

# **CULTIVATION OF ORGANIZATIONAL LEADERS OF TOMORROW BEGINS TODAY**

---

**A practical guide for an ever-changing  
workplace as Generation X and Generation  
Y assume leadership roles held by Baby  
Boomers**

---

# **CULTIVATION OF ORGANIZATIONAL LEADERS OF TOMORROW BEGINS TODAY**

---

**A practical guide for an ever-changing  
workplace as Generation X and Generation  
Y assume leadership roles held by Baby  
Boomers**

**Sam Gorham**

Cultivation of Organizational Leaders of Tomorrow Begins Today by Sam Gorham

Copyright 2013 by Sam Gorham  
All rights reserved.

No part of this book may be reproduced or transmitted in any form or by any means electronic or mechanical including photocopying, reprinting, or on any information storage or retrieval system, without a license or permission in writing.

ISBN: 0615871070 (e-book)

# Contents

1. Leadership in Transition .....	6
2. Background Leading to the Transition .....	7
3. Today's Workforce.....	9
4. Today's Organizational Workplace .....	12
5. Components of Leadership .....	15
6. Leaders and Collaborators .....	18
7. Leadership Skills .....	20
8. Where will leaders come from?.....	22
9. Generational Differences .....	30
10. Leadership Development.....	35
11. Training Approaches by Generation.....	38
12. Where do we go from here? .....	39
Index .....	41
About the Author .....	43

---

# LEADERSHIP IN TRANSITION

## 1

How will aging Baby Boomers impact organizational leadership and how will their exit from the workplace create a void for many organizations? When Baby Boomers retire, who will fill those leadership ranks? These questions are before us today and are explored in this ebook as well as a more robust seminar. These questions are of utmost importance to organizations since we are at a crossroads. Generation Y is small in size relative to Baby Boomers and Generation X has less experience and a different outlook on life. All of this culminates with how to prepare leaders today so they can lead tomorrow.

G2 Strategic Partners has researched the topics of leadership the aging workforce, generational variances, leader competencies, and developing new leaders to frame the upcoming crossroads and what organizations must do today to prepare for the impending leadership shift to compile thoroughly explore this topic. This ebook provides a snapshot of this issue while the seminar explores this in depth. You will, however, realize the magnitude of this problem once you read this ebook.

# BACKGROUND LEADING TO THE TRANSITION

## 2

As a backdrop on this subject, leadership can change quickly. On April 10, 2010, for example, a Polish government plane carrying most of the key officials crashed, killing all 96 people on board. The dead included the Polish president, the former president, the chief of the Polish General Staff, senior Polish military officers, Poland's deputy foreign minister, 15 members of the Polish parliament, senior members of the Polish clergy, the president of the National Bank of Poland, and other government officials. Your initial thought might be there are a lot of senior people dead. However, you may also be asking, who was left to assume those leadership positions? How does a government or an agency make up for such an immediate loss of leadership? To put this into more perspective, while losing the president creates a leadership gap, losing even more leadership can be even more devastating to an organization or government. How is the government to its day-to-day business to continue?

No one could not have forecasted the significant loss in leadership, not to mention the tragedy itself.<sup>1</sup> This underscores the fact that new leaders could be needed at a moment's notice. Studies show that crucial leadership skills in today's organizations are, in fact, insufficient for meeting these current and future needs.<sup>2</sup> If this is true, how can we view this dilemma through a different lens? How can organizations

---

<sup>1</sup> Przubowski, S. (2013, March). Succession planning 101: Are we doing the best we can for our personnel? *Fire Engineering*, 109-117.

<sup>2</sup> Leslie, J. (2009, June). What you need, and don't have, when it comes to leadership talent, The Leadership Gap. *Center for Creative Leadership*, 1-15.

---

proactively grow leaders to become ready to assume these roles and how do employees, who span multiple generations, impact this ability?

In addition to tragedies, the past five or six years have shown increases in layoffs, early retirements, and changing market realities, which are adding complexity to organizations' understanding of what they need in terms of leadership talent.<sup>3</sup> The importance of effective leadership is magnified when day-to-day economic and operational decisions take priority over developing leaders in the short-term while the long-term strategic goals and objectives go unmet.

You may be reading this and thinking that leadership development may sound simple. However, an aging population and population diversity impact the need for the development of future leaders today. This is compounded by globalization which maximizes inefficiencies in leadership development. Too often companies fail to recognize the benefits of planning for new leaders.

A survey was conducted and talent management, which integrates the right employees in the right positions, was cited as a primary concern by companies in the future.<sup>4</sup> Despite attempts by some organizations to be proactive, studies find that organizations with more than 10,000 employees are not prepared to fill their leadership roles.<sup>5</sup> Even if some organizations are proactive, some of them are not able to adapt to the speed of change that occurs in today's business environment.<sup>6</sup>

As Baby Boomers eventually retire and Gen Y are not yet old enough to assume the reign of power, Generation X will step into leadership positions and face the challenge of managing significant generational differences.<sup>7</sup> However, because many Gen Xers are low in numbers and many have been laid off during the recent recession, a leadership gap exists. This leadership gap may have been caused because

---

<sup>3</sup> Leslie, J. (2009).

<sup>4</sup> Arnone, W. (2006, Fourth Quarter). Are employers prepared for the aging of the U.S. workforce? *Benefits Quarterly*, 7-12.

<sup>5</sup> The Institute for Corporate Productivity (i4cp) paper, "Succession Planning Highlight Report"

<sup>6</sup> Kleinsorge, R. (2010). Expanding the role of succession planning. *Training and Development*, 66-69.

<sup>7</sup> Elmore, L. (2010, June). The workplace generation gaps. *Women in Business*, 62(2), 8-11.



leaders are focused on the right competencies or when leaders are not focused on the right skill areas.

# TODAY'S WORKFORCE

## 3

Tomorrow's leaders will come from today's multi-generational workforce. In many organizations, the workplace employs workers who represent the four generations. These generations comprise the following.

1. Silent Generation or Veterans. They were born from 1933 (1922-1943) to 1945.
2. Baby Boomers. They were born between 1946 and 1964.
3. Generation X. They were born between 1965 to 1980.
4. Generation Y, also known as Millennials. They were born between 1981 and 2000.

Figure 1 shows the breakdown of the workforce by generation. Millennials currently make up 11% of organization's workforce. The remainder is 39% Gen X and 50% Baby Boomers.<sup>8</sup> These current percentages will change drastically in the future with Millennials comprising the largest percentage in the workplace.

---

<sup>8</sup> Gesell, Izzy. (2010, January). How to lead when the generation gap becomes your everyday reality, *The Journal for Quality & Participation*, 21-24.

