Resick, C. J., & Mawritz, M. B. (2014). Transformational leadership, psychological empowerment, and the moderating role of mechanistic-organic contexts. *Journal of Organizational Behavior*, 35, 413-433. doi:10.1002/job.1904
- Eby, L. T., Butts, M. M., Hoffman, B. J., & Sauer, J. B. (2015). Cross-lagged relations between mentoring received from supervisors and employee OCBs: Disentangling

causal direction and identifying boundary conditions. *Journal of Applied Psychology, 100*(4), 1275-1285. doi:10.1037/a0038628

Effelsberg, D., & Solga, M. (2015). Transformational leaders' in-group versus out-group orientation: Testing the link between leaders' organizational identification, their willingness to engage in unethical pro-organizational behavior, and follower-perceived transformational leadership. *Journal of Business Ethics, 126*, 581-590. doi:10.1007/s10551-013-1972-z

Ellis, K., & Keys, P. (2015). Workforce diversity and shareholder value: A multi-level perspective. *Review of Quantitative Finance & Accounting, 44*, 191-212. doi:10.1007/s11156-013-0403-7

Ellwood, S., & Garcia-Lacalle, J. (2015). The influence of presence and position of women on the boards of directors: The case of NHS foundation trusts. *Journal of Business Ethics, 130*, 69-84. doi:10.1007/s10551-014-2206-8

Epitropaki, O., & Martin, R. (2013). Transformational–transactional leadership and upward influence. The role of relative leader-member exchanges (RLMX) and perceived organizational support (POS). *The Leadership Quarterly, 24*, 299-315. doi:10.1016/j.leaqua.2012.11.007

Eriksson, P., & Kovalainen, A. (2015). *Qualitative methods in business research: A practical guide to social research*. Thousand Oaks, CA: Sage Publications. doi:10.4135/9780857028044

Eversole, B. A., Venneberg, D. L., & Crowder, C. L. (2012). Creating a flexible organizational culture to attract and retain talented workers across generations.

Advances in Developing Human Resources, 14, 607-625.

doi:10.1177/1523422312455612

- Fein, E., Tziner, A., Vasiliu, C., & Felea, M. (2015). Considering the gap between implicit leadership theories and expectations of actual leader behavior. A three-study investigation of leadership beliefs in Romania. *Journal for East European Management Studies*, 20, 68–87. doi:10.1688/JEEMS-2015-01-Fein
- Ferri-Reed, J. (2014). Are Millennial employees changing how managers manage? *Journal for Quality and Participation*, 37, 15-18. Retrieved from www.asq.org
- Fiedler, F. (1978). The contingency model and the dynamics of the leadership process. In L. Berkowitz (Ed.), *Advances in experimental social psychology*, 11, 59-112. New York, NY: Academic Press.
- Fielden, S. L., & Hunt, C. M. (2011). Online coaching: An alternative source of social support for female entrepreneurs during venture creation. *International Small Business Journal*, 29, 345-359. doi:10.1177/0266242610369881
- Fister, G. S. (2015). Forget millennials: Are you ready for generation Z? *Chief Learning Officer*, 14(7), 38–48. Retrieved from <http://www.clomedia.com/products/>
- Frock, D. (2015). Identifying mentors for student employees on campus. *European Journal of Training and Development*, 39, 43–58. doi:10.1108/EJTD-09-2013-0099
- Fry, R. (2015, May). *Millennials surpass gen Xers as the largest generation in U.S. labor force*. Retrieved from <http://www.people-press.org/2015/09/03/the-whys-and-hows-of-generations-research/>

- Gayeski, D. (2015). Will gen Z even care about HR technology? *Workforce Solutions Review*, 6(3), 9-11. Retrieved from http://www.ihrimpublications.com/WSR_archives.php
- Gazley, B., & Kissman, K. (2015). *Transformational governance: How boards achieve extraordinary change*. Hoboken, NJ: John Wiley & Sons.
- Ghasabeh, M., Reaiche, C., & Soosay, C. (2015). The emerging role of transformational leadership. *Journal of Developing Areas*, 49(6), 459-467. doi:10.1353/jda.2015.0090
- Gibaldi, C. P. (2013). The changing trends of retirement: Baby Boomers leading the charge. *Review of Business*, 34(1), 50-57. Retrieved from <http://www.stjohns.edu/academics/schools-and-colleges/peter-j-tobin-college-business/college-faculty/review-business-journal>
- Gibson, R. (2015). *Definition of Generation Y*. Retrieved from <http://www.generationy.com/definition>
- Gillet, N., & Vandenberghe, C. (2014). Transformational leadership and organizational commitment: The mediating role of job characteristics. *Human Resource Development Quarterly*, 25, 321-347. doi:10.1002/hrdq.21192
- Gilley, A., Waddell, K., Hall, A., Jackson, S. A., & Gilley, J. W. (2015). Manager behavior, generation, and influence on work-life balance: An empirical investigation. *Journal of Applied Management and Entrepreneurship*, 20, 3-23. doi:10.9774/gleaf.3709.2015.ja.00003

- Gilley, J. W., Gilley, A. M., Jackson, S. A., & Lawrence, H. (2015). Managerial practices and organizational conditions that encourage employee growth and development. *Performance Improvement Quarterly*, 28, 71-93. doi:10.1022/piq.21197
- Gilmore, P. L., Hu, X., Wei, F., Tetrick, L. E., & Zaccaro, S. J. (2013). Positive affectivity neutralizes transformational leadership's influence on creative performance and organizational citizenship behaviors. *Journal of Organizational Behavior*, 34, 1061-1075. doi:10.1002/job.1833
- Gilstrap, J. B., & Collins, B. J. (2012). The importance of being trustworthy: Trust as a mediator of the relationship between leader behaviors and employee job satisfaction. *Journal of Leadership & Organizational Studies*, 19, 152-163. doi:10.1177/1548051811431827
- Giltinane, C. L. (2013). Leadership styles and theories. *Nursing Standard*, 27, 35-39. doi:10.1002/9781119207986
- Gläser, J., & Laudel, G. (2013). Life with and without coding: Two methods for early-stage data analysis in qualitative research aiming at causal explanations. *In Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*. doi:10.17169/fqs-14.2.1886
- Glaser, B. G., & Strauss, A. (1967). *The discovery of grounded theory: Strategies for qualitative research*, Chicago, IL: Aldine Publishing Co.
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The qualitative report*, 8(4), 597-606. Retrieved from <http://nsuworks.nova.edu/tqr/>

- Grant, A. M. (2012). Leading with meaning: Beneficiary contact, pro social impact, and the performance effects of transformational leadership. *Academy of Management Journal*, 55, 458-476. doi:10.5465/amj.2010.0588
- Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. New York, NY: Paulist Press.
- Grisaffe, D. B., VanMeter, R., & Chonko, L. B. (2016). Serving first for the benefit of others: Preliminary evidence for a hierarchical conceptualization of servant leadership. *Journal of Personal Selling & Sales Management*, 36, 40-58. doi:10.1080/08853134.2016.1151303
- Guay, R. P. (2013). The relationship between leader fit and transformational leadership. *Journal of Managerial Psychology*, 28, 55-73. doi:10.1108/02683941311298869
- Guay, R. P., & Choi, D. (2015). To whom does transformational leadership matter more? An examination of neurotic and introverted followers and their organizational citizenship behavior. *The Leadership Quarterly*, 26, 851-862. doi:10.1016/j.leaqua.2015.06.005
- Gupta, V., & Singh, S. (2013). How leaders impact employee creativity: A study of Indian R&D laboratories. *Management Research Review*, 36, 66-88. doi:10.1108/01409171311284594
- Gursoy, D., Chi, C. G. Q., & Karadag, E. (2012). Generational differences in work values and attitudes among frontline and service contact employees. *International Journal of Hospitality Management*, 32, 40-48. doi:10.1016/j.ijhm.2012.04.002

