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THE IMPACT OF A MILLENNIAL BUSINESS LEADER'S EMOTIONAL
INTELLIGENCE ON TURNOVER IN THE MULTIGENERATIONAL SALES
OCCUPATIONAL FIELD

by

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A Dissertation submitted to the Nathan M. Bisk College of Business
at Florida Institute of Technology
in partial fulfillment of the requirements
for the degree of

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The undersigned committee, having examined the Dissertation, “THE IMPACT OF A MILLENNIAL BUSINESS LEADER’S EMOTIONAL INTELLIGENCE ON TURNOVER IN THE MULTIGENERATIONAL SALES OCCUPATIONAL FIELD”, by William Michael Park hereby indicate its unanimous approval.

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Abstract

TITLE: The impact of a millennial business leader's emotional intelligence on turnover in the multigenerational sales occupational field.

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The purpose of this phenomenological study was to explore if emotional intelligence has an impact on a millennial leader's efforts to reduce turnover in the multigenerational sales occupational field. Ben Peterson, CEO of BambooHR, hypothesized "replacing talent runs as high as two times' annual salary" (Maurer, 2015). Among the highest risk for workforce turnover, salespeople were estimated to leave an organization twice as often as individuals in other professions. A critical field of study on a method for reducing workforce turnover and primary source in defining the employee emotions leading to turnover is the emotional intelligence concept. This study identified the positive impact to businesses where a millennial sales leader's use of emotionally intelligent leadership directly reduces multigenerational sales workforce turnover. Five emerging themes identified in this study addressed benefits of emotionally intelligent millennial sales leadership and include the ability to mitigate generational differences, drive individual employee and organizational success, reduce perceived disingenuous leadership, and decrease turnover rates in the multigenerational sales workforce.

Keywords: emotional intelligence, emotionally intelligent leadership, millennial business leader, multigenerational workforce, sales occupational field, and turnover.

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Dedication

I am dedicating this dissertation to those who I robbed of quality time and inconvenienced the most. My wife Aimee Park and children Liam, Mack, Greer, and upcoming arrival Connor. Looking back over the past few years, I know I could not have begun, progressed, or completed the DBA program without the love and support of my wife Aimee Park. You far exceed what I deserve and are my best friend! Thank you for being my rock and at times an enforcer. Your love for our children and I is a true blessing. Thank you! I love you, always will, and I look forward to going through this life of ours by your side!

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Liam, I never knew the level of love a parent could experience until the moment you were born and I held you in my arms. You are an amazing individual and I love the time I spend with you coaching in baseball and with hockey. You have your mother’s relentless competitive drive and hate to lose. Now daddy can spend more time with you and your Legos, hockey players, toy guns, forts, etc.

Liam, you give me much more joy than you can ever realize. Every day you continue to make me proud of you and to be your daddy! I love you.

Mack, I did not think it was possible to duplicate the experience of the new love of a parent, but I did with you. You are the most incredible little man. You have an endless love and contagious positive attitude toward everything in life. You only bring smiles to people's faces. I am greatly looking forward to spending time with you building Legos, playing Army Soldiers, building trains, "fixin" things, etc. I love you my little man.

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Connor, we have not met, but we will soon. I wanted to get through school before my kids were old enough to realize I was really busy. I failed with Liam and to an extent with Mack on this. But, I know we will be good to go. Your mommy and I cannot wait to see you and hold you in our arms. I love you.

Chapter 1

Introduction

Chapter 1 provides an introduction to the problem, the background and rationale of the study, the statement of the problem, the purpose of the study, and the nature of the study. It also provides a definition of key terms, the significance of the study, the assumptions and limitations, the scope of the study, the worldview and theoretical foundation of the study, and the organization for the remainder of the study.

Overview and Introduction to the Problem

The current and future global business environment is and predicted to be one of ever changing, dynamic, unrelenting, and unforgiving conditions (Goleman, Boyatzis, & McKee, 2013; Rodriguez & Rodriguez, 2015; Schramm, 2016). Perilous business environments, such as the one millennial business leaders will continually enter, requires them to be fully capable of rapidly adapting to the changing environmental situations as they present themselves (Rodriguez & Rodriguez, 2015). In this environment, employee turnover has become an even larger strategic and costly issue for businesses as employees have come to be viewed as an organization's most valuable asset and an important source of competitive advantage (Campbell, Ganco, Franco, & Agarwal, 2012; Wang & Ma,

2013). A worrisome trend was identified in a mid-2015 study when it found the average annual workforce turnover in the United States rose from 12% in 2009 to 19% (Farndale, Vidovic, & Rockey, 2015).

Workforce turnover challenges are an issue to businesses and organizations, regardless of size and market segment (Njoroge & Yazdanifard, 2014). A rise in turnover carries a direct fiscal cost to organizations. The workforce turnover alarm had not escaped the eye of senior corporate managers. Ben Peterson, CEO of BambooHR, hypothesized “replacing talent runs as high as two times’ annual salary” (Maurer, 2015). A 2015 study, of 485 non-human resource executives at corporations having a minimum of 100 employees and 439 human resource professionals, found senior non-human resource management executives were most likely to identify retaining top-performing employees as their biggest human resource challenge (The Society for Human Resource Management, 2015). Among the highest risk for workforce turnover, salespeople in the sales occupational field were estimated to leave an organization twice as often as individuals in other professions (Boles, Dudley, Onyemah, Rouziès, & Weeks, 2012; Katsikea, Theodosiou, & Morgan, 2015).

A smaller percentage of workforce turnover is the result of a company intentionally downsizing its workforce. Studies suggest intentional workforce downsizing are less efficient at reducing organizational expenses and are less likely

to produce the outcome desired by the business (Farndale, Vidovic, & Rockey, 2015; Gandolfi & Littler, 2012). On average, businesses have been hiring more employees than downsizing. In 2004, approximately 41% of businesses hired more employees than they let go (Farndale, Vidovic, & Rockey, 2015). In 2009, 51% of business added to its workforce and between 2014 and mid-2015 approximately 46% of businesses added to their workforce (Farndale, Vidovic, & Rockey, 2015).

The multigenerational sales occupational field is highly reliant on a leader's and the employee's ability to have positive social interactions (McFarland, Rode, & Shervani, 2016; Rouziès & Hulland, 2014). Studies found social occupations, including sales, continue to face fiscal challenges and pressure to retain talented employees (Bande, Fernández-Ferrín, Varela, & Jaramillo, 2015; Katsikea, Theodosiou, & Morgan, 2015). In the highly social sector of sales, emotional intelligence (Salovey & Mayer, 1990) directly impacts the outcome of those interactions (Borg & Johnston, 2013; Kidwell, Hardesty, Murtha, & Sheng, 2011).

It is important for organizational leadership to address turnover and it is essential for them to understand the emotions driving employees to leave. Leaders able to build positive interactions and emotional states in employees were able to reduce workforce turnover, thus making emotions a key leadership function (Goleman, Boyatzis, & McKee, 2013). Researchers found a leader who can recognize and manage both themselves and their follower's emotions are superior

leaders (Boyatzis & McKee, 2005; McKee, 2016). Goleman described emotional intelligence as being the key factor of a fruitful and efficient leader (2015). As a critical field of study, emotional intelligence (Salovey & Mayer, 1990) is a method for reducing workforce turnover and primary source in defining the employee emotions leading to a turnover.

Emotional intelligence (Salovey & Mayer, 1990) is the artful process of recognizing, using, understanding, managing, and efficient handling of ones and others emotions as well as personal relationships with others to solve issues and control behavior (Goleman, 2015). Goleman's (2015) definition, characterization, and five components of emotional intelligence (Salovey & Mayer, 1990) are used as the baseline for this study. Emotionally intelligent leaders can overcome internal strife, hurdles in the workplace, and motivate others to strive to achieve shared goals (Boyatzis & McKee, 2005; McKee, 2016). Emotional intelligence (Salovey & Mayer, 1990) was found to be a significant factor in forecasting career decisions (Di Fabio, Palazzeschi, & Bar-On, 2012) and possessed the capacity to enhance organizational effectiveness (Salovey, Brackett, & Mayer, 2004). Serving as a key factor in career decisions, emotional intelligence (Salovey & Mayer, 1990) is a strategic option for businesses' efforts to reduce turnover in the multigenerational sales occupational field.

In the multigenerational sales occupational field, millennials are playing a major role in the workforce and are a key factor for businesses endeavoring to reduce turnover. According to the Presidential Council of Economic Affairs, millennials are the most diverse and educated generation in United States history (Council of Economic Advisors (U.S.), 2014). Millennials are required to interact closely with persons of different backgrounds as global communication and transportation had reached unprecedented levels of access. This lifetime of interactions presented the millennial cohort a greater opportunity to conduct themselves in an emotionally intelligent manner, than previous generations, when dealing with persons of differing backgrounds.