---

## Generational Workforce Comparison

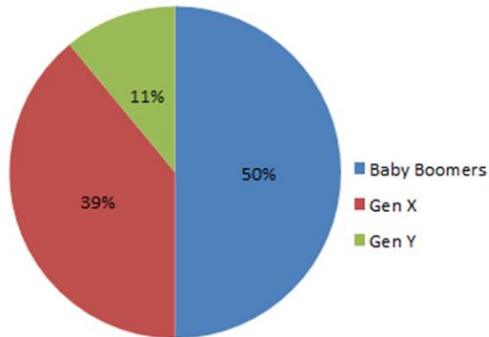


Figure 1. Renee Taylor, chief of staff at AT&T.

## Veterans

The Veterans lived through some of the most definitive events of the 20th century, including the Great Depression, Pearl Harbor and World War II. These events formed their worldview and molded their core values of hard work, fiscal conservatism and traditional values of home, family and patriotism. This is the generation that built the infrastructure of the country and, in educational terms, built the school system as we know it, with the emphasis on hierarchy and the paying of one's dues based on seniority.

## Baby Boomers

There are 78 million Baby Boomers and they currently hold most positions of power in government, corporations and schools. Baby Boomers lived during the Vietnam War, the Civil Rights Movement and the assassinations of John Kennedy, Bobby Kennedy and Martin Luther King Jr.

Baby boomers are characteristically loyal, work-centric, independent, goal-oriented and competitive. They equate work and position with self-worth. Baby Boomers are well suited to organizations with a strong hierarchical structure and may have a hard time adjusting to workplace flexibility trends.<sup>9</sup> In fact, they are a generation that values job security and has great attachment to organizations. They are team players and are more optimistic than the younger generations, as well as being more long-winded in their communication.<sup>10</sup>

## Generation X

Generation X includes 46 million people who have been labeled underemployed, overeducated, and intensely private, but who are also considered independent and resilient. Gen X has an entrepreneurial spirit, thrives on diversity, challenge, responsibility and creative input. Gen X has been witness to the effects of their parent's burnout and layoffs so they entered the workplace with different work ethic and culture than previous generations. Unlike the Boomers, Gen X places a premium on family time and has a different attitude about work. They are ambitious and hardworking but value a work-life balance.<sup>11</sup>

Generation X as lived in the shadow of the Baby Boomers and has had to survive the excesses of that generation. Gen X grew up in the times of latchkey kids, sky-high divorce rates, and oil embargoes. This makes them skeptical of authority and reliant on themselves and their network of friends, associates and co-workers. Gen X favors equity over hierarchy and they thrive when given options and opportunities to work in teams.<sup>12</sup>

---

<sup>9</sup> Brazeel, S. (2009, December). Recruitment practices and generational characteristics. *Power Engineering*, 69(12), 2.

<sup>10</sup> Taylor, S. (2012, November). Multigenerational workforce can create differences in your ranks; Learn to adjust. *Of Counsel*, 31(11), 3-5.

<sup>11</sup> Brazeel, S. (2009).

<sup>12</sup> O'Donovan, E. (2009, September). School teachers must understand generational differences in order to help teachers work together. *District Administration*, 68-71.

---

## Generation Y

There are approximately 70 million people in Generation Y. Gen Y is smart, creative, optimistic, achievement-oriented, tech-savvy, family-centric, and attention craving. Millennials are connected all over the world by email, instant messages, text messages and the Internet. This high speed, tech-oriented generation needs a variety of stimulating and creative activity in the workplace. Millennials prefer working in teams, seeks out creative challenges, personal growth and meaningful careers. They want to make friends with people at work, and work well with diverse coworkers. Some of the most noted characteristics of the Millennials are a need for constant reinforcement and a short attention span.<sup>13</sup>

# TODAY'S ORGANIZATIONAL WORKPLACE

## 4

Not unlike prior times, there is always a need for new leadership. Professor Christopher Bartlett of Harvard University's Global Leadership Faculty says organizations best at accessing the scarce resources of intellectual and human capital will gain sustainable

---

<sup>13</sup> Brazeel, S. (2009).

competitive advantage in a “flat earth” business era.<sup>14</sup> If this does not happen, leadership gaps will evolve. Leadership gaps are an issue that can manifest itself by creating more gaps in the collective knowledge of a company.<sup>15</sup>

In a 2010 survey, CEOs had an average age of 55.1 years.<sup>16</sup> From this it is clear that many of today’s Baby Boomer CEOs are nearing retirement age. Retirement will create a need for younger workers to fill their jobs, which require relatively high skill levels. Industries such as health care services and educational services will be especially affected.<sup>17</sup> This is due in part to productivity improvements in some occupations or difficulties in hiring which have left these jobs declining in employment, with fewer younger workers coming into the occupations.

## Workplace complexities

Depending on your generation, the view of various needs could differ and will advocate competing solutions to improving those needs. For example, Boomers will emphasize the mastery of a defined body of knowledge and will advocate hard work and individual responsibility. Generation X, however, will emphasize mastery of transferable skill sets as the technological age constantly redefines knowledge. A leader must learn to accommodate both orientations to improve the overall organization.<sup>18</sup>

Because of the impact of the recent recession, a combination of large numbers of Gen Y entering the workforce, combined with a refusal of Baby Boomers to take retirement immediately, will dramatically shift the

---

<sup>14</sup> Davis, G., & Langton, S. (2010, Spring). Redefining leadership in the Asia Pacific. *Leader to Leader*, 43-47.

<sup>15</sup> Kleinsorge, R. (April 2010). Expanding the role of succession planning. *Training and Development*, 66-69.

<sup>16</sup> Martelli, J. & Abels, P. (2010). The education of a leader: Educational credentials and other characteristics of chief executive officers. *Journal of Education for Business*, 85, 209-217.

<sup>17</sup> Dohm, A. (July 2000). Gauging the labor force effects of retiring baby-boomers. *Monthly Labor Review*, 17-25.

<sup>18</sup> O’Donovan, E. (2009).

---

composition of the workforce, reported the Harvard Business Review.<sup>19</sup> An aging society faces many challenges that involve a broad range of economic, social, political and cultural issues. One aspect is the impact of an aging workforce on a nation's productivity, economic growth, and global competitiveness.<sup>20</sup>

That does not bode well for Gen X, who have been positioning themselves for further advancement in hopes of an exodus by those Baby Boomers. In addition, Gen Y is left scrambling for whatever entry-level jobs remain in an ever-shrinking and increasingly competitive American workplace.<sup>21</sup> All of the workforce shifts mentioned must be met head-on by organizations. Otherwise, they will be left behind.