- Guth, D. J. (2016, February 7). Millennials, it's time to meet Generation Z. *Crain's Cleveland Business*, 37(6). Retrieved from <http://www.craainscleveland.com>
- Hahn, M. H., Lee, K. C., & Lee, D. S. (2015). Network structure, organizational learning culture, and employee creativity in system integration companies: The mediating effects of exploitation and exploration. *Computers in Human Behavior*, 42, 167-175. doi:10.1016/j.chb.2013.10.026
- Hamstra, M. W., Van Yperen, N. W., Wisse, B., & Sassenberg, K. (2014). On the perceived effectiveness of transformational-transactional leadership: The role of encouraged strategies and followers' regulatory focus. *European Journal of Social Psychology*, 44, 643-656. doi:10.1002/ejsp.2027
- Harper, S. (2012). The leader coach: A model of multi-style leadership. *Journal of Practical Consulting*, 4(1), 22-31. Retrieved from <http://www.regent.edu/jpc>
- Harrison, H., Birks, M., Franklin, R., & Mills, J. (2017). Case study research: Foundations and methodological orientations [34 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 18(1), Art. 19, Retrieved from <http://nbn-resolving.de/urn:nbn:de:0114-fqs1701195>.
- Heathfield, S. M. (2015, August 19). *Use mentoring to develop employees: What exactly is a mentor and what does a mentor do?* Retrieved from <https://www.thebalance.com/use-mentoring-to-develop-employees-1918189>
- Henker, N., Sonnentag, S., & Unger, D. (2015). Transformational leadership and employee creativity: The mediating role of promotion focus and creative process

engagement. *Journal of Business and Psychology*, 30, 235–247.

doi:10.1007/s10869-014-9348-7

Hernandez, M., Long, C. P., & Sitkin, S. B. (2014). Cultivating follower trust: Are all leader behaviors equally influential? *Organization Studies*, 35, 1867–1892.

doi:10.1177/0170840614546152

Herzberg, F. (1968). One more time: How do you motivate employees? *Harvard Business Review*, 46(1), 53-62. Retrieved from <http://www.hbr.org>

Hirst, G., Walumbwa, F., Aryee, S., Butarbutar, I., & Chen, C. J. H. (2015). A multi-level investigation of authentic leadership as an antecedent of helping behavior.

Journal of Business Ethics, 139(3), 485-499. doi:10.1007/s10551-015-2580-x

Holloway, D. E., & Schaefer, T. (2014). Practitioner perspectives on leadership in small business. *International Journal of the Academic Business World*, 8(2), 27-36.

Retrieved from: <https://www.interaction->

[design.org/literature/journal/international-journal-of-the-academic-business-world](https://www.interaction-design.org/literature/journal/international-journal-of-the-academic-business-world)

Holzweber, M., Mattsson, J., & Standing, C. (2015). Entrepreneurial business development through building tribes. *Journal of Strategic Marketing*, 23, 563-

578. doi:10.1080/0965254x.1001864

Hood, A. R. (2015). Combining phenomenological and critical methodologies in qualitative research. *Qualitative Social Work*, 15(12), 160-174.

doi:10.1177/1473325015586248

Horta, I. M., & Camanho, A. S. (2013). Competitive positioning and performance assessment in the construction industry. *Expert Systems with Applications*, 41,

974-983. doi:10.1016/j.eswa.2013.06.064

Hoyland, T., & Mikkelsen, A. (2015). Employability and job performance as links in the relationship between mentoring receipt and career success: A study in SMEs.

Group & Organization Management. doi:10.1177/1059601115617086

Hudson, P. (2015). Identifying mentors' observations for providing feedback. *Teachers and Teaching*, 22, 219-234. doi:10.1080/13540602.2015.1055446

Huff, P. L. (2014). The goal project: A group assignment to encourage creative thinking, leadership abilities and communication skills. *Accounting Education*, 23, 582-594. doi:10.1080/09639284.2014.974198

Hwang, J. M., & Rauen, P. (2015). *What are best practices for preparing high-potentials for future leadership roles?* Retrieved from

<http://digitalcommons.ilr.cornell.edu/student/82>

Inkson, K., Gunz, H., Ganesh, S., & Roper, J. (2012). Boundaryless careers: Bringing back boundaries. *Organization Studies*, 33, 323-340.

doi:10.1177/0170840611435600

Ismail, M., & Lu, H. S. (2014). Cultural values and career goals of the Millennial generation: An integrated conceptual framework. *Journal of International Management Studies*, 9, 38-50. Retrieved from www.iabe.org

Issa, T., & Isaias, P. (2016). Internet factors influencing generations Y and Z in Australia and Portugal: A practical study. *Information Processing & Management*, 52, 592-

617. doi:10.1016/j.ipm.2015.12.006

- Janssen, S., Vuuren, M., & Jong, M. D. (2015). Informal mentoring at work: A review and suggestions for future research. *International Journal of Management Reviews*. doi:10.1111/ijmr.12069
- Jensen, N. M. (2013). Domestic institutions and the taxing of multinational corporations. *International Studies Quarterly*, 57, 440-448. doi:10.1111/isqu.12015
- Jobe, L. L. (2014). Generational differences in work ethic among 3 generations of registered nurses. *Journal of Nursing Administration*, 44, 303-308. doi:10.1097/NNA.0000000000000071
- Johnson, J. M., & Ng, E. S. (2015). Money talks or millennials walk the effect of compensation on nonprofit millennial workers' sector-switching intentions. *Review of Public Personnel Administration*. doi:10.1177/0734371X15587980
- Johnson, M. (2015). Engaging a multigenerational and multicultural workforce: One style does not suit all. *Plans & Trusts*, 33(5), 10-15. Retrieved from: <https://www.ifebp.org/Resources/magazines/canadianbenefitscompensationdigest/Pages/default.aspx>
- Jones, K. P., Peddie, C. I., Gilrane, V. L., King, E. B., & Gray, A. L. (2016). Not so subtle. *Journal of Management*, 42, 1588-1613. doi:10.1177/0149206313506466
- Takepoto, I., Habil, H., Omar, N. A., & Said, H. (2012). Conceptions on low motivation of engineers in engineering workplace of Pakistan. *European Journal of Business and Management*, 4(18), 148-155. Retrieved from <http://iiste.org/Journals/index.php/EJBM>