In the first quarter of 2015, the millennial generation surpassed the Generation X cohort to become the largest generational cohort in the United States workforce (Fry, 2015). A 2015 study (Elkjaer & Filmer, 2015) highlighted the millennial turnover rate is a major business issue. Studies found millennials are more likely to voluntarily leave their current employment arrangement two and a half to three times more often than the generation X and baby boomer cohorts (Elkjaer & Filmer, 2015; Plessis, Barkhuizen, Stanz, & Schutte, 2015). The earliest members of the millennial generation, born in 1980 (Council of Economic Advisors (U.S.), 2014), are beginning to enter organizational leadership roles (Rodriguez & Rodriguez, 2015). With the millennial generational cohort now entering the

business leadership level, organizations must make every effort to maximize the junior and future senior managers' talents to reduce workforce turnover in the multigenerational sales occupational field.

If emotional intelligence (Salovey & Mayer, 1990) can reduce multigenerational sales occupational field turnover, by a millennial business leader, it will increase shareholders' wealth. However, emotional intelligence (Salovey & Mayer, 1990) may not have a positive impact on a millennial leader's efforts to reduce multigenerational sales occupational field. This focus area was researched in the study.

Background and Rationale of the Study

Members of an organization's workforce leave for a myriad of reasons (The Society for Human Resource Management, 2015). The factor triggering turnover is internal or external to the organization and either voluntary or involuntary in nature. A 2015 report noted the United States had passed China to become, for the first time, the world's leader in voluntary turnover (Elkjaer & Filmer, 2015). This report also noted a dynamic global trend of rising voluntary occupational turnover (Elkjaer & Filmer, 2015). A majority of voluntarily business turnover causes exist in areas where the organization can affect turnover (The Society for Human

Resource Management, 2015). Businesses can directly impact internal climate and reduce voluntary workforce turnover (Wang & Ma, 2013).

Current global environmental factors and the multigenerational workforce evolution of employee traits heighten a business' concerns over increasingly high turnover rates (The Society for Human Resource Management, 2015). Further compounding the turnover issue being each generational cohort possesses varying styles, traits, and leadership methods in the workforce (Hernaus & Vokic, 2014; Lenz, 2011). Employees were found to react both intentionally and physically to a negative experience (Allen, Allen, Karl, & White, 2015). The intentional and adverse physical reaction was found to manifest itself in employee turnover, reduced occupational productivity, sabotage of coworker's efforts, and cultural subversion (Allen et al., 2015). Generational traits were found to affect a workforce's voluntary turnover rate (Allen, et al., 2015). Recent research suggested employees, particularly millennials, have a need to be emotionally connected to their place of employment (Kidwell, Hardesty, Murtha, & Sheng, 2011; Wilkie, 2016).

Emotional intelligence (Salovey & Mayer, 1990), when properly applied, has been found by researchers as an effective means to endear its employees to the business (Njoroge & Yazdanifard, 2014; Sharma, 2012). A company employing emotionally intelligent (Salovey & Mayer, 1990) leaders has been found to be more

driven, inspired, and able to retain a motivated workforce (Boyatzis, Goleman, & Rhee, 2000). Leadership is now more important than ever with the rapid ease of global access, a mass mix of cultures, gender equalization, and volatility in the modern workplace (Goleman, 2014; Lanaj & Hollenbeck, 2015; Schramm, 2016). Limited research exists on multigenerational workforces. However, few studies addressed the area of millennials in leadership roles. A thorough review of the academic literature did not expose literature focusing on a millennial leader's use of emotional intelligence (Salovey & Mayer, 1990) to reduce multigenerational sales occupational field turnover.

Chapter 2 is a literature review addressing in detail, the background, current research, and gaps in the literature of the salient research in the area of this study. Studies on millennial leaders, specifically millennial business leaders, have identified this generational cohort as being a largely under-researched group (Murphy, 2012). This study explored the impact of a millennial business leader's emotional intelligence on turnover in the multigenerational sales occupational field.

Statement of the Problem

Workforce turnover challenges are an issue to businesses and organizations, regardless of size and market (Njoroge & Yazdanifard, 2014). The current global environment and the multigenerational workforce involves increasingly high

turnover rates (The Society for Human Resource Management, 2015). Research has shown emotional intelligence (Salovey & Mayer, 1990) can reach across a multigenerational workforce, motivate the workforce, and lead to reduced workforce turnover (Goleman, 2014; Njoroge & Yazdanifard, 2014; Wilkie, 2016). The sales occupational field was found to be interconnected to social interactions. The environment of social interaction is a major factor in reducing sales force turnover (Boles, Dudley, Onyemah, Rouziès, & Weeks, 2012). In the sales occupational field, when a leader created or maintained an emotionally intelligent workforce, they foster an organizational culture where creativity has the propensity to thrive and reduce workforce turnover (Wang & Ma, 2013).

Current literature lacks studies on a millennial business leaders' use of emotional intelligence (Salovey & Mayer, 1990) to reduce multigenerational sales occupational field turnover. If emotional intelligence (Salovey & Mayer, 1990) can reduce multigenerational sales occupational field turnover, by a millennial business leader, then more needs to be known about the concept.

Purpose of the Study

The purpose of this study was to explore if emotional intelligence (Salovey & Mayer, 1990) has an impact on a millennial leader's efforts to reduce multigenerational sales occupational field turnover. This qualitative

phenomenological study explored the experiences of multigenerational millennial subordinates in the sales occupational field and identified themes and descriptions, tied the themes and descriptions together, and interpreted the meaning of the data. This study adds to the limited body of academic and professional knowledge in the area of concentration.

Nature of the Study

The nature of this study was qualitative research as described and outlined by Creswell (2014) and Terrell (2016). Qualitative research addresses an individual or a group of individuals' viewpoint on a common or central human issue (Creswell, 2014; Terrell, 2016). This study's use of qualitative research is applicable as it asks open-ended questions, focuses on intergenerational workplace relationships, and allows the stakeholders to respond based on their experiences (Creswell, 2014; Merriam, 2009). Stakeholders in this study are businesses in sales and millennial leader's direct multigenerational subordinates in the sales occupational field, as the intent of this study directly benefits them and their organizations.

This study used phenomenological research design. Phenomenological research was found effective for qualitative research (Terrell, 2016). The phenomenological research design allows the researcher to gain insight into a

central issue, or phenomenon, of individuals described primarily through interviews (Creswell, 2014). This qualitative study used the phenomenological design to interpret the interviews, analyze the statements, and draw conclusions on the semi-structured interview question responses.

Definition of Terms

Key terms for this study are defined in the following section. The definition of these key terms will assist the reader in understanding critical focus points and themes throughout the study.

Baby Boomer: Individuals born between 1945 and 1960 (Hernaus & Vokic, 2014).

Cohort: A group of individuals selected and isolated based on specified parameters (Hernaus & Vokic, 2014).

Current business environment: A business environment of ever-changing, dynamic, unrelenting, and unforgiving conditions (Goleman, Boyatzis, & McKee, 2013; Rodriguez & Rodriguez, 2015; Schramm, 2016).

Emotional intelligence: The artful process of recognizing, using, understanding, managing, and efficient handling of ones and others emotions as well as personal relationships with others to solve issues and control behavior (Goleman, 2015).

Emotionally intelligent leadership: Blending the traits of emotional intelligence with leadership approaches to shape an individual's emotionally intelligent leadership style as necessary for individual situations (Allen, Shankman, & Miguel, 2012; Palmer & Gignac, 2012).

Generation X: Individuals born between 1960 and 1980 (Hernaus & Vokic, 2014)

Generational Cohort: A group of individuals born within a specified time period (Hernaus & Vokic, 2014).

Leader: The individual charged with psychologically or emotionally inspiring others to a mutual goal (Bennis, 1997; Summerfield, 2014).

Leadership: The act of psychologically or emotionally leading others to a mutual goal (Bennis, 1997; Summerfield, 2014).

Millennial: Individuals born between 1980 and 2000 (Hernaus & Vokic, 2014).

Millennial business leader: An individual born between 1980 and 2000 (Hernaus & Vokic, 2014) who serves in a position of authority over employees or followers in a business (Goleman, 2015).

Multigenerational Workforce: A workforce composed of several generations, or generational cohorts (Cekada, 2012).