## Trends

There are several trends that will impact the multi-generational workplace in the future. These include the following.

1. The demand for workers with a high level of technology skills exceeds the available supply today.
2. The rate of labor force growth in the United States will decrease over the next decade, if not longer.<sup>22</sup>
3. As the baby-boom cohort, representing roughly one-third of the potential workforce, has grown older, the median age of the U.S. labor force has risen to 41 and project to rise through 2020.<sup>23</sup>
4. By the year 2030, people aged 65 and older are projected to constitute approximately 20% of the country's population.<sup>24</sup>

---

<sup>19</sup> Harvard Business Review, 2009

<sup>20</sup> Arnone, W. (2006).

<sup>21</sup> Elmore, L. (2010).

<sup>22</sup> Aaronson, S., Fallick, B., Figura, A., Pingle, J., & Wascher, W. (2006). The recent decline in the labor force participation rate and its implications for potential labor supply. *Brookings Papers on Economic Activity*, 0(1), 69-134.

<sup>23</sup> DiCecio, R, Engemann, K., Owyang, M., & Wheeler, C. (2008, January/February). Changing trends in the labor force: A survey. *Federal Reserve Bank of St. Louis Review*, 47-62.

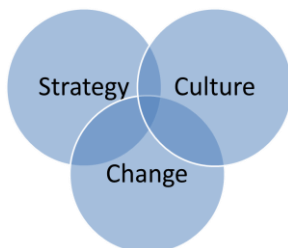
<sup>24</sup> Arnone, W. (2006).

5. The aging population will be largely female and economic insecurity will be a problem for many of the elderly, particularly women living alone.<sup>25</sup>
6. Retirements over the next five years will cause a talent gap or “brain drain” in some functions within organizations.<sup>26</sup>

## COMPONENTS OF LEADERSHIP

### 5

There are many components of leadership. The intent is to not dive into each of these but discuss briefly three key components that are important when talking about the multi-generational workplace. These interrelated leadership components include strategy, culture, and change as shown in Figure 2.



---

<sup>25</sup> Rappaport, A., Bogosian, C., & Klann, C. (Fourth Quarter, 1998). Population trends and the labor force in the years ahead. *Benefits Quarterly*, 8-17.

<sup>26</sup> Arnone, W. (2006).

---

Figure 2. Components of Leadership

## Strategy

Any organization should have a strategy, which is critical because it enables the organization to ensure that day-to-day decisions fit in with the long-term interests of the organization. Without a strategy, decisions made today could have a negative impact on future results. It takes the leader to champion this strategy and vision the organization needs. By definition, a leader is a person who influences a follower(s) who has “diverse gifts, abilities, and skills and focuses the follower(s) to the organization’s mission and objectives...in a concerted, coordinated effort to achieve the organizational mission and objectives.”<sup>27</sup> Hence, leadership can be defined as the maintenance of cultural continuity through the continued viability of a culture's ideologies, values, and norms.<sup>28</sup> Therefore, if organizations do not strategically prepare to develop these leaders, it will not happen.

## Culture

Culture is defined as the existing ideologies, values, norms and expectations shared by an organization which affects its members and performance. Parson states, “culture...consists in those patterns relative to behavior and the products of human action which may be inherited, that is, passed on from generation to generation independently of biological genes.”<sup>29</sup> The lens by which you view ethics can be different

---

<sup>27</sup> Winston, B. & Patterson, K. (2006), An integrative definition of leadership. *International Journal of Leadership Studies*, 1(2), 6-66.

<sup>28</sup> Trice, H. & Beyer, J. (1993). *The cultures of work organizations*. Englewood Cliffs, NJ: Prentice-Hall.

<sup>29</sup> Parson, T. (1949). *Essays in Sociological Theory*. Glencoe, IL: The Free Press.



depending on your culture, background, or environment and is molded by the family.<sup>30</sup>

Studies have shown organizations that consistently outperform the market over time are those that have stable cultures, consistent visions, and dependable processes.<sup>31</sup> Many organizations, however, struggle with the “glue” specifically related to cultural diversity and organizational unity. Geert Hofstede’s (1984) national cultural dimensions and Edward Hall’s (1960) language of context and time provide lens to increase cultural literacy.

Some organizations are fortunate because of power, size, experience, or luck, that they can be successful without substantially changing their cultures over periods of time. This is because they either do not encounter the circumstances that require change or they are able to manage such circumstances successfully using understanding and behaviors consistent with their existing cultures.<sup>32</sup>

## Change

Social change complicates life by shifting standards, values, and behavior patterns and increases friction between and within groups.<sup>33</sup> Regardless of the change, an organization is impacted and the responsiveness of the organization to change will determine the success of the change effort. This is one factor why more than 60% of change efforts do not meet their desired goals.

If organizational change is not managed properly, it can create chaos, which is a result of external environmental disturbances such as increasing global competition or technological change, for instance.<sup>34</sup>

---

<sup>30</sup> Spiegel, M. (1996). Spirituality for survival: Jewish women healing themselves. *Journal of Feminist Studies in Religion*, 12(2), 121-137.

<sup>31</sup> Collins, J. C., & Porras, J. (1998). *Built to last: Successful habits of visionary companies*. London, England: Random House.

<sup>32</sup> Trice, H. & Beyer, J. (1993).

<sup>33</sup> Vago, S. (2003). *Social change* (5th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

<sup>34</sup> Cook, S. & Macaulay, S. (2010, June). All change? Retrieved from [www.trainingjournal.com](http://www.trainingjournal.com)

---

This cannot be overlooked because as new leaders assume power, change will result and if not managed properly, could create organizational problems.

# LEADERS AND COLLABORATORS

## 6

While leaders are critical to organizational success, a person actually spends between 70% and 90% of their time being a follower or collaborator.<sup>35</sup>

Leaders are more than just the CEOs and their direct reports. Leaders are present throughout an organization at different levels. Even so, there are those that follow leaders or more appropriate for this day in age, collaborate with leaders. Leadership resembles a tripod comprised of leaders, collaborators, and a common goal they want to achieve.<sup>36</sup> This demonstrates an expression of commitment to the entities of leaders, collaborators, and common goals that are essential and indispensable to leadership and about which any theory of leadership must therefore speak.<sup>37</sup> By integrating the styles of leaders and collaborators, organizations can maximize the strengths and minimize the weaknesses of leader-collaborator relationships. Moreover, the concept of leader-collaborator alignment, regardless of generation, is more than searching

---

<sup>35</sup> Dixon, 2006

<sup>36</sup> Bennis, W. (1989). *On becoming a leader*. New York, New York: Addison Wesley.