- Kar, S. K., & Samantarai, M. (2011). Narrative research on Bothra: An Indian family firm. *Society and Business Review*, 6, 131-143. doi:10.1108/17465681111143957
- Karvanen, J. (2015). Study design in causal models. *Scandinavian Journal of Statistics*, 42, 361–377. doi:10.1111/sjos.12110
- Kaur, A. (2013). Maslow's need hierarchy theory: Applications and criticisms. *Global Journal of Management and Business Studies*, 3(10), 1061-1064. Retrieved from <http://www.ripublication.com/gjmbs.htm>
- Kehoe, R. R., & Wright, P. M. (2013). The impact of high-performance human resource practices on employees' attitudes and behaviors. *Journal of Management*, 39, 366-391. doi:10.1177/0149206310365901
- Kelloway, E. K., Turner, N., Barling, J., & Loughlin, C. (2012). Transformational leadership and employee psychological well-being: The mediating role of employee trust in leadership. *Work & Stress*, 26, 39-55. doi:10.1080/02678373.2012.660774
- Kempster, S., & Parry, K. (2014). Charismatic leadership through the eyes of followers. *Strategic HR Review*, 13, 20–23. doi:10.1108/SHR-07-2013-0076
- Kim, N. (2012). Societal development through human resource development: Contexts and key change agents. *Advances in Developing Human Resources*, 14, 239-250. doi:10.1177/ 1523422312446054
- Kim, T. Y., Liden, R. C., Kim, S. P., & Lee, D. R. (2015). The interplay between follower core self-evaluation and transformational leadership: Effects on

employee outcomes. *Journal of Business and Psychology*, 30, 345-355.

doi:10.1007/s10869-014-9364-7

Klein, R. M., Dilchert, S., Ones, D. S., & Dages, K. D. (2015). Cognitive predictors and age-based adverse impact among business executives. *Journal of Applied Psychology*, 100(5), 1497-1510. doi:10.1037/a0038991

Psychology, 100(5), 1497-1510. doi:10.1037/a0038991

Klenke, K. (Ed.). (2016). *Qualitative research in the study of leadership*. Emerald Group Publishing Limited. doi.org/10.1108/9781785606502

Ko, I. (2014). Managing organizational culture to engage today's multigenerational workforce. *Academy of Management Proceedings*, 1, 12967-12967. doi:10.5465/ambpp.2014.12967abstract

Kowske, B. J., Rasch, R., & Wiley, J. J. (2010). Millennials' (lack of) attitude problem: An empirical examination of generational effects on work attitudes. *Journal of Business and Psychology*, 25(2), 265-279. doi:10.1007/s10869-010-9171-8

Kuckartz, U. (2014). *Qualitative text analysis: A guide to methods, practice and using software*. Thousand Oaks, CA: Sage Publications.

Kupfer, D. J., Schatzberg, A. F., Dunn, L. O., Schneider, A. K., Moore, T. L., & DeRosier, M. (2015). Career development institute with enhanced mentoring: A revisit. *Academic Psychiatry*, 40, 424-428. doi:10.1007/s40596-015-0362-5

Laird, M. D., Harvey, P., & Lancaster, J. (2015). Accountability, entitlement, tenure, and satisfaction in Generation Y. *Journal of Managerial Psychology*, 30, 87-100. doi:10.1108/JMP-08-2014-0227

- Lapierre, L., Bremner, N., & McMullan, A. D. (2012). Strength in numbers: How employees' acts of followership can influence their manager's charismatic leadership behavior. *Journal of Psychology, 220*(4), 251-261. doi:10.1027/2151-2604/a000119
- Larson, L. R., Eastman, J. K., & Bock, D. E. (2016). A multi-method exploration of the relationship between knowledge and risk: The impact on millennials' retirement investment decisions. *Journal of Marketing Theory & Practice, 24*, 72-90. doi:10.1080/10696679.2016.1089765
- Lochner, K. (2016) Intelligence and intelligence testing. In: *Successful emotions*, (pp. 21-41). Wiesbaden, Germany: Springer. doi.org/10.1007/978-3-658-12231-7_2
- Leach, R., Phillipson, C., Biggs, S., & Money, A. (2013). Baby boomers, consumption and social change: The bridging generation? *International Review of Sociology, 23*(1), 104-122. doi:10.1080/03906701.2013.771053
- Leitner, L. M., Hayes, K. J., & Imai, H. (2015, January 23). Qualitative methods. *Encyclopedia of Clinical Psychology*. doi:10.1002/9781118625392.wbecp441
- LePine, M. A., Zhang, Y., Crawford, E. R., & Rich, B. L. (2016). Turning their pain to gain: Charismatic leader influence on follower stress appraisal and job performance. *Academy of Management Journal, 59*(3), 1036-1059. doi:10.5465/amj.2013.0778
- Letourneau, J. L. (2015). Infusing qualitative research experiences into core counseling curriculum courses. *International Journal for the Advancement of Counselling, 37*(4), 375-389. doi:10.1007/s10447-015-9251-6

- Lian, L. K. (2015). An exploration of supervisory satisfaction as a mediator variable in organizational citizenship behavior. *Asian Social Science, 12*, 138-150.
doi:10.5539/ass.v12n1p138
- Liden, R., Fu, P., Liu, J., & Song, L. (2016). The influence of CEO values and leadership on middle manager exchange behaviors: A longitudinal multilevel examination, *Nankai Business Review International, 7*(1), 2-20. doi:10.1108/NBRI-12-2015-0031
- Liden, R. C., Wayne, S. J., Liao, C., & Meuser, J. D. (2014). Servant leadership and serving culture: Influence on individual and unit performance. *Academy of Management Journal, 57*, 1434–1452. doi:10.5465/amj.2013.0034
- Lievens, I., & Vlerick, P. (2014). Transformational leadership and safety performance among nurses: The mediating role of knowledge-related job characteristics. *Journal of Advanced Nursing, 70*, 651-661. doi:10.1111/jan.12229
- Lin, R. S. J. (2014). The relationships between transformational leadership, knowledge sharing, trust, and organizational citizenship behavior. *International Journal of Innovation, Management, and Technology, 64*, 1073-1085.
doi:10.7763/ijimt.2014.v5.508
- Lincoln, Y. S., Guba, E. G., & Guba, E. (1985). *Naturalistic inquiry: The paradigm revolution*. London, England: SAGE.
- Litano, M. L., & Major, D. A. (2015). Facilitating a whole-life approach to career development: The role of organizational leadership. *Journal of Career Development, 43*(1), 52-65. doi:10.1177/0894845315569303

- Liu, D., Wang, S., & Wayne, S. J. (2015). Is being a good learner enough? An examination of the interplay between learning goal orientation and impression management tactics on creativity. *Personnel Psychology, 68*(1), 109-142.
doi:10.1111/peps.12064
- Llopis, O., & Foss, N. J. (2016). Understanding the climate-knowledge sharing relation: The moderating roles of intrinsic motivation and job autonomy. *European Management Journal, 34*(2), 1-10. doi:10.1016/j.emj.2015.11.009
- Loon, M., Lim, Y., Teck, H., & Cai, L. (2012). Transformational leadership and job related learning. *Management Research Review, 35*, 192–205.
doi:10.1108/01409171211210118
- López-Domínguez, M., Enache, M., Sallan, J. M., & Simo, P. (2013). Transformational leadership as an antecedent of change-oriented organizational citizenship behavior. *Journal of Business Research, 66*, 2147-2152.
doi:10.1016/j.jbusres.2013.02.041
- Lub, X., Bal, P. M., & Robert, J. (2015). One job, one deal... or not: Do generations respond differently to psychological contract fulfillment? *International Journal of Human Resource Management, 27*, 653-680.
doi:10.1080/09585192.2015.1035304
- Lunenburg, F. C. (2012). Power and leadership: An influence process. *International Journal of Management, Business, and Administration, 15*(1), 1-9. Retrieved from <http://www.academersearchjournals.org/journal/ijbma>