Phenomenological research design: A design research method allows the researcher to gain insight into a central issue, or phenomenon, of individuals described primarily through interviews (Creswell, 2014).

Qualitative research: An individual or group of individual's viewpoint on a common or central human issue (Creswell, 2014; Terrell, 2016).

Sales occupational field: An occupational workforce whose primary function is to foster a relationship with individuals and or businesses ending with the purchase of a product or service (Kumar, Sunder, & Leone, 2014; Lu, Bonfrer, & Voola, 2015).

Turnover: When an employee voluntary or involuntary leaves an organization (Elkjaer & Filmer, 2015).

Workforce: The collective group of people employed by an organization (Njoroge & Yazdanifard, 2014).

Significance of the Study

A study on emotional intelligence (Salovey & Mayer, 1990) having an impact on a millennial leader's efforts to reduce multigenerational sales employee turnover, is essential for many reasons. These focused areas directly impact all employers' current and future fiscal health. A 2015 study, of 485 non-human resource executives at corporations having a minimum of 100 employees and 439

human resource professionals, found senior non-human resource management executives were most likely to identify retaining top-performing employees as their biggest human resource challenge (The Society for Human Resource Management, 2015). The key focus areas researched in this study addressed this issue by focusing on a millennial business leader's emotional intelligence on turnover in the multigenerational sales occupational field. These focus areas directly impact all employers current and future fiscal health.

Elkjaer and Filmer (2015) found annual workforce turnover increased with the rise in millennial employment. This rising number is alarming, as replacing departing employees can cost an employer up to twice that worker's annual salary (Maurer, 2015). Additionally, the employees in the sales occupational field have been estimated to leave an organization twice as often as other professions (Boles, Dudley, Onyemah, Rouziès, & Weeks, 2012). When employees in the sales occupational field separate from an organization it hurts the business as the loss is not limited to the fiscal cost of replacing the employee (Katsikea, Theodosiou, & Morgan, 2015). The loss damages a time consuming, custom built, relationship individually developed with customers (Boles, Dudley, Onyemah, Rouziès, & Weeks, 2012; Katsikea, Theodosiou, & Morgan, 2015). Reducing sales occupational field turnover will save critical business resources, serve as a source

to sustain a competitive advantage, and build shareholder wealth (Campbell, Ganco, Franco, & Agarwal, 2012; Maurer, 2015; Meisler & Vigoda-Gadot, 2014).

According to the Presidential Council of Economic Affairs, millennials are the most diverse and educated generation in United States history (2014). The United States' workforce shifted to one of the millennials being the largest cohort member (Fry, 2015), who are beginning to enter leadership positions (Rodriguez & Rodriguez, 2015). Understanding attributes or skills possessing the ability to enhance a millennial occupational sales leader's effectiveness on reducing workforce turnover is of vital importance for all employers (Meisler & Vigoda-Gadot, 2014). Research specifically focusing on millennials use of emotional intelligence (Salovey & Mayer, 1990) can serve as a platform for employers to focus on building emotionally intelligent leaders capable of reducing turnover in the multigenerational sales occupational field.

The research found emotional intelligence (Salovey & Mayer, 1990) directly impacts, either positively or negatively, an organizations' efforts to reduce workforce turnover (Barthwal & Juyal, 2012; Bradberry & Antonakis, 2015; Jung & Yoon, 2012; Meisler & Vigoda-Gadot, 2014; Srivastava, 2013). However, the literature lacks studies on a millennial or a generational leader's use of emotional intelligence (Salovey & Mayer, 1990) to reduce multigenerational sales employee

turnover. This study concentrated on and addressed this specific gap in literature as it relates to the sales occupational field.

Assumptions and Limitations

Assumptions and limitations were used to frame the research. Assumptions address specifics believed to be true. Limitations address constraints outside of the control of the researcher and have the ability to affect the outcome of the study.

Assumptions include:

1. The method used was the most efficient method to capture the responses.
2. The semi-structured interview questions were accurate to address the gap in the literature.
3. Participants were honest in determining their qualification to complete the Pre-Interview Screening Questions (P-ISQ) and the Semi-Structured Interview Questions (S-SIQ).
4. Participants were answering the semi-structured interview questions based on a holistic view of their employment and not based on the emotions they were feeling the day of the semi-structured interview.
5. Participants were honest in their responses.
6. The sample size was sufficient to address the research question.

Limitations include:

1. The responses were based on the honesty of the individual participant.
2. Millennials were born between 1980 and 2000, greatly reducing the quantity of millennial leaders and academic literature on millennial leaders.
3. Narrow population of non-millennial participants.
4. Narrow population of female participants.
5. Limited to the multigenerational sales workforce.
6. The responses were based on the narrow sample size of subjects.
7. The research question addressed the small and emerging size of the millennial business leader population.
8. The participants are self-reporting they work for an emotionally intelligent millennial leader.
9. Interviews were limited to the vicinity of North Alabama.

Scope of the Study

The population for this study was limited to the minute population of millennial business leader's direct subordinates in the multigenerational sales occupational field. Qualified participants were working professionals with a minimum of two years of experience in a professional sales environment, who have

or currently report to a millennial business leader in the sales occupational field, and are over 18 years old. It is important to understand the daily interactions, specifically the social interactions, to determine the impact of a millennial business leader's emotional intelligence (Salovey & Mayer, 1990) on turnover, in the multigenerational sales occupational field. This study collected data from a one on one qualitative and open-ended semi-structured interview, with 17 voluntary participants. The objective of these semi-structured interviews was to collect responses from qualified individuals on their lived experiences in an attempt to answer this study's research question.

Worldview and Theoretical Foundation

The constructivist worldview used in this qualitative study is based on the concept of individuals possessing a desire to understand the world around them (Creswell, 2014). Researchers using the constructivist worldview seek to understand a collective of individual's interpretations, to address a social issue (Creswell, 2014). Grounded theory (Glaser & Strauss, 1967) served as the foundation for constructivism (Higginbottom & Lauridsen, 2014). Glaser and Strauss (1967) proposed grounded theory as a means to develop a theory based on close interactions with the real world (Higginbottom & Lauridsen, 2014). Constructivism, or the constructivist worldview, was designed and proposed by

Kathy Charmaz (Higginbottom & Lauridsen, 2014). In the constructivist worldview, researchers must practice flexibility and remain open to focus on meaning and understanding (Newman, 2012).

The constructivist worldview (Charmaz, 2000) contrasts from grounded theory (Glaser & Strauss, 1967) in requiring the researcher separate themselves from the study and interpretations, and let the participants viewpoints guide the study (Charmaz, 2008). Crotty (1998) described the constructivist worldview as having three underlying assumptions (Creswell, 2014). His first assumption was individuals created their meaning of the world as they interacted with it (Creswell, 2014). In the second assumption, Crotty (1998) addressed individuals interpreting their respective environment based on their background, experiences, and cultural understandings (Creswell, 2014). Crotty's (1998) third assumption included an individual's understanding of their environment as they interpreted it from social exchanges (Creswell, 2014).

Surveying, analyzing, and interpreting the collective social individual responses, as they are observed and reported by the individuals, aligns with and meets the criteria for the constructivist worldview and is used in this study (Creswell, 2013; Higginbottom & Lauridsen, 2014; Newman, 2012). Qualified participants were working professionals with a minimum of two years of

experience in a professional sales environment, who have or currently report to a millennial business leader in the sales occupational field, and are over 18 years old.

The theoretical foundation for this study is emotional intelligence (Salovey & Mayer, 1990). This study used Goleman's (2015) definition, characterization, and five components of emotional intelligence (Salovey & Mayer, 1990) for the theoretical foundation. Emotional intelligence (Salovey & Mayer, 1990) is the artful process of recognizing, using, understanding, managing, and efficient handling of ones and others emotions as well as personal relationships with others to solve issues and control behavior (Goleman, 2015). Emotional intelligence (Salovey & Mayer, 1990) was found to play a significant role in employee performance, satisfaction, and turnover (Vanitha, 2013).

Research on emotional intelligence (Salovey & Mayer, 1990) is vast, opinionated, heated, and continuously evolving. Emotional intelligence (Salovey & Mayer, 1990) was found to have the ability to both positively and or negatively impact an organization (Jordan, Dasborough, Daus, & Ashkanasy, 2010; Segon & Booth, 2015). Researchers found positive emotionally intelligent leadership had a direct positive impact on an organization's performance, increased levels of individual performance, and reduced workforce turnover (Barthwal & Juyal, 2012; Bradberry & Antonakis, 2015; Jung & Yoon, 2012; Meisler & Vigoda-Gadot, 2014; Srivastava, 2013).