<sup>37</sup> Drath, W. H., McCauley, C. D. Palus, C. J., Van Velsor, E., O'Connor, P. M. G., & McGuire, J. B. (2008). Direction, alignment, commitment: Toward a more integrative ontology of leadership. *The Leadership Quarterly*, 19, 635-653.

---

and selecting the right people, but it is hiring and placing them in the right position and gaining the commitment of all involved.

From a collaborator's perspective, there are fundamental elements important to them that are a different than that of a leader.

1. They have an emotional response for the feeling of significance. Employees seek to be appreciated and affirmed for a job well done.
2. They want a feeling of community.

Bennis (1989) outlines four points that provide a platform for collaborators to embrace which enhances the interaction between them and their leaders.<sup>38</sup>

1. Leaders must recognize these points and translate these into actionable items as they work with multi-generational workers.
2. The leader should clarify purpose by aligning individual purpose into a common purpose.
3. The leader must define roles by understanding how they and others contribute to achieving the overall purpose.
4. The leader must create alignment by sharing words and actions though creating shared values and congruent behaviors.
5. The leader must build sustained relationships based on trust.

---

<sup>38</sup> Bennis, W. (1989).

---

# LEADERSHIP SKILLS

## 7

As alluded to in the prior section, leaders must be able to understand and work with various groups of people. Along these same lines, leadership skills are needed in order to perform strategic thinking, strategic planning, and foresight in an ever-changing global environment. Strategic thinking refers to cognitive processes of interpreting information and “ideas that shape an organization’s sustainable competitive advantage.”<sup>39</sup> Strategic thinking, rooted in brainstorming, is goal oriented and guided by a vision for the future of an organization taking into account internal and external organizations forces. This requires a leader to have insight about the present and foresight about the future.<sup>40</sup> Strategic planning is a more formal and rigorous process that typically occurs after strategic thinking. While strategic thinking and strategic planning require different skillsets, they should function together, allowing the creativity of strategic thinking to be coupled with strategic planning.<sup>41</sup>

While the items just discussed are built over time, there are other skills that leadership should possess that are leadership interrelated literacies that every leader needs to practice from a culture and communication standpoint in order to be world-class.<sup>42</sup> These are summarized below.

---

<sup>39</sup> Hughes, R. and Colarelli-Beatty, K. (2005). *Becoming a strategic leader: Your role in your organization’s enduring success*. San Francisco, CA: Jossey-Bass.

<sup>40</sup> Sanders, T. L. (1998). *Strategic thinking and the new science*. New York, NY: Simon & Schuster.

<sup>41</sup> Montuori, A. (2003). From strategic planning to strategic design: Reconceptualizing the future of strategy in organizations. *World Futures*, 59(3-20), 3-20.

<sup>42</sup> Rosen, R., Digh, P., Singer, M., & Philips, C. (2000). *Global literacies: Lessons on business leadership and national cultures*. New York, NY: Simon and Schuster.

1. Personal literacy. This is understanding and valuing yourself.
2. Social literacy. This is engaging and challenging people.
3. Business literacy. This focusing and mobilizing your business.
4. Cultural literacy. This is valuing and leveraging cultural difference.

A leader must understand the differences and why the culture is the way it is.<sup>43</sup> Globally literate leaders must use history, geography, economics, politics, religion, and psychology to understand the national dynamics of local markets around the world.<sup>44</sup>

The leader must recognize that employees vary by culture and building the relationship may take much longer than anticipated. Furthermore, global leaders need to be open-minded and flexible, which allows them to find areas of common interest when work cross-culturally.<sup>45</sup>

Global leaders also need to demonstrate empathy, which allows them to understand the other person by standing in his or her shoes. Through empathy we learn how other people would like to be treated by us.<sup>46</sup> If this does not occur, it creates a barrier to communication.

Global leaders should constantly improve their cross-cultural communication skills. This is important because one of the primary goals of an effective global leader is the ability to influence another person in a cross-cultural environment. If unaddressed, barriers can arise and create 'walls' that can foster tension and hinder cross-cultural communications.

Finally, acceptance, adaptability, and interpersonal abilities are the

---

<sup>43</sup> Rand, B. (2009). Lessons in leadership. *Black Enterprise*, 47.

<sup>44</sup> Brown, L. (2007). Business book reviews, global literacies: Lessons on business leadership and national cultures. *Business Book Review*, 3(3), 1.

<sup>45</sup> McCall, M., & Hollenbeck, G. (2002). *Developing global executives*. Boston, MA: Harvard Business School.

<sup>46</sup> Quappe, S., & Cantatore, G. (2005). What is cultural awareness, anyway? How do I build it?, *culturocity.com*. Retrieved from [www.culturocity.com/pdfs/What%20is%20Cultural%20Awareness.pdf](http://www.culturocity.com/pdfs/What%20is%20Cultural%20Awareness.pdf)

---

new keys to accomplishment.<sup>47</sup> Equally important, though, leaders must build and listen, maintain trust, and impart honesty and respect with their employees.<sup>48</sup>

While some of the skills may be more natural to some, not all leaders are born with these skills. Hence, it is important to see how these skills relate to the generations and what we must do in order to get competencies to those that may need it, since they may be the key component to organizational success in the future. The leaders of tomorrow will be challenged with forward-thinking organizations and their ability to adapt to the environment, including a multiple generational workplace.

## WHERE WILL LEADERS COME FROM?

### 8

You may be thinking, there is no way my potential leaders possess the necessary skills mentioned above. So, where will my future leaders come from? There is not one easy or correct answer. Much like there is no one organizational structure for all organizations, there is not one label or generation that will produce all leaders, acknowledging that most of us are collaborators but are often asked to lead at some point.

Historically, leaders came from within the organization itself. The generational ties to organizations have migrated drastically away from

---

<sup>47</sup> Hopen, D. (2010, April). The changing role and practices of successful leaders. *The Journal for Quality and Participation*, 33, 4-9.

<sup>48</sup> Kidder, R.M. (2001). Ethics is not optional. *Association Management*, 53(13), 30-32.

Baby Boomers who remained loyal to companies to Gen X and Gen Y, who do not feel valued and tend to not remain loyal to the organization. Hence, the “old” way of producing leaders has shifted as the generational behaviors and needs have shifted. Therefore, there is not an easy answer to this question.

## Leadership Styles

In general, each leader is unique and one style is not used by all leaders. More specifically, leaders should know that high performing leaders are shown to use a wide variety of approaches and should change their leadership styles for specific situations.<sup>49</sup> With all of this said, even though there is not one right or wrong leadership style, some styles are more effective in certain situations.