- Lyons, S. T., Schweitzer, L., & Ng, E. S. (2015). How have careers changed? An investigation of changing career patterns across four generations. *Journal of Managerial Psychology, 30*, 8-21. doi:10.1108/JMP-07-2014-0210
- Maier, T. A. (2011). Hospitality leadership implications: Multigenerational perceptions of dis-satisfaction and intent to leave. *Journal of Human Resources in Hospitality & Tourism, 10*, 354-371. doi:10.1080/15332845.2011.588503
- Maiera T., Tavantia, M., Bombard, P., Gentile, M., & Bradford, B. (2015). Millennial generation perceptions of value-centered leadership principles. *Journal of Human Resources in Hospitality & Tourism, 14*, 382-397.
doi:10.1080/15332845.2015.1008386
- Maltbia, T. E., Marsick, V. J., & Ghosh, R. (2014). Executive and organizational coaching: A review of insights drawn from literature to inform HRD practice. *Advances in Developing Human Resources, 16*, 161-183.
doi:10.1177/1523422313520474
- Marcinkus-Murphy, W. (2012). Reverse mentoring at work: Fostering cross-generational learning and developing millennial leaders. *Human Resource Management, 51*, 549-573. doi:10.1002/hrm.21489
- Marshall, C., & Rossman, G. (2011). *Designing qualitative research* (5th ed.). Thousand Oaks, CA: Sage Publications.
- Marshall, C., & Rossman, G. (2015). *Designing qualitative research* (6th ed.). Thousand Oaks, CA: Sage Publications.

- Marshall, J., & Friedman, H. L. (2012). Human versus computer-aided qualitative data analysis ratings: Spiritual content in dream reports and diary entries. *The Humanistic Psychologist, 40*(4), 329-342. doi:10.1080/08873267.2012.724255
- Martens, L., Halkier, B., Pink, S. (2014). Researching habits: Advances in linguistic and embodied research practice. *International Journal of Social Research Methodology 17*(1), p. 1-9. doi:10.1080/13645579.2014.853999.
- Masalimova, A. R., & Nigmatov, Z. G. (2015). Structural-functional model for corporate training of specialists in carrying out mentoring. *Review of European Studies, 7*(4), 39-48. doi:10.5539/res.v7n4p39
- Masalimova, A. R., Schepkina, N. K., Leifa, A. V., Shaidullina, A. R., & Burdukovskaya, E. A. (2014). Mentoring perfection in modern enterprises conditions: Practical recommendations. *American Journal of Applied Sciences, 11*(7), 1152-1156. doi:10.3844/ajassp.2014.1152.1156
- Masalinova, A. R. (2012). Content design principles of psycho-pedagogical training mentors' enterprise. *Theory and Practice of Social Development, 9*, 108-111. Retrieved from <http://www.teoria-practica.ru/eng>
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review, 50*(4), 370-396. doi:10.1037/h0054346
- McCleskey, J. A. (2014). Situational, transformational, and transactional leadership and leadership development. *Journal of Business Studies Quarterly, 5*(4), 117. Retrieved from: <http://www.jbsq.org/>

- McDonald, N. C. (2015). Are millennials really the “go-nowhere” generation? *Journal of the American Planning Association, 81*, 90-103.
doi:10.1080/01944363.2015.1057196
- McKevitt, D., & Marshall, D. (2015). The legitimacy of entrepreneurial mentoring. *International Journal of Entrepreneurial Behavior & Research, 21*, 263-280.
doi:10.1108/IJEER-05-2014-0089
- McKnight, L. L. (2013). Transformational leadership in the context of punctuated change. *Journal of Leadership, Accountability & Ethics, 10*, 103-112. Retrieved from <http://www.na-businesspress.com/JLAE/jlaescholar.html>
- Men, L. R. (2014). Strategic internal communication: Transformational leadership, communication, channels, and employee satisfaction. *Management Communication Quarterly, 28*, 264-284. doi:10.1177/0893318914524536
- Menges, C. (2015). Toward improving the effectiveness of formal mentoring programs matching by personality matters. *Group & Organization Management, 41*, 98-129. doi:10.1177/1059601115579567
- Menon, M. E. (2014). The relationship between transformational leadership, perceived leader effectiveness and teachers’ job satisfaction. *Journal of Educational Administration, 52*(2), 509-528. doi:10.1108/jea-01-2013-0014
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. Hoboken, NJ: John Wiley & Sons.
- Metheny, J., & McWhirter, E. H. (2013). Contributions of social status and family support to college students’ career decision self-efficacy and outcome

expectations. *Journal of Career Assessment*, 21(3), 378-394.

doi:10.1177/1069072712475164

Meuser, J. D., Gardner, W. L., Dinh, J. E., Hu, J., Liden, R. C., & Lord, R. G. (2016). A network analysis of leadership theory. *Journal of Management*, 42, 1374-1403.

doi:10.1177/0149206316647099

Meyer, M. (2015). Dialectical tensions experienced by diversified mentoring dyads.

International Journal of Mentoring and Coaching in Education, 4, 21-36.

doi:10.1108/IJMCE-06-2014-0024

Miles, M. B., & Huberman, A. A. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage.

Mishra, R., & Kotecha, K. (2015). Defining learning outcomes of co-curricular activities:

Integrating desired commonalities. *Journal of Engineering Education*

Transformations. doi:10.16920/ijerit/2015/v0i0/59358

Mitchell, M. E., Eby, L. T., & Ragins, B. R. (2015). My mentor, my-self: Antecedents and outcomes of perceived similarity in mentoring relationships. *Journal of*

Vocational Behavior, 89, 1-9. doi:10.1016/j.jvb.2015.04.008

Mittal, R. (2015). Charismatic and transformational leadership styles: A cross-cultural perspective. *International Journal of Business and Management*, 10, 26-33.

doi:10.5539/ijbm.v10n3p26

Moon, T. M. (2014). Mentoring the next generation for innovation in today's

organization. *Journal of Strategic Leadership*, 5, 23-35. doi:10.4018/978-1-

60566-876-5.choo5

- Moore, S. Y., Grunberg, L., & Krause, A. J. (2014). The relationship between work and home: Examination of white and blue-collar generational differences in a large US organization. *Psychology, 5*, 1768-1776. doi:10.4236/psych.2014.515183
- Moore, S., Grunberg, L., & Krause, A. J. (2015). Generational differences in workplace expectations: A comparison of production and professional workers. *Current Psychology, 34*, 346-362. doi:10.1007/s12144-014-9261-2
- Morse, J. M. (2015). Critical analysis of strategies for determining rigor in qualitative inquiry. *Qualitative Health Research, 25*, 1212-1222.
doi:10.1177/1049732315588501
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- Muenich, J., & Williams, J. (2013). Universally enforced attributes of leadership with current prevalent leadership theories taught at Texas A&M University. *NACTA Journal, 57*, 45-50. Retrieved from <http://www.nactateachers.org/journal.html>
- Myers, K. K., & Sadaghiani, K. (2010). Millennials in the workplace: A communication perspective on millennials' organizational relationships and performance. *Journal of Business and Psychology, 25*, 225-238. doi:10.1007/s10869-010-9172-7
- Neill, M. S. (2015). Beyond the C-suite: Corporate communications' power and influence. *Journal of Communication Management, 19*(2), 118-132.
doi:10.1108/JCOM-06-2013-0046
- Netke, D. M. (2013). Role of manager in employees' motivation. *Journal of Human Resource Management, 1*(1), 1. doi:10.11648/j.jhrm.20130101.11