Criticisms of emotional intelligence (Salovey & Mayer, 1990) began almost immediately after its initial theoretical proposal in 1990 (Becker & Cropanzano, 2010; Côté, Lopes, Salovey, & Miners, 2010; Harms & Credé, 2010; Jordan, Dasborough, Daus, & Ashkanasy, 2010; Joseph & Newman, 2010; Walter, Cole, & Humphrey, 2011). The most interesting critique comes from its seminal authors, Salovey and Mayer with Brackett (2004). They indicated Goleman went too far in using their emotional intelligence theory (Salovey & Mayer, 1990) as a near solution to every workplace problem (Salovey, Brackett, & Mayer, 2004). Pessimists to the main theory disagreement are the absence of quantifiable academically scientific findings on its application (Bradberry & Antonakis, 2015). The identified gap in academically acceptable and scientifically supported findings identify a need for research to address this issue (McCleskey, 2014).

The purpose of this study was to explore if emotional intelligence (Salovey & Mayer, 1990) has an impact on a millennial leader's efforts to reduce multigenerational sales occupational field turnover. The following Research Question (RQ) attempted to understand and answer this studies stated purpose.

RQ: What is the impact of a millennial business leader's emotional intelligence (Salovey & Mayer, 1990) on turnover, in the multigenerational sales occupational field?

Organization of the Remainder of the Study

Chapter 2 provided a review of existing academic and professional literature discussing and highlighting the history of key specific focus areas vital to this study. In Chapter 2, the centered overview, key questions guiding the research, the method for reviewing the literature, the method for analyzing the literature, and a thorough examination of the theoretical framework for the study are discussed. Additionally, Chapter 2 reviewed the purpose and significance to the study, tenets of the applicable theories, limitations of relevant theories, central themes on traits of the three major generational cohorts, and related research affecting the study. The chapter closed with a culminating synthesis of the relevant literature.

Chapter 3 provided a detailed review of the methodology for the qualitative study. Addressed in Chapter 3, is a chapter overview, the ethical considerations, specific organization for the chapter, the research question, research design, an overview of the research approach used in the study, an overview of quality management used in the study, the population and sample, the selection of participants, the instrumentation, procedures, data collection, data analysis, and the reliability and validity steps taken.

Chapter 4 presented, discussed, and detailed the implementation, findings, and the study's contribution to applied practice. Chapter 5 presented, discussed,

and detailed the contribution of the study, discussion, and implications, and recommendations.

Chapter 2

Review of Related Literature

Overview and Introduction to the Review of Related Literature

Chapter 1 explained the need to understand if emotional intelligence (Salovey & Mayer, 1990) has an impact on a millennial leader's efforts to reduce multigenerational sales occupational field turnover. This chapter reviews existing academic and professional literature to discuss and highlight the history of key, specific, focus areas vital to this study. Chapter 2 provides a centered overview, key questions guiding the research, the method for reviewing the literature, the method for analyzing the literature, and an in-depth consideration of the theoretical framework for the study. Additionally, Chapter 2 examines the purpose and significance of the study, tenets of the applicable theories, limitations of relevant theories, central themes on traits of the three major generational cohorts, and relevant research affecting the study. This chapter closes with a culminating synthesis of the literature.

Question that Guides the Research

The following Research Question (RQ) attempted to understand and answer this study's stated purpose.

RQ: What is the impact of a millennial business leader's emotional intelligence (Salovey & Mayer, 1990) on turnover, in the multigenerational sales occupational field?

Method for Reviewing the Literature

The review of related literature adhered to scholarly articles and professional organizations articles in the respective field of emotional intelligence (Salovey & Mayer, 1990), leadership, turnover in the sales occupational field, and the multigenerational workforce. Relevant scholarly articles were used as the vast majority of literature reviewed for this study. This study is composed of over 250 relevant and related articles, published no earlier than 2011, with few exceptions. These exceptions are the work of seminal authors, major movements in the respective field of study literature, professional organizations studies, and scholarly books or significant studies. Literature not meeting this requirement were excluded from the study. Online databases were used for collecting, reviewing, and citing literature. The framework for the review of the literature, as the key elements apply to the research question, is depicted in Figure 1.

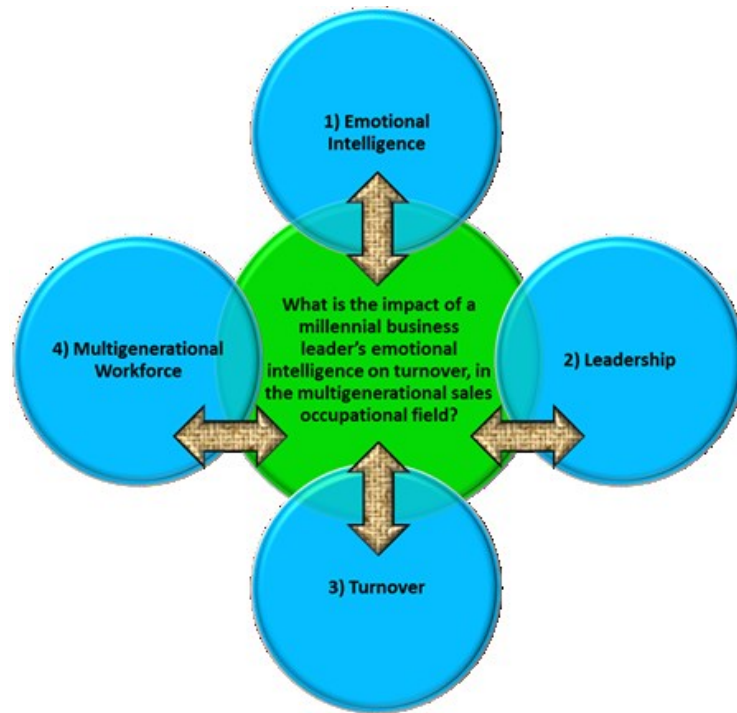


Figure 1: Literature Review Framework

Relevant Models, Theories, and Frameworks

Several research areas exist that address an aspect of whether emotional intelligence (Salovey & Mayer, 1990) has an impact on a millennial leader's efforts to reduce multigenerational sales occupational field turnover. The major themes contained in this section include literature addressing the research question include emotional intelligence (Salovey & Mayer, 1990), leadership, turnover in the sales occupational field, and the multigenerational workforce. The following section discussed these themes in greater detail.

Emotional Intelligence

The independent variable and the theoretical foundation for this study is emotional intelligence (Salovey & Mayer, 1990). This study used Goleman's (2015) definition, characterization, and five components of emotional intelligence (Salovey & Mayer, 1990) for the theoretical foundation. The current global environment and the multigenerational workforce deals with increasingly high turnover rates (The Society for Human Resource Management, 2015). It is essential for business leaders to identify methods to motivate and endear employees to remain with the organization (Arghode, 2013; Goleman, Boyatzis, & McKee, 2013). The ability to understand emotions is important for an organization as an individual's emotions lead to actions (Goleman, 2005). This study reviewed the literature to understand further if emotional intelligence (Salovey & Mayer, 1990) has an impact on a millennial leader's efforts to reduce multigenerational sales occupational field turnover.

Proper knowledge and application of emotional intelligence (Salovey & Mayer, 1990) was found as an effective means to motivate and retain a workforce (Njoroge & Yazdanifard, 2014; Sharma, 2012). Wisely selecting the best approach and use during interactions, employers can improve the odds an event will have the desired outcome and result in a more satisfied employee (Bar-On & Parker, 2000;

Goleman, 2008). A business employing emotionally intelligent (Salovey & Mayer, 1990) leaders have been found to be driven, inspired, and retain a motivated workforce (Boyatzis, Goleman, & Rhee, 2000; Cherniss, Extein, Goleman, & Weissberg, 2006; VanderPal, 2014).

Leaders possessing high levels of emotional intelligence (Salovey & Mayer, 1990), and appropriately using these skills, have been found to increase organizational effectiveness and outperform, in some cases their yearly earnings targets by 20% (Goleman, 2015). Emotional intelligence (Salovey & Mayer, 1990) when adequately utilized can expand into team emotional intelligence (Goleman, 2005). This action leads higher levels of employee satisfaction, increased creativity, and reduced turnover (Goleman, 2014).

The emotional intelligence theory and its concepts were developed as a combination of both abilities and traits (Bar-On, 2000; Goleman, 2005; Salovey & Mayer, 1990). Emotional intelligence (Salovey & Mayer, 1990) consists of two factors, emotions, and intelligence. Emotions are regarded as coordinated responses derived from “many psychological subsystems, including the psychological, cognitive, motivational, and experimental systems” (Salovey & Mayer, 1990, pp. 2-3). According to Salovey and Mayer (1990), emotions are responses generated as a result of an internal or external event.