Strategic leaders create organizational effectiveness by influencing the beliefs, attitudes, intentions, and behavior of change participants.<sup>50</sup> This is not easy task because a number of leader behavior styles may be effective, depending on the elements of the situation.<sup>51</sup> The trick is to find out what styles are needed, what “fits” whom, and then to “suit up” to do the jobs required.<sup>52</sup>

There are various leadership styles that are traditionally visible within organizations that show how leaders exhibit and adopt traits essential to how they lead, motivate, or influence collaborators. These are listed below and explored much more thoroughly in the seminar.

1. Charismatic leadership.
2. Situational leadership.
3. Transformational leadership.
4. Transactional leadership.

---

<sup>49</sup> Parish, C. (2006). Good leadership needs a range of styles. *Nursing Management*, 13(4), 4.

<sup>50</sup> Jansen, K. (2000, June). The emerging dynamics of change: Resistance, readiness, and momentum. *Human Resources Planning*, 23(2), 53-55.

<sup>51</sup> Johns, H., & Moser, R. (2001). From trait to transformation: The evolution of leadership theories. *Education*, 110(1), 115-122.

<sup>52</sup> Della-Dora, D. (1977). Changing styles of leadership for curriculum and supervisory workers. *Educational Leadership*, 35, 6-8.

- 
5. Laissez-faire or Passive management.
  6. Servant leadership.

## **Leadership Impact from Motivation & Behavior**

Typically employees will follow the lead of individuals whose prime values align with their own, also known as collaborator identification. Power is positively related to performance and achievement and affiliation were negatively related to performance.<sup>53</sup> Motivation, which is a need or desire that causes a person to act, arises from four factors which include personality traits, values, leadership self-efficacy, and previous leadership experiences.<sup>54</sup>

With this understanding, it is important to note that there are various motives that influence leadership styles as listed below.<sup>55</sup>

1. Power. The need for power is the desire to influence, control, or dominate other people and groups.
2. The belief in one's ability to control events, which is a view of the world in which individuals can exercise some degree of control over situations in which they find themselves.
3. The extent to which one is relatively more concerned with getting the task accomplished or will attending to the feelings and needs of others.
4. The degree to which one closely monitors one's behavior to appear favorably to others.

---

<sup>53</sup> Amit, K., Lisak, A., Popper, M., & Gal, R. (2007). Motivation to lead: Research on the motives for undertaking leadership roles in the Israel Defense Forces (IDF). *Military Psychology, 19*(3), 137-160.

<sup>54</sup> Amit et al., (2007)

<sup>55</sup> Keller, J. & Yang, Y. (2008, October). Leadership style, decision context, and the poliheuristic theory of decision making: An experimental analysis. *Journal of Conflict Resolution, 25*(5), 687-712.



---

## Generational Diversity

Excluding the fact that there will be a leadership shortage in the near future due to the Baby Boomers exiting the workplace, is Gen X or Gen Y ready to lead? The leader skillsets and style they use are critical when dealing with the multi-generational workplace, since each generation approach things differently. Based on their past, their present behavior and desired goals may be different from generation to generation. It is because of this it is important to understand how generations vary and what a leader or collaborator may need to know in order to be effective. One of the reasons people have a desired way to lead and be led can be attributed to generational diversity and preferences. When thinking of generational diversity is to understand what motivates members of different generations. Once motivation is understood, leaders can implement management techniques that are flexible enough to meet the needs of each generation.<sup>56</sup> We will now review each generation and call out unique elements that are relevant to a multi-generational workplace.

### Veterans & Baby Boomers

Veterans like structure, discipline, and consistency. This generation may feel flexibility is destructive to the work environment. These employees reflect the customary work ethic of that time which includes loyal, disciplined and knowledgeable.

Similarly, Baby Boomers like structure but also feel it should be possible to negotiate for what they need. They want to mentor others, do meaningful work, keep current with technology, learn new competencies, and use their lifetime experience. This generation was determined to make a difference and leave the world a better place.

---

<sup>56</sup> Elmore, L., (2010).

---

The Boomer generation requires praise and recognition, putting company needs before personal needs, while juggling multiple responsibilities with competence. Baby Boomers have a difficult time confronting younger employees who do not ‘fit the mold’ that they themselves created.<sup>57</sup> With that said, leaders should assure the Boomers that they are making a difference and that they will remain in the corner office.<sup>58</sup>

## Generation X

Gen X wants both flexibility and understanding regarding their need to spend time with their families and pursue their own interests. Gen X often saw their parents face job insecurity and layoffs, so many do not hold the loyalty to a company that previous generations did, although they may be committed to their boss or work team.<sup>59</sup> Many Gen Xers also entered the job market during an economic downturn, making them concerned with staying employed.<sup>60</sup> Because of this, they are very cynical and do not think there is any such thing as job security. Work is not a goal, but rather the means to money, leisure and fun.<sup>61</sup>

Their leaders must win them over with credibility. Gen X is keen on developing new skill sets to maintain marketability. The more portable the skills, the more they will want to learn them. Sometimes Baby Boomers misinterpret Gen X as being lazy. However, Gen X would prefer to work four 10-hour-days each week rather than the standard 9 to 5. They are very good at networking since they started at an early age, and they are more likely to be interested in higher salaries than their co-

---

<sup>57</sup> Scheef, D. & Thielfoldt, D. (2004, September). *Engaging multiple generations among your workforce. Café Conversations*. Retrieved July 3, 2013, from [www.thelearningcafe.net/downloads/Articles-Generations0904.pdf](http://www.thelearningcafe.net/downloads/Articles-Generations0904.pdf). Simons, N.

<sup>58</sup> Schoch, T. (2012, July/August). Turning the ship around with a four-generation crew. *Information Management*, 25-29.

<sup>59</sup> Smith, K. (2008). Gaining the edge: Connecting with the Millennials. *Air Force Journal of Logistics*, 33(3/4), 52-59.

<sup>60</sup> New Strategist Publications. (2004). *Generation X: Americans born 1965 to 1976* (4th ed.). Ithaca, NY: Author.

<sup>61</sup> Rappaport, A., Bogosian, C., & Klann, C. (1998, Fourth Quarter). Population trends and the labor force in the years ahead. *Benefits Quarterly*, 8-17.

workers.

---

## Generation Y

Gen Y is the most racially diverse generation in history.<sup>62</sup> This generation is also the most educated and technologically literate. In response to constant parental pressuring, Gen Ys learned to juggle tasks and interests, making them especially effective at multitasking.<sup>63</sup> Also unique are these individuals' ability to work well in teams or groups, and their preference to this versus independent-type work. They are also comfortable with constant, real-time communication and want careers and workplaces that match their rapid pace. This sense of urgency can come off as overly ambitious to Baby Boomers, who are more comfortable with handshakes and chats than with pokes and posts.<sup>64</sup>

People are more important than money to the Gen Y. Given a choice these people would rather work on 'things that matter' and tend to be involved in volunteerism that has more social, economic, or cultural ties.<sup>65</sup> Moreover, this generation only takes "yes" for an answer.