- Neumark, D., Johnson, H., & Mejia, M. C. (2013). Future skill shortages in the US economy? *Economics of Education Review*, *32*, 151-167.
doi:10.1016/j.econedurev.2012.09.004
- Newport, F. (2015, January). *Only a third of the oldest baby boomers in U.S. still working*. Gallup. Retrieved from <http://www.gallup.com/poll/181292/third-oldest-baby-boomers-working.aspx>
- Nixon, P., Harrington, M., & Parker, D. (2012). Leadership performance is significant to project success or failure: A critical analysis. *International Journal of Productivity and Performance Management*, *61*, 204-216.
doi:10.1108/17410401211194699
- North, M. S., & Fiske, S. T. (2015). Intergenerational resource tensions in the workplace and beyond: Individual, interpersonal, institutional, international. *Research in Organizational Behavior*, *35*, 159-179. doi:10.1016/j.riob.2015.10.003
- North, M. S., & Fiske, S. T. (2016). Resource scarcity and prescriptive attitudes generate subtle, intergenerational older-worker exclusion. *Journal of Social Issues*, *72*, 122-145. doi:10.1111/josi.12159
- Northouse, P. G. (2015). *Leadership: Theory and practice*. Thousand Oaks, CA: Sage Publications.
- Northouse, P. G. (2016). *Leadership: Theory and practice* (7th ed.). Thousand Oaks, CA: Sage Publications.
- O'Connor, A., & Raile, A. N. (2015). Millennials' "get a 'real job'". Exploring generational shifts in the colloquialism's characteristics and meanings.

Management Communication Quarterly, 29, 276-290.

doi:10.1177/0893318915580153

- Owens, B. P., & Hekman, D. R. (2012). Modeling how to grow: An inductive examination of humble leader behaviors, contingencies, and outcomes. *Academy of Management Journal*, 55, 787-818. doi:10.5465/amj.2010.0441
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42, 533-544. doi:10.1007/s10488-013-0528-y
- Park, J., & Kim, S. (2015). The differentiating effects of workforce aging on exploitative and exploratory innovation: The moderating role of workforce diversity. *Asia Pacific Journal of Management*, 32, 481-503. doi:10.1007/s10490-014-9407-7
- Parris, D., & Peachey, J. (2013). A systematic literature review of servant leadership theory in organizational contexts. *Journal of Business Ethics*, 113, 377-393. doi:10.1007/s10551-012-1322-6
- Parry, E., & Urwin, P. (2011). Generational differences in work values: A review of theory and evidence. *International Journal of Management Review*, 13, 79-96. doi:10.1111/j.1468
- Parry, S. M., Remedios, L., Denehy, L., Knight, L. D., Beach, L., Rollinson, T. C., & Granger, C. L. (2017). What factors affect implementation of early rehabilitation into intensive care unit practice? A qualitative study with clinicians. *Journal of Critical Care*, 38, 137-143. doi.org/10.1016/j.jcrc.2016.11.005

- Patton, M. Q. (2001). *Qualitative research and evaluation methods*. (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Patton, M. Q. (2002). *Qualitative evaluation and research methods* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Pereira, C. M. M., & Gomes, J. F. S. (2012). The strength of human resource practices and transformational leadership: Impact on organizational performance. *International Journal of Resource Management*, *23*, 4301-4318.
doi:10.1080/09585192.2012.667434
- Perera, S., Sardeshmukh, S. R., & Kulik, C. T. (2015). In or out: Job exits of older workers. *Asia Pacific Journal of Human Resources*, *53*, 4-21. doi:10.1111/1744-7941.12051
- Pew Research Center. (2014, March). *Current population survey from the integrated public use microdata series*. Retrieved from <http://www.pewsocialtrends.org/2015/03/19/comparing-millennials-to-other-generations/>
- Pierro, A., Raven, B. H., Amato, C., & Bélanger, J. J. (2013). Bases of social power, leadership styles, and organizational commitment. *International Journal of Psychology*, *48*, 1122-1134. doi:10.1080/00207594.2012.733398

- Plankey-Videla, N. (2012). Informed consent as process: Problematizing informed consent in organizational ethnographies. *Qualitative Sociology*, 35(1), 1-21. doi:10.1007/s11133-011-9212-2
- Posey, C., Roberts, T. L., & Lowry, P. B. (2015). The impact of organizational commitment on insiders' motivation to protect organizational information assets. *Journal of Management Information Systems*, 32, 179-214. doi:10.1080/07421222.2015.1138374
- Pritchard, K., & Whiting, R. (2014). Baby boomers and the lost generation: On the discursive construction of generations at work. *Organization Studies*, 35(11), 1605-1626. doi:10.1177/0170840614550732
- Pryce, J., Giovannetti, S., Spencer, R., Elledge, L. C., Gowdy, G., Whitley, M. L., & Cavell, T. A. (2015). Mentoring in the social context: Mentors' experiences with mentees' peers in a site-based program. *Children and Youth Services Review*, 56, 185-192. doi:10.1016/j.chilyouth.2015.06.015
- Qu, S. Q., & Dumay, J. (2011). The qualitative research interview. *Qualitative Research in Accounting & Management*, 8, 238-264. doi:10.1108/11766091111162070
- Richardson, G. P., Black, L. J., Deegan, M., Ghaffarzadegan, N., Greer, D., Kim, H., & Andersen, D. F. (2015). Reflections on peer mentoring for ongoing professional development in system dynamics. *System Dynamics Review (Wiley)*, 31, 173-181. doi:10.1002/sdr.1542

- Rissanen, H., & Luoma-Aho, V. (2016). (Un)willing to engage? First look at the engagement types of millennials. *Corporate Communications: An International Journal*, 21, 500-515. doi:10.1108/CCIJ-06-2015-0038
- Robinson, M. T. (2015). *The generations: What generation are you?* Retrieved from <http://www.careerplanner.com/Career-Articles/Generations.cfm>
- Rodrigues, R. A., & Guest, D. (2010). Have careers become boundaryless? *Human Relations*, 63, 1157-1175. doi:10.1177/0018726709354344
- Rose, K. H., & Gladden, R. (2015). Program management leadership: Creating successful team dynamics. *Project Management Journal*, 46, doi:10.1002/pmj.21485
- Rowold, J. (2014). Instrumental leadership: Extending the transformational-transactional leadership paradigm. *Zeitschrift Für Personalforschung*, 28, 367-390. doi:10.1688_2fzfp-2014-03-rowold
- Rowold, J., & Borgmann, L. (2013). Are leadership constructs really independent? *Leadership & Organization Development Journal*, 34, 20-43. doi:10.1108/01437731311289956
- Rowold, J., & Heinitz, K. (2007). Transformational and charismatic leadership: Assessing the convergent, divergent and criterion validity of the MLQ and the CKS. *The Leadership Quarterly*, 18, 121-133. doi:10.1016/j.leaqua.2007.01.003
- Rowold, J., Borgmann, L., & Diebig, M. (2015). A tower of Babel? - Interrelations and structure of leadership constructs. *Leadership & Organization Development Journal*, 36, 137-160. doi:10.1108/lodj-01-2013-0009