Interactions between individuals lead to both positive and negative relationships, as noted in the social exchange theory (Homans, 1958). Emotional events can trigger a negative or positive emotional response (Houston & Paganelli, 2015; Lopez-Perez & Ambrona, 2015; Salovey & Mayer, 1990). Emotional responses can be short or long in duration, can consist of high or low levels of response, and adaptive to the stimuli (Houston & Paganelli, 2015; Lopez-Perez & Ambrona, 2015; Salovey & Mayer, 1990). Goleman proposed the key primary emotional drivers consist of anger, sadness, fear, enjoyment, love, surprise, disgust, and shame (Goleman, 2005).

Considered by many to be the leading researcher on intelligence in the 20th century, David Wechsler defines intelligence as “the ability to learn, the capacity to adapt to new situations, the ability to educe correlates, and so on” (1958, p. 4). Wechsler further refines intelligence into an operational term. His operational definition of intelligence is “the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment” (Wechsler, 1958, p. 7). Wechsler’s definitions provided a holistic macro view on intelligence. His approach allowed individuals to be considered as intellectuals, based on more than just a specified IQ score, while adding external factors into the equation.

Emotional intelligence (Salovey & Mayer, 1990) grew out of research focused on Thorndike's 1920 social intelligence concept (Thorndike E. L., 1920; Thorndike & Stein, 1937). Social intelligence is "the ability to understand and manage men and women, boys and girls – to act wisely in human relations" (Thorndike E. L., 1920, p. 228). Salovey and Mayer (1990) extended Thorndike's concept by focusing on the individual level by adding the ability to comprehend and regulate oneself. Weinstein (1969) suggested social intelligence was further quantified into "the ability to understand and manipulate the responses of others" (p. 755).

Interpersonal intelligence is the ability to understand what motivates other people (Gardner, 2011). Emotional intelligence (Salovey & Mayer, 1990) extends and develops Gardner's interpersonal intelligence (2011). Emotional intelligence (Salovey & Mayer, 1990) is derived by narrowing the focus of social intelligence (Thorndike E. L., 1920) and applying interpersonal intelligence (Gardner, 2011) onto the emotional aspect of regulating ones or others emotional responses to achieve the desired outcome (Caruso, Bhalerao, & Karve, 2016; Emmerling & Boyatzis, 2012).

Academic research suggests emotional intelligence (Salovey & Mayer, 1990) has the capacity to: explain how supervisors and employees distinguish and adjust their emotions, how they respond to those emotions above and beyond the

effects of their intellectual capabilities, and character when changing situations require the adjustment (Dong, Seo, & Bartol, 2014; Joseph & Newman, 2010). Both Goleman and Bar-On believed emotional intelligence (Salovey & Mayer, 1990) is a leadership skill capable of enabling supervisors more effectively to manage interpersonal relationships in any occupational field (Chen, 2015; Goleman, 1995; 2015; Bar-On, Brown, Kirkcaldy, & Thomé, 2000).

Recent academic and career professional researchers have found emotional intelligence (Salovey & Mayer, 1990) played a active role as a factor in overall organizational and leadership effectiveness (Barthwal & Juyal, 2012; Bradberry & Antonakis, 2015; Jung & Yoon, 2012; Meisler & Vigoda-Gadot, 2014; Srivastava, 2013; Suan, Anantharaman, & Kin, 2015; VanderPal, 2014). The research found high levels of employee morale led to reduced levels of workforce turnover (Ladelsky, 2014). Studies on emotional intelligence (Salovey & Mayer, 1990) in an occupational field, centered on daily interactions. Numerous studies address concentrations such as nursing, sales, leadership, organizational performance, and so on (Harvard Business Review, 2015).

Most business studies on emotional intelligence (Salovey & Mayer, 1990) center on how the concept applies to the interactions and outcomes with customers, or how the concept affects organizational performance. The current academic literature lacks studies on the impact of a millennial business leader's emotional

intelligence (Salovey & Mayer, 1990) on turnover, in the multigenerational sales occupational field. This review of the academic literature found emotionally intelligent leadership can increase organizational commitment and reduce organizational turnover in businesses. With the literature lacking in specific works on the sales occupational field, these findings are important to this study as they lend credence to emotional intelligence (Salovey & Mayer, 1990) having the ability to build shareholder wealth through reduced turnover.

A 2012 study (Barthwal & Juyal, 2012) of 300 mid and senior level managers in the Oil and Natural Gas Corporation (ONGC) of India found the fabric of emotional intelligence (Salovey & Mayer, 1990) interwoven with a capable leader could motivate subordinates and increase individual and organizational performance. In a study (Jung & Yoon, 2012) of 319 food and beverage employees, in a Korean five-star hotel, efficient use of emotional intelligence (Salovey & Mayer, 1990) was found to have a significant effect on reducing counterproductive work behaviors and increase levels of citizen organizational behaviors. Organizational citizenship behaviors lead to increased commitment and reduced turnover (Jung & Yoon, 2012).

A 2013 study on Fast-Moving Consumer Goods (FMCG) companies in Pakistan found first line supervisors, with low levels of emotional intelligence (Salovey & Mayer, 1990), had a strong correlation with increased levels of

organizational turnover (Siddiqui & Hassan, 2013). This study examined 40 first line supervisors, from multiple FMCG companies in the city of Karachi, between the ages of 20 and 40, and having education levels from high school to masters' degrees by a survey graded off of a seven-point Likert scale (Siddiqui & Hassan, 2013). This study demonstrates, even in the Middle East, effective application of emotional intelligence (Salovey & Mayer, 1990) can reduce workforce turnover.

A 2014 study (Meisler & Vigoda-Gadot, 2014) on 368 employees in the Israeli financial industry found emotional intelligence (Salovey & Mayer, 1990) could play a significant role in helping organizations and leaders to increase job satisfaction and reduce both negligent behavior and turnover. This study recommended organizations implement training to educate managers on emotional intelligence (Salovey & Mayer, 1990) as a method to enhance performance and employee attitudes (Meisler & Vigoda-Gadot, 2014). Such training would directly lead to reduced turnover in the multigenerational sales occupational field, saving much-needed funds and building shareholder wealth (Meisler & Vigoda-Gadot, 2014).

In a 2014 study exploring emotional intelligence (Salovey & Mayer, 1990) as a means to recruit and retain accountants in New York found the concept supports workforce retention (Glodstein, 2014). Goldstein's study linked higher scores of emotional intelligence (Salovey & Mayer, 1990) in accountants to

increased job satisfaction and organizational commitment (2014). His study found mixed results for the association between stress management emotional intelligence (Salovey & Mayer, 1990) scores and accountants job satisfaction (Glodstein, 2014). By linking emotional intelligence (Salovey & Mayer, 1990) with accountants' retention (2014), Goldstein was able to tie the concept to a specific occupational field.

In a 2015 study (Burnett & Pettijohn, 2015), researchers found managers who proficiently use emotional intelligence (Salovey & Mayer, 1990) significantly reduced levels of stress in their employees. The study was conducted in a large healthcare organization in the Midwest United States, and participants were selected by the organization and deemed at risk employees who suffered poor performance due to perceived high levels of stress. Participants who completed a five-week mind-body therapy program had zero effects on their stress levels, some increased (Burnett & Pettijohn, 2015). The test showed a substantial relationship between higher levels of emotional intelligence (Salovey & Mayer, 1990) and reduced stress levels (Burnett & Pettijohn, 2015). Reducing levels of stress in an organization have been found to increase organizational effectiveness (Goleman, 2015) and reduce workforce turnover (Jung & Yoon, 2015).

Academic researchers identified a correlation between emotional intelligence (Salovey & Mayer, 1990) and reduced workforce turnover in fields

beyond corporate settings. A 2013 study (Trivellas, Gerogiannis, & Svarna, 2013) on hospitals nursing staffs found managers who possessed and utilized higher levels of emotional intelligence (Salovey & Mayer, 1990) were able to improve the workforces' satisfaction and reduce organizational turnover. This study used a survey in five different Greek private hospitals with 145 valid responses. The respondents' average age ranged from 26 to 45 years old, averaged 11 to 15 years of experience, and nearly 60% held degrees from technical institutions (Trivellas, Gerogiannis, & Svarna, 2013). A specific conclusion in this study found individuals possessing high levels of self-emotional appraisal and use of emotion maintained a positive mood, satisfaction, and job fulfillment (Trivellas, Gerogiannis, & Svarna, 2013).