Because of the Gen Yer's life experience and the overachieving thoughts and beliefs of this generation, they possess traits such as a lack of trust in corporations, a focus on personal success, and a short-term career perspective. Leaders should encourage Gen Y as often as possible and note that what they are doing is good for the future, especially for the environment.

Millennials respond well to direction from those with more experience and status in the organization.<sup>66</sup> This generation may require more mentoring up front because of lack of experience, but they have shown an ability to make dramatic and constructive changes to the workforce in the short time they have been a part of it.<sup>67</sup> To Gen Y, the

---

<sup>62</sup> Lower, J. (2008). Brace yourself. Here comes Generation Y. *Critical Care Nurse*, 28(5), 80-84.

<sup>63</sup> Lippincott, J. (2010). Information commons: Meeting millennials' needs. *Journal of Library Administration*, 50(1), 27-37.

<sup>64</sup> Keegan, 2011

<sup>65</sup> Evans, R. & Forbes, L. (n.d.). Mentoring the 'Net generation': Faculty perspectives in health education. *College Student Journal*, 397-404.

<sup>66</sup> O'Donovan, E. (2009, September). School teachers must understand generational differences in order to help teachers work together. *District Administration*, 68-71.

<sup>67</sup> Swenson, C. (2008, February). Next generation workforce. *Nursing Economics*, 26(1), 64-66.

---

absence of feedback is interpreted as no one cares. It is not unusual for people to find out that their contribution is seen as valuable when they announce that they are leaving for another job.

Leaders should be aware of several unique Gen Y behaviors that differ from Baby Boomers and Gen X. They are listed below.

1. Technology is hard-wired into this generation and they live with constant technological stimulation.
2. Gen Y are multitaskers. They have difficulty focusing on a single task for an extended time and they see no reason to limit their focus to one thing at a time.
3. Gen Y require ongoing feedback.
4. Millennials' social norms are different from other generations.
5. Millennials are less able to read nonverbal cues, understand social context cues for determining appropriate communications, and follow social graces of gratitude and civility.
6. It is more important to get the job done than where it gets done.
7. Gen Y have self-confidence.
8. Millennials function well in teams.
9. The traditional model of top-down from the more experienced to the novices is not effective when Gen Y knows more than the Baby Boomers.

---

# GENERATIONAL DIFFERENCES

## 8

As alluded earlier, much of what divides the generations can be boiled down to several main areas as shown in Figure 3.

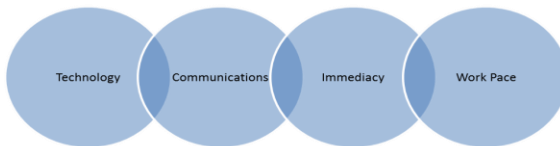


Figure 3. Generational Dividers

1. Technology. Most Veterans would like Technology to go away but most see it as a necessary evil. Baby Boomers see it as a useful tool while also see it as an interruption. Generation X grew up with technology and is adept in its use. Gen Y may quickly become the technology leaders but need to be inclusive and patient with others who are slower to catch on.<sup>68</sup>
2. Communications. People communicate based on their generational backgrounds. Each generation has distinct

---

<sup>68</sup> Danielson, R. (2011, January). Generations: Moving through time. *Clinician Reviews*, 21(1), 24-26.

- attitudes, behaviors, expectations, habits, and motivational buttons.
3. Immediacy. When a Gen Yers sends an e-mail or text message, they expect an immediate response.<sup>69</sup> However, this generation may place more value on the speed of response than on its accuracy.
  4. Work pace. Baby Boomers often prefer to think and reflect on the learning activity before coming to conclusions. On the other hand, Millennials have zero tolerance for delays and believe that “doing” is more important than knowing.
  5. Task management. Millennials are comfortable multi-tasking while older workers often prefer clear, explicit instructions.<sup>70</sup>

## Leadership Style of the Future

As mentioned earlier, there is not one leadership style that determines success. However, leaders must balance the organizational culture and generational differences in order to produce an environment that creates workplace harmony. This harmony allows multiple generations learn how to connect, interact, and communicate effectively with their manager of a differing generation.<sup>71</sup> In order to do this, leaders must avoid generational generalizations and create a common language.

Sherman notes how leaders can enable the workforce to thrive and to meet tomorrow’s challenges.<sup>72</sup>

1. Leaders should seek to understand each generational cohort and accommodate generational differences in attitudes,

---

<sup>69</sup> Beyers, R. (2009). A five-dimensional model for educating the Net Generation. *Educational Technology and Society*, 12(4), 218-227.

<sup>70</sup> Delahaye, B. & Ehrich, L. (2008). Complex learning preferences and strategies of older adults. *Educational Gerontology*, 34/8.

<sup>71</sup> Gavatorra, S. (2012, March). It’s a millennial thing. *Training and Development*. 58-63.

<sup>72</sup> Sherman, R. (2006). Leading a multigenerational nursing workforce: issues, challenges, and strategies. *Online Journal Issues Nursing*. 11(2), Manuscript 2.

- 
- values, and behaviors.
2. Leaders should develop generationally sensitive styles to effectively coach and motivate all employees.
  3. Leaders should develop the ability to flex a communication style to accommodate generational differences.
  4. Leaders should also promote the resolution of generational conflict so as to build effective work teams. Finally,
  5. Leaders should capitalize on generational differences, using differences to enhance the work of the entire team.

## **Leadership Strength – Current Skill vs Needed Skill**

Foster, who directs the Executive Program for Growing Companies at Stanford's Graduate School of Business, says that global executives need to enjoy dealing with different cultures-not just tolerate them, have a global outlook, enjoy ambiguity and management paradoxes, and have the ability to cope with the tensions that accompany a 24/7, globe-hopping job.<sup>73</sup>

Unfortunately, leaders do not always meeting this need. A comparison of leadership strength of current skill versus the needed skill was performed.<sup>74</sup> You can see the results on this slide. As you can see in Figure 4, what leaders are currently focusing on is not really what is needed in today's leadership.

---

<sup>73</sup> Davis, G., & Langton, S. (2010, Spring). Redefining leadership in the Asia Pacific. *Leader to Leader*, 43-47.

<sup>74</sup> Leslie, J. (2009, June). What you need, and don't have, when it comes to leadership talent, The Leadership Gap. *Center for Creative Leadership*, 1-15.