- Sadgehi, A., & Pihie, Z. (2012). Transformational leadership and its predictive effects on leadership effectiveness. *International Journal of Business and Social Science*, 3, 186-197. Retrieved from <http://ijbss.net.com>
- Sahaya, N. (2012). A learning organization as a mediator of leadership style and firms' financial performance. *International Journal of Business & Management*, 7, 96-113. doi:105539/ijbm.v7n14p96
- Sahin, D., Cubuk, D., & Uslua, T. (2014). The effect of organizational support, transformational leadership, personnel empowerment, work engagement, performance and demographical variables on the factors of psychological capital. *Emerging Markets Journal*, 3, 1-17. doi:10.5195/emaj.2014.49
- Sandhu, S., Benson, J., Sastrowardoyo, S., & Scott-Young, C. (2015). Complexity in multigenerational organizations: A socio-political perspective. *Academy of Management Proceedings*, 2015, 11378-11378. doi:10.5465/AMBPP.2015.11378abstract
- Sangar, R., & Rangnekar, S. (2014). Psychological empowerment and role satisfaction as determinants of creativity. *Asia-Pacific Journal of Management Research and Innovation*, 10, 119-127. doi:10.11772319510X14536110
- Saunders, M. N. K., Lewis, P., & Thornhill, A. (2015). *Research methods for business students* (7th ed.). Essex, England: Pearson Education Unlimited.
- Schaefer, M. C. (2015). Creating a corporate culture that empowers women in STEM. *Employment Relations Today (Wiley)*, 42, 15-21. doi:10.1002/ert.21483

- Schultz, J. R. (2014). Creating a culture of empowerment fosters the flexibility to change. *Global Business and Organizational Excellence, 34*, 41-50.
doi:10.1002/joe.21583
- Schyns, B., & Schilling, J. (2013). How bad are the effects of bad leaders? A meta-analysis of destructive leadership and its outcomes. *The Leadership Quarterly, 24*, 138-158. doi:10.1016/j.leaqua.2012.09.001
- Shahid, A., & Azhar, S. M. (2013). Gaining employee commitment: Linking to organizational effectiveness. *Journal of Management Research, 5*, 250-268.
doi:10.5296/jmr.v5i12319
- Shamir, B. (1991). The charismatic relationship: Alternative explanations and predictions. *Leadership Quarterly, 2*(2), 81-104. doi:10.1016/1048-9843(91)90024-V
- Shenhar, A. (2015). What is strategic project leadership? *Open Economics and Management Journal, 2*, 29-37. doi:10.2174/2352630001502010029
- Shin, S. J., Kim, T., Lee, J., & Bian, L. (2012). Cognitive team diversity and individual team member creativity: A cross level interaction. *Academy of Management Journal, 55*, 197-212. doi:10.5465/amj.2010.0270
- Short, T. W. (2014a). Workplace mentoring: An old idea with new meaning (part 1). *Development and Learning in Organizations, 28*, 8-11. doi:10.1108/dlo-09-2013-0077

- Short, T. W. (2014b). Workplace mentoring: An old idea with new meaning (part 2). *Development and Learning in Organizations*, 28, 3-6. doi:10.1108/dlo-11-2013-0086
- Shuck, B. (2013). Invited reaction: Further observations on the relationship between work engagement and performance: A review of empirical literature and a proposed research agenda. *Human Resource Development Review*, 12, 277-283. doi:10.1177/153448431247080
- Shurbagi, A. M. A. (2014). The relationship between transformational leadership style, job satisfaction and the effect of organizational commitment. *International Business Research*, 7(11), 126. doi:10.5539/ibr.v7n11p126
- Sila, V., Gonzalez, A., & Hagendorff, J. (2016). Women on board: Does boardroom gender diversity affect firm risk? *Journal of Corporate Finance*, 26-53. doi:10.1016/j.jcorpfin.2015.10.003
- Simon, M. K., & Goes, J. (2013). *Dissertation and scholarly research: Recipes for success*. Cottage Grove, OR: Author.
- Smith, T. J., & Nichols, T. (2015). Understanding the millennial generation. *Journal of Business Diversity*, 15(1), 39. Retrieved from <http://www.na-businesspress.com/jbdopen.html>
- Spears, L. C. (Ed.) (1994). *Reflections on leadership: How Robert K. Greenleaf's theory of servant-leadership influenced today's top management thinkers*. Hoboken, NJ: John Wiley & Sons.

- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage Publications.
- St.-Jean, E. (2012). Mentoring as professional development for novice entrepreneurs: Maximizing the learning. *International Journal of Training and Development*, 16, 200-216. doi:10.1111/j.1468-2419.2012.00404.x
- Street, C. T., & Ward, K. W. (2012). Improving validity and reliability in longitudinal case study timelines. *European Journal of Information Systems*, 21(2), 160-175. doi:10.1057/ejis.2011.53
- Sukanya, R. (2015). The challenges of cross-cultural issues in human resource management: A descriptive analysis. *Journal of Commerce & Management Thought*, 6, 100-109. doi:10.5958/0976-478x.2015.00007.5
- Sun, P. Y. (2013). The servant identity: Influences on the cognition and behavior of servant leaders. *The Leadership Quarterly*, 24, 544-557. doi:10.1016/j.leaqua.2013.03.008
- Susha, I., Grönlund, Å., & Janssen, M. (2015). Organizational measures to stimulate user engagement with open data. *Transforming Government: People, Process and Policy*, 9, 181-206. doi:10.1108/tg-05-2014-0016
- Tampu, D. L. (2015). Impact of human motivation on employees' performance. *Internal Auditing & Risk Management*, 10(1), 43-53. Retrieved from <http://www.univath.ro/aimr/en/content/home>

- Taylor, C. (2015). Between culture, policy and industry: Modalities of intermediation in the creative economy. *Regional Studies*, 49, 362-373.
doi:10.1080/00343404.2012.748981
- Tebeian, A. (2012). How to improve employee motivation and group performance through leadership – conceptual model. *Annals of the University of Oradea, Economic Science Series*, 21, 1092-1097. Retrieved from <http://anale.steconomieuoradea.ro/en/>
- Terjesen, S., & Sullivan, S. E. (2011). The role of developmental relationships in the transition to entrepreneurship: A qualitative study and agenda for future research. *Career Development International*, 16, 482-506.
doi:10.1108/13620431111168895
- Tourish, D. (2013). *The dark side of transformational leadership. A critical perspective*. Routledge, NY: Taylor & Francis. doi:10.4324/9780203558119
- Trmal, S. A., Bustaman, U. S. A., & Mohamed, Z. A. (2015). The effect of transformational leadership in achieving high performance workforce that exceeds organizational expectation: A study from a global and Islamic perspective. *Global Business & Management Research*, 7(2), 88-94. Retrieved from <http://www.gbmr.ioksp.com/>
- Tsui, A. S. (2004). Contributing to global management knowledge: A case for high quality indigenous research. *Asia Pacific Journal of Management*, 21(4), 491-513.
doi.org/10.1023/b:apjm.0000048715.35108.a7