The emotional intelligence theory has had and continued to have critiques and naysayers (McCleskey, 2014). Critiques of emotional intelligence (Salovey & Mayer, 1990) tend to note how the foundation for the theory, in their opinion, has not been supported by scientific facts (Bradberry & Antonakis, 2015). Researchers and their studies found the emotional intelligence (Salovey & Mayer, 1990) concept is still lacking in three major areas (Becker & Cropanzano, 2010; Côté, Lopes, Salovey, & Miners, 2010; Harms & Credé, 2010; Jordan, Dasborough, Daus, & Ashkanasy, 2010; Joseph & Newman, 2010; Walter, Cole, & Humphrey, 2011). These three areas and the subsections include:

1. Greater methodological rigor
 - a. Incorporating relevant control variables: Need to integrate both cognitive ability and personality (Bradberry & Antonakis, 2015; Côté, Lopes, Salovey, & Miners, 2010)
 - b. A greater emphasis on ability-based emotional intelligence tests: Need to incorporate greater ability based approaches (Jordan, Dasborough, Daus, & Ashkanasy, 2010)
2. Examination of a complete theoretical model
 - a. Focusing on underrepresented leadership criteria: Expand the leadership behavior foundation beyond the prevalent transformational leadership approach (Walter, Cole, & Humphrey, 2011)
 - b. Uncovering generative mechanisms and boundary conditions: Examine why the relationships occur as a result of emotional intelligence application (Côté, Lopes, Salovey, & Miners, 2010)
 - c. Examining the relative importance of separate emotional intelligence dimensions: Explore the impact of each emotional intelligence facet, vice as a collective (Joseph & Newman, 2010)
3. Novel research areas

- a. Examining cultural impacts on the role of emotional intelligence for leadership: Need to expand the study of emotional intelligence beyond western countries (Harms & Credé, 2010)
- b. Incorporating recent insights from neuroscience: Need to expand the study into the science of how the brain operates (Becker & Cropanzano, 2010)
- a. Emotional intelligence and leadership ethics: Need to explore the application of emotional intelligence in both ethical and unethical individuals (Jordan, Dasborough, Daus, & Ashkanasy, 2010; Segon & Booth, 2015)

Models of Emotional Intelligence

Since the inception of emotional intelligence (Salovey & Mayer, 1990) numerous models for the concept have been proposed (Chen, 2015; Weiszbrod, 2013). Models of emotional intelligence (Salovey & Mayer, 1990) have individual variations in the definition of emotional intelligence (Salovey & Mayer, 1990) and were tied to the specific model construct proposed (Chen, 2015). Three major models of emotional intelligence proposed emotional intelligence (Salovey & Mayer, 1990) as a skill capable of being learned, strengthened, and adapted. The

three major contributors to emotional intelligence, as discussed in the review of literature, are depicted below in Figure 2.

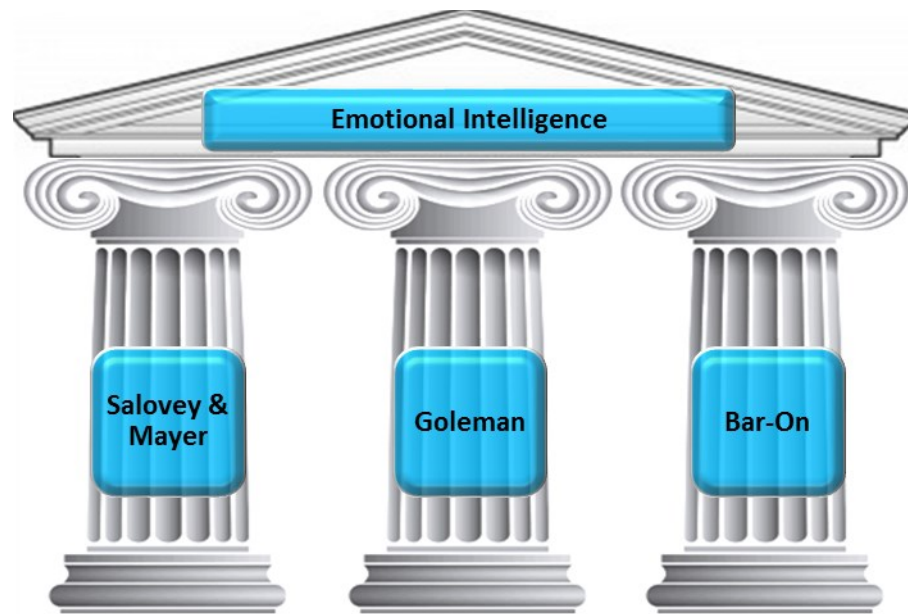


Figure 2: Three major pillars of emotional intelligence

The three major model designers, discussed in this literature review, created a unique assessment method to measure the level of emotional intelligence (Salovey & Mayer, 1990) in an individual (Daher, 2015). The general types of tests used to measure emotional intelligence (Salovey & Mayer, 1990) include specific ability, integrative model, or mixed model approaches (Webb, Schwab, Weber, DelDonno, Kipman, Weiner, & Killgore, 2013). The specific ability method addressed the role a specific ability or abilities contribute to the tested individuals'

level of emotional intelligence (Salovey & Mayer, 1990; Webb, et al., 2013). The integrative model assesses an individual's level of emotional intelligence (Salovey & Mayer, 1990) based on the combination of several abilities (Webb, et al., 2013).

The third method to measure the level of individual's emotional intelligence (Salovey & Mayer, 1990) is the mixed model approach (Webb, et al., 2013). The mixed model method is a broad-based approach using a combination of non-cognitive capabilities, competencies, and personal skills used to decipher and interact with the environment (Bar-On, 2004; Goleman, 2005; Webb, et al., 2013). The following sections review the literature on the three major models and tests for emotional intelligence (Salovey & Mayer, 1990).

Peter Salovey and John Mayer

Seminal authors Peter Salovey, and John Mayer viewed emotional intelligence (1990) as a cognitive ability based model, a part of social intelligence (Thorndike E. L., 1920; Thorndike & Stein, 1937), and conceptualized it as a set of connected talents (Mayer, Salovey, & Caruso, 2008). This approach frames emotional intelligence (Salovey & Mayer, 1990) as a form of intelligence combining both an individual's emotions and the individuals thinking process (Mayer, Caruso, & Salovey, 2000). They base the concept's foundation as a measure of intelligence (Bar-On, 2006; Weiszbrod, 2013). Salovey and Mayer

defined emotional intelligence as “Some individuals have a greater capacity than others to carry out sophisticated information processing about emotions and emotion-relevant stimuli and to use this information as a guide to thinking and behavior” (Mayer, Salovey, & Caruso, 2008, p. 503).

Salovey and Mayer focused their research and model on emphasizing emotional intelligence (Salovey & Mayer, 1990) as an individual’s mental ability and competencies to accurately recognize, evaluate, and utilize the most efficient emotions in any given situation (Weiszbrod, 2013). Salovey and Mayer’s early work on emotional intelligence (1990) focused on a broad array of associated psychological abilities (Mayer, Salovey, & Caruso, 2008) as depicted in Figure 3. They later revised the focus of this concept and removed the expressions of emotional intelligence (Salovey & Mayer, 1990) including creative thinking and flexible planning, desiring to focus on the ability itself (Mayer, Salovey, & Caruso, 2008).