Current Skill	Needed Skill
28% - Doing whatever it takes	60% - Inspiring commitment
30% - Respecting individual differences	59% - Strategic planning
23% - Culturally adaptable	58% - Leading people
22% - Being a quick learner	58% - Resourcefulness
22% - Resourcefulness	55% - Employee development
23% - Composure	55% - Managing change
23% - Compassion & sensitivity	53% - Participative management
17% - Building & mending relationships	54% - Composure
15% - Self-awareness	54% - Doing whatever it takes

Figure 4. (Leslie, 2009)

The four most important future skills, which are leading people, strategic planning, inspiring commitment, and managing change, are among the weakest competencies for today's leaders. The leadership gap, then, appears notably in high-priority, high-stakes areas.<sup>75</sup>

There are only four areas that were considered to be "on-track," with the current level of strength matching the level of importance. These are being a quick learner, resourcefulness, participative management, and doing whatever it takes.<sup>76</sup> The bottom line is leaders are not adequately prepared for the future and today's leadership capacity is insufficient to meet future leadership requirements.

## Leadership Skill Importance – now vs future

Along similar lines, the study analyzed the importance of leadership

<sup>75</sup> Leslie, J. (2009). p. 9.

<sup>76</sup> Leslie, J. (2009). p. 9.

---

skills now versus the future. These results are shown in Figure 5.

Now	Future
73% - Leading people	89% - Leading people
64% - Strategic planning	86% - Strategic planning
63% - Managing change	86% - Inspiring commitment
64% - Resourcefulness	82% - Managing change
64% - Doing whatever it takes	82% - Resourcefulness
62% - Inspiring commitment	81% - Participative management
60% - Being a quick learner	79% - Being a quick learner
60% - Decisiveness	79% - Employee development
57% - Building & maintaining relationships	77% - Doing whatever it takes

Figure 5. (Leslie, 2009)

The ability to lead the multi-generational workforce and the ability to perform strategic planning are number one and two both now and in the future. The ability to manage change and to be resourceful are also quite high on both lists. So, if you compare this to what we discussed on the prior slide, the leadership gap will continue in the near future unless something changes. This “future” may sound a lot like a participative management leadership style, indicating that leaders will increasingly rely on collaboration to get the job done.<sup>77</sup>

## The Future Leadership Gap

The major leadership gaps of the future include.<sup>78</sup>

---

<sup>77</sup> Leslie, J. (2009). p. 6.

<sup>78</sup> Leslie, J. (2009). p. 6.

Leading people  
Strategic planning  
Inspiring commitment  
Managing change  
Employee development  
Balancing personal life & work  
Decisiveness

As leadership begins to migrate away from Baby Boomers to other generations, these gaps have the ability to actually widen rather than closing unless future leaders are prepared. To increase leadership capacity, organizations will want to take both a strategic and a tactical approach.<sup>79</sup>

# LEADERSHIP DEVELOPMENT

## 9

### **Mentoring**

Every organization should clearly understand their gap or potential future gap in leadership talent.<sup>80</sup> To do this, organizations should perform a needs assessment to understand each leader's capabilities and

---

<sup>79</sup> Leslie, J. (2009). p. 12.

<sup>80</sup> Leslie, J. (2009). p. 13.

---

what the organization needs to execute and sustain their organizational strategy. If organizations do not have one, they need to create a leadership strategy. This is, in effect, a clear understanding of the leadership behaviors and skills that are required to implement the organization's business strategy allows executives to develop a leadership strategy. At this point individual leadership development can occur by developing clear, specific goals and strategies for this development. Organizations must be able to then identify this talent and retain this talent. If not, your organization may be recruiting externally a lot.

Even with the leadership gaps previously discussed, there is hope for future leaders to be successful. A few of the other ways to develop leaders are through formal development programs, 360 degree feedback, executive coaching, job assignments, mentoring, networking, reflection, action learning, and outdoor challenges.<sup>81</sup> Two very practical approaches to developing leaders are through mentoring and succession planning.

First, Stanley & Clinton (1992) state that mentoring is a relational process in which a mentor, who knows or has experienced something, transfers that something to a mentee, at an appropriate time and manner, so that it facilitates development or empowerment.<sup>82</sup> Gen Y seek out mentoring relationships and view them as a tool for professional growth and development.<sup>83</sup> This generation tends to respond best to learning which is engaging, interactive and community oriented. Mentors and leaders must meet the challenges through a collaborative process to create partnerships with mentees and employees, thus transforming the workplace and mentoring relationship.<sup>84</sup> Gen Y prefers a mentoring program which is structured, supporting, personalized, and interactive. Mentors had better be prepared for demands and high expectations. While mentoring important, leaders should take a step back to understand and differentiate how the various generations prefer to learn. According

---

<sup>81</sup> Ali, A.H. & Babu, P. (2013, January). Succession planning and leadership development in software organizations. *International Refereed Research Journal*, 4-1(2), page....last

<sup>82</sup> Stanley, P.D. & Clinton, J.R. (1992). *Connecting: The mentoring relationships you need to succeed in life*. Colorado Springs, CO: Nav-Press.

<sup>83</sup> Stanley & Clinton, (1992).

<sup>84</sup> Evans & Forbes. (n.d.). p. 399.

to data compiled by Rosemary Caffarella, techniques that work well with a combined group of Millennials and older workers include face-to-face group discussions.<sup>85</sup>

## Succession Planning

The most popular process to have talent within an organization was leadership succession planning, followed by mentoring of younger workers by older workers, informal knowledge networks, and Web-based knowledge-management and transmission tools.<sup>86</sup> Succession planning should incorporate knowledge management, leadership development, and performance support synergistically to identify, develop, and transition employees to their new leadership roles.<sup>87</sup> Succession planning, when blended with knowledge management and aspiring leader development programs, can rapidly identify potential leaders from a larger pool of employees ready to take on leadership roles.<sup>88</sup>

As the organization evolves and changes, there is a continuous need to move people into new positions. Succession planning enables managers and individuals to identify the right candidates for a position. This function also must be aligned with the business plan to understand and meet requirements for key positions 3-5 years out.

Leaders of tomorrow should not be rushed through the process. Rather, it should be a steady pattern of growth and preparation. The organization should also provide employees with a road map they can use to prepare and to determine where they may be the best fit in the future years of their career.<sup>89</sup>

Because of this, Gen Y may need to understand that they may not become the CEO or a senior executive overnight. Future leaders of

---

<sup>85</sup> Caffarella, R.S. (2002). *Planning programs for adult learners*. New York, NY: Wiley & Sons.

<sup>86</sup> Arnone, W. (2006).

<sup>87</sup> Kleinsorge, R. (2010). p. 67.