- Twenge, J. M. (2010). A review of the empirical evidence on generational differences in work attitudes. *Journal of Business and Psychology, 25*, 201-210.
doi:10.1007/s10869-010-9165-6
- Twenge, J. M., Campbell, S. M., Hoffman, B. J., & Lance, C. E. (2010). Generational differences in work values: Leisure and extrinsic values increasing, social and intrinsic values decreasing. *Journal of Management, 36*(5), 1117-1142.
doi:10.1177/0149206309352246
- U.S. Department of Health & Human Services. (1979). *The Belmont Report: Ethical principles and guidelines for the protection of human subjects of research*. Bethesda, MD: The Commission. Retrieved from
<http://www.hhs.gov.ohrp/regulations-and-policy/belmont-report/>
- U.S. Bureau of Labor Statistics. (2012). *Labor force statistics*. U.S. Bureau of Labor Statistics. Retrieved from <http://www.bls.gov/>
- U.S. Bureau of Labor Statistics. (2015). *Labor force statistics*. U.S. Bureau of Labor Statistics. Retrieved from <http://www.bls.gov/>
- Văcar, A. (2015). Influence and leadership. *Studies in Business & Economics, 10*(2), 196-201. doi:10.1515/sbe-2015-0030
- Vaccaro, I. G., Justin J. P., Jansen, F. A. J., Van Den Bosch, & Henk W. V. (2012). Management innovation and leadership: The moderating role of organizational size. *Journal of Management Studies, 49*(1), 28–51. doi:10.1111/j.1467-6486.2010.00976.x

- Vallerand, R. J. (2012). From motivation to passion: In search of the motivational process involved in a meaningful life. *Canadian Psychology/Psychologie Canadienne*, *53*, 42-52. doi:10.1037/a0026377
- Van de Ven, A. H., Ganco, M., & Hinings, C. (2013). Returning to the frontier of contingency theory of organizational and institutional designs. *Academy of Management Annals*, *7*, 393-440. doi:10.1080/19416520.2013.774981
- Van Dierendonck, D., & Patterson, K. (2015). Compassionate love as a cornerstone of servant leadership: An integration of previous theorizing and research. *Journal of Business Ethics*, *128*, 119-131. doi:10.1007/s10551-014-2085-z
- Van Dierendonck, D., Stam, D., Boersma, P., De Windt, N., & Alkema, J. (2014). Same difference? Exploring the differential mechanisms linking servant leadership and transformational leadership to follower outcomes. *The Leadership Quarterly*, *25*, 544-562. doi:10.1016/j.leaqua.2013.11.014
- Van Esch, G., & Tillema, H. (2015). The learning potential of mentoring conversations. In H. Tillema, G. J. van der Westhuizen, & K. Smith (Eds.), *Mentoring for learning: Climbing the mountain* (pp. 155-179). Boston, MA: Sense. doi:10.1007/978-94-6300-058-1_8
- Van Knippenberg, D., & Sitkin, S. B. (2013). A critical assessment of charismatic-transformational leadership research: Back to the drawing board? *Academy of Management Annals*, *7*, 1-60. doi:10.1080/19416520.2013.759433
- Vandermaas-Peeler, M., Miller, P. C., & Peeples, T. (2015, October). Mentoring is sharing the excitement of discovery: Faculty perceptions of undergraduate

- research mentoring. *Mentoring & Tutoring: Partnership in Learning*, 23, 377-393. doi:10.1080/13611267.2015.1126163
- Verbruggen, M. (2012). Psychological mobility and career success in the “new” career climate. *Journal of Vocational Behavior*, 81, 289-297.
doi:10.1016/j.jvb.2011.10.010
- Vroom, V. H., & Jago, A. G. (1978). On the validity of the Vroom-Yetton model. *Journal of Applied Psychology*, 63, 151–162. doi:10.1037/0021-9010.63.2.151
- Vroom, V. H. (1976). Can leaders learn to lead? *Organizational Dynamics*, 4(3), 17-28.
doi:10.1016/0090-2616(76)90033-4
- Walsh, M., Dupré, K., & Arnold, K. A. (2014). Processes through which transformational leaders affect employee psychological health. *Zeitschrift Für Personalforschung*, 28, 162-172. doi:10.1688/ZfP-2014-01-Walsh
- Walumbwa, F. O., & Hartnell, C. A. (2011). Understanding transformational leadership–employee performance links: The role of relational identification and self-efficacy. *Journal of Occupational and Organizational Psychology*, 84, 153-172.
doi:10.1348/096317910X485818
- Wang, X. H. F., & Howell, J. M. (2012). A multilevel study of transformational leadership, identification, and follower outcomes. *The Leadership Quarterly*, 23, 775-790. doi:10.1016/j.leaqua.2012.02.001
- Wang, Z., & Gagne, M. (2013). A Chinese–Canadian cross-cultural investigation of transformational leadership, autonomous motivation and collectivistic value.

Journal of Leadership & Organizational Studies, 27, 134-142.

doi:10.1777/1548051812465895

Warren, W. (2017). Coordination of entrepreneurial growth methods and business retention and expansion outreach. *Community Development* 48(2).

doi:10.1080/15575330.217.12

Waters, D. R. (2013). The role of stewardship in leadership: Applying the contingency theory of leadership to relationship cultivation practices of public relations practitioners. *Journal of Communication Management*, 17, 324-340.

doi:10.1108/jcom-05-2012-0041

Weber, M. (1947). Charismatic authority. In. A. M. Henderson & T. Parsons (Eds.), *The theory of social and economic organization*, (pp. 358-369). New York, NY: Oxford University Press.

Weißhaar, I., & Huber, F. (2016). Empathic relationships in professional services and the moderating role of relationship age. *Psychology & Marketing*, 33, 525-541.

doi:10.1002/mar.20895

White, J., & Drew, S. (2011). Collecting data or creating meaning? *Qualitative Research Journal*, 11(1), 3-12. doi.org/10.3316/QRJ1101003

Wiedmer, T. (2015). Generations do differ: Best practices in leading traditionalists, Boomers, and Generations X, Y, and Z. *Delta Kappa Gamma Bulletin*, 82(1), 5.
Retrieved from: <https://www.questia.com/library/p438442/delta-kappa-gamma-bulletin>

- Wilderom, C. P., van den Berg, P. T., & Wiersma, U. J. (2012). A longitudinal study of the effects of charismatic leadership and organizational culture on objective and perceived corporate performance. *The Leadership Quarterly*, *23*, 835-848. doi:10.1016/j.leaqua.2012.04.002
- Williams, S., & Turnbull, S. (2015). Developing the next generation of globally responsible leaders' Generation Y perspectives and the implications for green HRD. *Advances in Developing Human Resources*, *17*, 504-521. doi:10.1177/1523422315599623
- Winston, B., & Fields, D. (2015). Seeking and measuring the essential behaviors of servant leadership. *Leadership & Organization Development Journal*, *36*, 413-434. doi:10.1108/LODJ-10-2013-0135
- Winter, R. P., & Jackson, B. A. (2015). Work values preferences of Generation Y performance relationship insights in the Australian Public Service. *International Journal of Human Resource Management*, *27*, 1997-2015. doi:10.1080/09585192.2015.1102161
- Wohkittel, J., Quast, L. N., Jang, S., Edwards, K., Center, B., Clark, M. J., & Bovornusvakool, W. (2016). GLOBE study culture clusters. *European Journal of Training & Development*, *40*, 534-553. doi:10.1108/EJTD-03-2016-0016
- Wray, N., Markovic, M., & Manderson, L. (2007). 'Researcher saturation': The impact of data triangulation and intensive-research practices on the researcher and qualitative research process. *Qualitative Health Research*, *17*(10), 1392-1402. doi:10.1177/1049732307308308