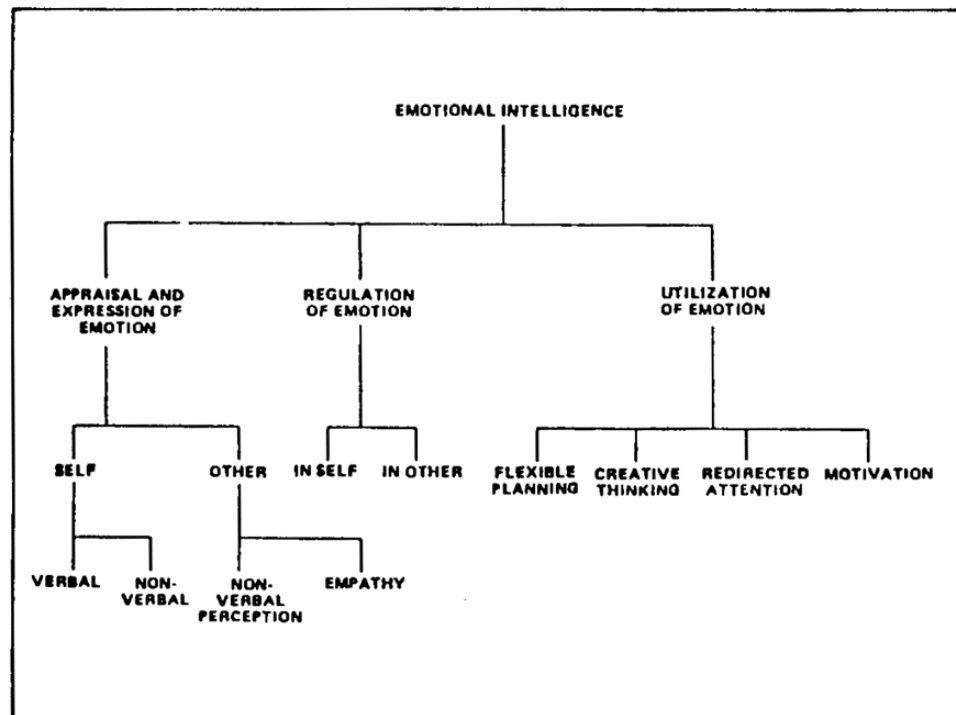
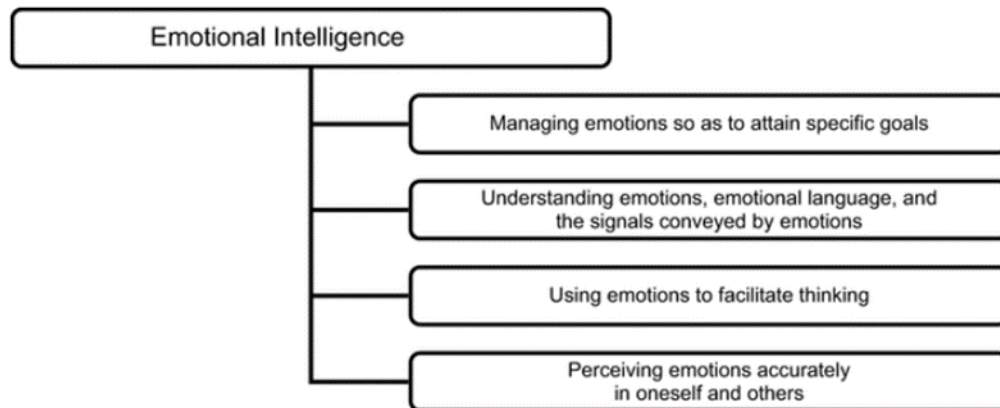


Figure 3: Salovey & Mayer's Initial Conceptualization of Emotional Intelligence (1990, p. 190) Copyright © 1990 by SAGE Publications. Reproduced with permission.

In later revisions on the model of emotional intelligence, Mayer and Salovey narrowed the concept to four fundamental skills (Mayer & Salovey, 1997; Mayer, Salovey, & Caruso, 2008). These skills were based on a rough order of hierarchy as to the level of their effect on an individual's ability to execute emotional intelligence as they define it (Mayer, Salovey, & Caruso, 2008). The revised four branch model of emotional intelligence are depicted in Table 1.

Table 1: Salovey & Mayer's Revised Conceptualization of Emotional Intelligence
(2008, p. 507) Copyright © 2008 by the American Psychological
Association. Reproduced with permission.



The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) (2002) was created as a means to measure an individual's emotional intelligence (Salovey & Mayer, 1990) abilities (Schutte & Malouff, 2012). The MSCEIT (Mayer, Salovey, & Caruso, 2002) test was based on the premise where an individual's emotional intelligence level is evaluated on problem-solving using emotions and about emotions (Mayer J. D., Salovey, Caruso, & Sitarenios, 2003). In the MSCEIT (Mayer, Salovey, & Caruso, 2002) test, an individual is measured in each of their four emotional intelligence quadrants as depicted in Table 2 (Mayer J. D., Salovey, Caruso, & Sitarenios, 2001, p. 235).

Table 2: Mayer, Salovey, Caruso, & Sitarenios Four-Branch Model Overview of Emotional Intelligence (2001, p. 235) Copyright © 2001 by the American Psychological Association. Reproduced with permission.

| Branch | Description of measure | Relation to intelligence and personality |
|--------------------------------------|---|---|
| 4: Managing emotion | Ability to manage emotions and emotional relationships for personal and interpersonal growth | Interface with personality and personal goals |
| 3: Understanding emotion | Ability to comprehend emotional information about relationships, transitions from one emotion to another, linguistic information about emotions | Central locus of abstract processing and reasoning about emotions and emotional information |
| 2: Facilitating thought with emotion | Ability to harness emotional information and directionality to enhance thinking | Calibrates and adjusts thinking so that cognitive tasks make use of emotional information |
| 1: Perceiving emotion | Ability to identify emotions in faces, pictures | Inputs information to intelligence |

The most compelling argument against the original test existed in the form of reliability. Concerns included if there is only one set of correct answers for an emotional intelligence test (Salovey & Mayer, 1990) or whether professional and broad thoughts about the answers differ too much (Roberts, Zeidner, & Matthews, 2001). Questions about the test's reliability surfaced as well as the factor organization of this type of test was wholly realized and consistent with the base theory (Roberts, Zeidner, & Matthews, 2001). In 2003, the creators of the MSCEIT (Mayer, Salovey, & Caruso, 2002) sought to answer these type of questions by reviewing and revamping the test into an improved edition they named the MSCEIT V2.0 (Mayer J. D., Salovey, Caruso, & Sitarenios, 2003).

In the revised MSCEIT V2.0, the authors focused on addressing the three major gaps, discussed in the preceding paragraph, identified by leading researchers (Mayer J. D., Salovey, Caruso, & Sitarenios, 2003). The revised test centered on a 141 item scale, measuring an individual's responses, based on the four quadrants and eight sub-quadrants of emotional intelligence as depicted in Figure 4 (Mayer J. D., Salovey, Caruso, & Sitarenios, 2003). The four quadrants are pragmatic and strategic, while the sub-quadrants are focused on more quantifiable or basic levels of perceiving and handling emotions (Schutte & Malouff, 2012).

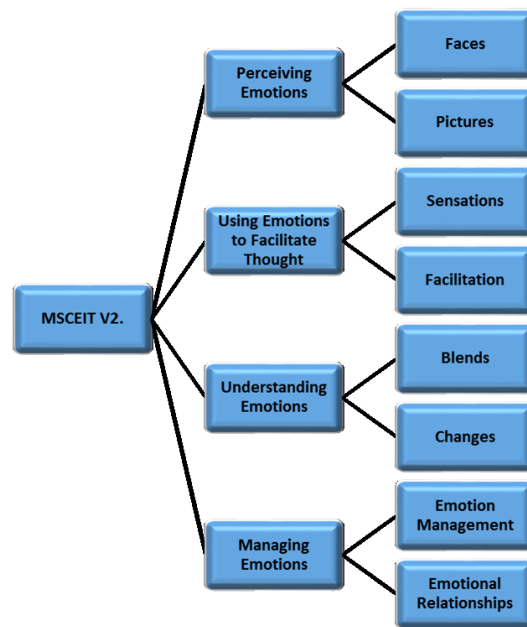


Figure 4: Revised MSCEIT V2.0 Model (Mayer J. D., Salovey, Caruso, & Sitarenios, 2003) Copyright © 2003 by the American Psychological Association. Adapted with permission.

The MSCEIT V2.0 (Mayer J. D., Salovey, Caruso, & Sitarenios, 2003) continues to be criticized in the academic literature for not accurately measuring an individual's true level of emotional intelligence (Fiori, Antonietti, Mikolajczak, Luminet, Hansenne, & Rossier, 2014). A 2014 study (Fiori, et al., 2014) on the MSCEIT V2.0 (Mayer J. D., Salovey, Caruso, & Sitarenios, 2003) found the answer, as identified by experts in the field, did not identify the best selection and in a few instances were not aligned with the highest ratings for individuals level of emotional intelligence (Salovey & Mayer, 1990). Overall, this study (Fiori, et al., 2014) found the MSCEIT V2.0 (Mayer J. D., Salovey, Caruso, & Sitarenios, 2003) is best suited to discriminate individuals who score at the low end of the test. The MSCEIT (Mayer, Salovey, & Caruso, 2002) results may also be skewed by the participant's age (Skaar & Williams, 2012).

Daniel Goleman

The second major model on emotional intelligence (Salovey & Mayer, 1990) came from leading author, researcher, and scholar Daniel Goleman (1995). This study used Goleman's (2015) definition, characterization, and five components of emotional intelligence (Salovey & Mayer, 1990) as the model for the theory. Goleman defines emotional intelligence (Salovey & Mayer, 1990) as the effective handling of one's emotions in interactions with others (1995).