<sup>88</sup> Kleinsorge, R. (2010). P. 67.

<sup>89</sup> Prziborowski, S. (2013, March). Succession planning 101: Are we doing the best we can for our personnel? *Fire Engineering*, 109-117.

---

tomorrow must gain knowledge and learn about the organizational culture, industry and environment. This means that realistic expectations and aspirations must be set with Gen X and Y. Gen Y expect to go far quickly and their often unrealistic expectations can lead to disappointment and frustration. The best way leaders can keep Millennial employees focused is to specify the skills and competencies required to advance within the organization. Emphasis on the big picture and their role in it can help Millennials gain patience as they begin to see how the organization's moving parts work together and see value in new experiences, including failures.

From a practical perspective leaders should look for opportunities to give developing employees "stretch" assignments, where the rewards are great but the risk of failure is present. Once Gen Y learn to understand their failures, they will be better prepared to avoid future mistakes, as well as enjoy their success.

Similarly, while Baby Boomers were taught largely to respect their elders and to know their place, Gen Y were taught to believe they could accomplish anything to which they applied themselves. They were groomed for success through awards and trophies, sometimes bestowed for nothing more than just showing up. In the corporate world, however, employees rarely get rewarded for just showing up to work. Instead, the corporate world rewards employees for bottom-line contributions, such as exceeding expectations, adhering to high-performance standards, and offering creative solutions. Millennials, however, are more than capable of meeting all of those goals. This generation may lack the social skills and instincts necessary to navigate within a corporate culture. The problem for new employees is that developing political savvy takes time and finesse, two qualities that are often in short supply among Gen Y.

Hence, leaders need to switch it up and challenge Gen Yers with new ideas. This must be balanced from the standpoint of millennial employees are naturally more engaged when their work involves technology and their risk of boredom with typical office work, which rarely moves with the pace of a video game.

# TRAINING APPROACHES BY GENERATION

## 10

Mentoring and Succession Planning require learning. Future leaders must learn and grow to become effective. This can involve training and self-improvement. Just as each generation has unique characteristics, they also learn differently as well. The chart below shows the differences between how training differs between Veterans, Baby Boomers, Gen X, and Gen Y.

<u>Veteran</u>	<u>Baby Boomer</u>
Prefer classroom environment	Prefer lecture and classroom environment
Like a structured environment	Prefer to be challenged and share experiences
Utilize note-taking	Utilize books, manuals, Powerpoint
<u>Generation X</u>	<u>Generation Y</u>
Prefer to learn through exploration	Prefer electronic learning environment
Like a fun learning environment	Like a media-centered learning environment
Utilizing interactive learning methods and questions asking	Prefer playing games and utilizing digital media to learn

---

You can see that the Veterans and the Baby Boomers prefer more traditional approach including classroom and lecture-type training. Contrast those approaches with Gen Y who prefers electronic learning and you can quickly see the discrepancies.

# WHERE DO WE GO FROM HERE?

## 11

The aging Baby Boomers will leave a leadership void in the upcoming years. Is Gen X or Gen Y ready to take those leadership reigns? Maybe not now, but organizations must find ways to develop these future leaders so that organizations can have continued success. Otherwise, organizational culture will deteriorate and the likelihood of future success becomes questionable. As organizations ponder how to develop future leaders, they must be aware of the behaviors of Gen X and Gen Y. The ability to mentor and have succession planning, for example, is only as good as the organization's ability to retain employees. If organizations do not act now and strategically plan for future leaders, it could get exciting. Knowing that the global world we live in continues to evolve, it will take leaders who are culturally savvy to bridge the gap. In the end, organizations must tackle the risk of developing leaders of tomorrow today because if they do not, that risk will become a very big issue. I encourage your organization to take G2 Strategic Partners' free assessment that analyzes leadership strengths and gaps over the next decade to gauge risk associated with the topics discussed in this ebook. If your organization has a need to fill future leadership gaps, organizational leaders and managers should attend a G2



Strategic Partner seminar to more deeply explore the topics in this ebook, work through exercises on how your organization will be impacted, and exploring who these future leaders could be and how best to develop and training them. Is your organization's future worth investing time to understand how we can develop leaders of tomorrow, today?

---

# INDEX

## 12

- aging workforce, 6, 14
- Baby Boomers, 6, 8, 9, 10, 11, 13, 14, 23, 25, 26, 28, 29, 30, 31, 35, 38, 39, 40
- change, 7, 8, 9, 15, 17, 23, 33, 34, 35
- collaborators, 18, 19, 22, 23
- culture, 11, 15, 16, 20, 21, 31, 38, 40
- follower, 16, 18
- G2 Strategic Partners, 6
- Gen X, 9, 11, 14, 23, 25, 26, 29, 38, 39, 40
- Generation X, 8, 9, 11, 13, 26, 30
- Gen X
  - Gen Xers, 6
- Generation Y, 9, 12, 28
- generational differences, 8, 11, 28, 30, 31, 32
- generational diversity, 25
- Global leaders, 21
- globalization, 8
- Leaders, 4, 5, 18, 19, 28, 29, 31, 32, 37
- leadership, 6, 7, 8, 12, 13, 15, 16, 18, 20, 21, 23, 24, 25, 31, 32, 33, 34, 35, 36, 37, 40
- leadership development, 8, 36, 37
- Leadership gaps, 8
- leadership skills, 7
- leadership styles, 23
- Mentoring, 28, 35, 39
- Millennials, 9, 12, 26, 28, 29, 31, 37, 38
- multi-generational workforce, 9, 34
- multi-generational workplace, 14, 15, 25
- organizational leadership, 6
- Strategic planning, 20, 35
- Strategic thinking, 20
- strategy, 15, 16, 20, 36
- succession planning, 8, 13, 36, 37, 40
- talent management, 8
- technology, 25, 30, 38
- technological, 14
- training, 39, 40
- trends, 11, 14, 15, 26
- Veterans, 9, 10, 25, 30, 39, 40
- workplace flexibility, 11

---

# ABOUT THE AUTHOR

## 13

Sam Gorham is a Senior Manager at Cox Communications, Inc. in Atlanta, GA. He has previously worked for UPS, Computer Sciences Corporation, and Bank of America. In all, Sam has worked over twenty years with and consulted for large organizations. Sam and his wife, Christine, work with organizations through their firm, G2 Strategic Partners, located in Peachtree Corners, GA.

Sam completed his Doctor of Strategic Leadership from Regent University in 2013. Sam also has an Industrial Management degree from Clemson University and an MBA from Keller Graduate School of Management.

*G2 Strategic Partners*  
4098 Volley Lane, Peachtree Corners, GA 30092  
404-932-5662



G2 Strategic Partners