- Wynn, Jr., D., & Williams, C. K. (2012). Principles for conducting critical realist case study research in information systems. *MIS Quarterly*, 36(3), 787-810. Retrieved from <http://www.misq.org/>
- Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Los Angeles, CA: Sage Publications.
- Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). Thousand Oaks, CA: Sage Publications.
- Yin, R. K. (2015). *Qualitative research from start to finish*. New York, NY: Guilford Publications.
- Yukl, G. (2012, September). Effective leadership behavior: What we know and what questions need more attention. *The Academy of Management Perspectives*, 26, 66–85. doi:10.5465/amp.2012.0088
- Zacher, H., Pearce, L., Rooney, D., & McKenna, B. (2013, April). Leaders' personal wisdom and leader-member exchange quality: The role of individualized consideration. *Journal of Business Ethics*, 121, 171-187. doi:10.1007/s10551-013-1692-4
- Zaman, H. M. F., Nas, Z., Ahmed, M., Raja, Y. M., & Marri, M. Y. K. (2013). The mediating role of intrinsic motivation between Islamic work ethics and employee job satisfaction. *Journal of Business Studies Quarterly*, 5(1), 93-102. Retrieved from <http://jbsq.org/>

- Zdaniuk, A., & Bobocel, D. R. (2015). The role of idealized influence leadership in promoting workplace forgiveness. *The Leadership Quarterly*, 26(5), 863-877. doi:10.1016/j.leaqua.2015.06.008
- Zemke, R., Raines, C., & Filipczak, B. (2013). *Generations at work: Managing the clash of boomers, gen Xers, and gen Yers in the workplace*. New York, NY: American Management Association.
- Zhang, W., Wang, H., & Pearce, C. L. (2014, April). Consideration for future consequences as an antecedent of transformational leadership behavior: The moderating effects of perceived dynamic work environment. *The Leadership Quarterly*, 25, 329-343. doi:10.1016/j.leaqua.2013.09.002
- Zhu, W., Sosik, J. J., Riggio, R. E., & Yang, B. (2012). Relationships between transformational and active transactional leadership and followers' organizational identification: The role of psychological empowerment. *Journal of Behavioral and Applied Management*, 13, 186-212. doi.org/10.1002/job.650
- Zhu, Y., & Akhtar, S. (2014). How transformational leadership influences follower helping behavior: The role of trust and prosocial motivation. *Journal of Organizational Behavior*, 35, 373-392. doi:10.1002/job.1884

Appendix A: Introductory Letter

Dear Mr. John J. Jennings, President/CEO Wastepro USA,

I am a doctoral candidate in the Doctor of Business Administration program at Walden University, studying: Successful Mentoring Strategies to Prevent Leadership Shortfalls. During a recent conversation, I had with one of your C-suite executives at your company headquarters, it was suggested that your company would be a good candidate for my study. I would like to have a short conversation with you to discuss how this could be a win-win for both of us. Please see the brief overview of my proposal.

Proposal

I would like to conduct a study at your company on the strategies that your C-suite executives use corresponding with my case study entitled: Successful Mentoring Strategies to Prevent Leadership Shortfalls. My single case study approach will include conducting interviews with managers and looking at applicable written documents on succession planning and/or seeking C-suite executive input on possible improvement strategies.

Process—Time at Site

The data collection phase of my study will take place by phone or at a mutually agreed location, and the interview will consist of 13 questions. The questions will be on specific methodologies and possible outcomes of any mentoring strategies your C-suite executives may use in the future. With your permission, I will tape record the interviews.

Time required

Each interview will take approximately 30 minutes to 1 hour to conduct and be at a date and time that works for the C-suite executives. I would like to schedule a visit to your workplace, with a schedule that works for both of us. In doing so it would enhance my opportunity, thus to get a realistic preview of the work environment.

Outcomes—A Win-Win Opportunity

For the past five years, I have studied the literature and identified some of the most successful practices which has a foundation rooted in transformational leadership theories and approaches. Upon completion of my study, I will share a summary of my study results and suggestions with you and your company C-suite executives; that may provide additional strategies to further uncovering transformational leadership practices for managers to inspire, motivate and successfully mentor your future C-suite executives. I will also provide you with a copy of my complete study that will be a detailed non-partial third-party overview of company's best practices—this will be free consulting services and suggestions via a comprehensive analysis of your company practices.

Ethical Considerations

Under my university's institutional review board (IRB) requirements, I will use pseudonyms in my study and any publications emerging out of my study to protect the company and employee identities and promote confidentiality.

Vernon W. Tynes,
BSBA, BSHCA, MBA, ABD

Appendix B: Invitation Letter and Confidentiality Agreement

During my activity in collecting data for the research: Successful Mentoring Strategies to Prevent Leadership Shortfalls, I may have access to information, which is confidential and should not be disclosed. I acknowledge that the information must remain confidential and that improper disclosure of confidential information can be damaging to the participant.

By signing this Confidentiality Agreement, I acknowledge and agree that:

1. I will not disclose or discuss any confidential information with others, including friends or family.
2. I will not in any way divulge, copy, release, sell, loan, alter or destroy any confidential information except as properly authorized.
3. I will not discuss confidential information where others can overhear the conversation. I understand that it is not acceptable to discuss confidential information even if the participant's name is not used.
4. I will not make any unauthorized transmissions, inquiries, modification or purging of confidential information
5. I agree that my obligations under this agreement will continue after termination of the job that I will perform.
6. I understand that violation of this agreement will have legal implications.
7. I will only access or use systems or devices I am officially authorized to access, and I will not demonstrate the operation or function of systems or devices to unauthorized individuals

By Signing this document, I acknowledge that I have read the agreement, and I agree to comply with all the terms and conditions stated above.

Signature:

Date:

Appendix C: Interview Questions

I asked the following questions in the participant interviews:

1. How would you describe the methods your C-suite executives utilize when mentoring managerial candidates?
2. How would you describe the qualification processes utilized when selecting C-suite executives as mentors?
3. Why have you established criteria or mentoring management candidates?
4. How have you established benchmark processes to measure and determine the success of mentoring managerial candidates?
5. How do you identify characteristics for establishing a successful mentee?
6. How is age a factor when seeking or creating a mentee pool?
7. If age is a factor, how do you delineate age ranges for mentees?
8. Based on potential mentoring groups (i.e., Baby Boomers, Millennials, and Generation Xers), how do you avoid bias for one generational group over the other?
9. How would you mentor candidates to ensure they remain with the organization?
10. Please describe the mentoring programs that, in your opinion, help retain mentees.
11. How do you establish the criteria for an individual to become a mentee?
12. How would you describe the protocol for mentee candidates to approach a prospective mentor, and to request to be mentored?

13. How much additional information would you like to share with me regarding your mentoring processes for developing future C-suite executives?

Appendix D: Interview Protocol

Interview(s): To interview C- suite executives of a regional waste company headquartered in Central Florida.

1. The interviews will begin with a brief introduction of the researcher, the topic related to the interview and a brief overview of how the data may be used.
2. The interviewer will acknowledge the importance of the C- suite executive's time and will offer thanks for their participation and support.
3. I will review the signed consent form, asking if there is any issue or question regarding their authorized consent to participate.
4. All participants will be informed of the use of a digital tape recording for accuracy coding of their responses and to ensure the researcher gives a complete accounting of the answers given.
5. The interviewer will note the date and the time of the interview.
6. The interview contains 13 questions. The interviews should take between 30 to 45 minutes to complete.
7. I will give the interviewee ample time to answer each question. The interviewer may ask an adjunct question, based upon the answer(s) offered. This will ensure full bodied questions which may elicit exhaustive, robust responses.
8. After the interview, the interviewer will offer the participant the opportunity to give any additional data that was not elicited within the interview questions.
9. The interviewer will thank the C- suite executive for their valuable time and participation.