Goleman was responsible for popularizing emotional intelligence (Salovey & Mayer, 1990) in his book *Emotional Intelligence: Why it can Matter more than IQ* (1995). In Goleman's model of emotional intelligence (Salovey & Mayer, 1990), he focused on the performance of one's occupational duties and organizational leadership (Chen, 2015; Goleman, 1998).

Goleman's model was grounded on five components of emotional intelligence (Salovey & Mayer, 1990) at one's workplace (2015). His five components of emotional intelligence (Salovey & Mayer, 1990) are self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 2015). In Goleman's research, he contends, and the individual will use a combination of these traits to achieve the desired goals (Riasudeen & Mathivanan, 2013). Goleman's approach, insinuates leaders with high levels of emotional intelligence (Salovey & Mayer, 1990), have the ability to switch between leadership styles as required by each situation (Goleman, 2014; McKeown & Bates, 2013). These five components of Goleman's model combine and shape an individual's measure of emotional intelligence as depicted in Figure 5 (Goleman, 2015).

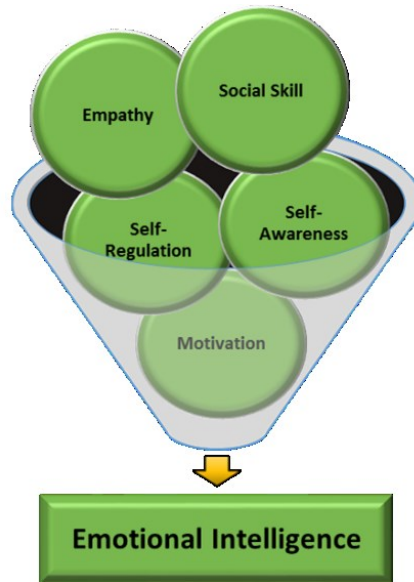


Figure 5: Components of Goleman's Model of Emotional Intelligence (2015)
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Goleman's (1995) model of emotional intelligence (Salovey & Mayer, 1990) is unique, as it was built specifically to address "on-the-job- success" (Goleman, 1995, p. XV). This approach separated Goleman's model from his contemporaries who initially focused on the theoretical psychological underpinnings. In his studies, Goleman found superior business leaders and superior performers on average, differed from average performers 90% of the time based only on their higher level of emotional intelligence (Salovey & Mayer, 1990) and not their cognitive abilities (Goleman, 2015). These traits and how they apply to businesses are presented and described in Table 3.

Table 3: Goleman's Five components of emotional intelligence (2015, p. 6)
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| The five components of emotional intelligence at work | | |
|---|---|--|
| | Definition | Hallmarks |
| Self-awareness | The ability to recognize and understand your moods, emotions, and drives, as well as their effect on others | Self-confidence Realistic self-assessment Self-deprecating sense of humor |
| Self-regulation | The ability to control or redirect disruptive impulses and moods The propensity to suspend judgment—to think before acting | Trustworthiness and integrity Comfort with ambiguity Openness to change |
| Motivation | A passion to work for reasons that go beyond money or status A propensity to pursue goals with energy and persistence | Strong drive to achieve Optimism, even in the face of failure Organizational commitment |
| Empathy | The ability to understand the emotional makeup of other people Skill in treating people according to their emotional reactions | Expertise in building and retaining talent Cross-cultural sensitivity Service to clients and customers |
| Social skill | Proficiency in managing relationships and building networks An ability to find common ground and build rapport | Effectiveness in leading change Persuasiveness Expertise in building and leading teams |

With Goleman's (1995) focus on emotional intelligence (Salovey & Mayer, 1990) in the workplace, he sought to find an applicable method to measure the competency within an individual to increase workplace effectiveness (Boyatzis, Goleman, & Rhee, 2000). Working with Boyatzis and Rhee, Goleman (1995) developed the Emotional Competence Inventory (ECI) to measure an individual's emotional intelligence (Salovey & Mayer, 1990) levels in the multiple factors (Singh & Singh, 2014). They were inspired by the Salovey and Mayer (2002) test and added social and emotional abilities connected to an individual's occupation (McCleskey, 2014). Goleman extensively reviewed and learned from researchers

in reading emotions including Paul Ekman (Goleman, 2005). The ECI questionnaire was designed as a simple 360-degree method to calculate the emotional aptitudes of individuals and organizations (Hay Group, 2005). The 360-degree application came in the form of a total evaluation including the individual, co-workers, supervisors, and can include the organization's customers and the individual's family members (Boyatzis, Goleman, & Rhee, 2000; Bartock, 2013).

Some of Goleman's (1995; 1998) earliest critiques came from Salovey and Mayer (2004), the seminal authors on emotional intelligence (1990). Salovey and Mayer (2004) rebuffed Goleman's claims as "extraordinary and difficult to substantiate claims about the importance of emotional intelligence" (Salovey, Brackett, & Mayer, 2004, p. i). Additionally, Salovey, Brackett, and Mayer (2004) stated his work went beyond their original construct, claimed facets beyond the available evidence, and not factually based (Salovey, Mayer, & Caruso, 2002; Salovey, Brackett, & Mayer, 2004). Goleman, in particular, ignited controversy with his model of emotional intelligence (Salovey & Mayer, 1990) for his "extreme views" (McCleskey, 2014, p. 77). A review of Goleman's (1995; 1998) work resulted in researchers stating "there is perhaps no construct in the social sciences that has produced more controversy in recent years" (Spector & Johnson, 2006, p. 325).

Reuven Bar-On

The third major model on emotional intelligence (Salovey & Mayer, 1990) was formed by Bar-On (1997). He characterizes emotional intelligence (Salovey & Mayer, 1990) as a theory based on the merging of “emotional and social intelligence (Bar-On, 2006, p. 2).” Bar-On defines emotional intelligence (Salovey & Mayer, 1990) as “as array of interrelated emotional and social competencies and skills that affect intelligent behavior (2012, p. 2).” His emotional intelligence (Salovey & Mayer, 1990) model is a mixed model as it centers on an individual’s personality, emotional competencies, temperament, and how the individual will apply these collective traits to address an immediate situation (Jones-Schenk & Harper, 2014; Stanimirovic & Hanrahan, 2012). Bar-On’s model (2006) addressed “the social and emotional abilities that influence cognitive performance as well as adaptation and coping on both professional and personal levels” (Jones-Schenk & Harper, 2014, p. 415).

The major contribution to scholarly literature from Bar-On came in his model of emotional intelligence (Salovey & Mayer, 1990) and the assessment termed the Emotional Quotient inventory (EQ-i) (Bar-On, 1997, 2000, 2006). Bar-On’s Emotional Quotient inventory (EQ-i) (1997) was the first assessment to be peer reviewed and published by an academic, psychological testing publisher as a method of measuring emotional intelligence (Bar-On, 2006; Weiszbrod, 2013;

Salovey & Mayer, 1990). Bar-On's measure of emotional intelligence (Salovey & Mayer, 1990) is self-reporting, trait-centered, and based on selecting the most accurate representation of one's self (Daher, 2015).

The Emotional Quotient inventory (EQ-i) (Bar-On, 1997) consisted of 133 brief sentences, a five-point response scale, and focused on five meta-factors and 15 sub-factors (Bar-On, Tranel, Denburg, & Bechara, 2003; Jones-Schenk & Harper, 2014). Assessment responses ranged from a low score of one deemed "very seldom or not true of me," to a score of five deemed "very often true of me or true of me" (Bar-On, Tranel, Denburg, & Bechara, 2003, p. 1794). The Emotional Quotient inventory (EQ-i) (Bar-On, 1997) test meta-factors and sub-factors are listed and described by Bar-On in Table 4.

Table 4: Bar-On's EQ-I SCALES, EI Competencies, & Skills Assessed (2006, p. 21) Copyright © 2006 by Psicothema Publications. Reproduced with permission.

| EQ-i SCALES | The EI Competencies and Skills Assessed by Each Scale |
|----------------------------|--|
| Intrapersonal | Self-awareness and self-expression: |
| Self-Regard | <i>To accurately perceive, understand and accept oneself.</i> |
| Emotional Self-Awareness | <i>To be aware of and understand one's emotions.</i> |
| Assertiveness | <i>To effectively and constructively express one's emotions and oneself.</i> |
| Independence | <i>To be self-reliant and free of emotional dependency on others.</i> |
| Self-Actualization | <i>To strive to achieve personal goals and actualize one's potential.</i> |
| Interpersonal | Social awareness and interpersonal relationship: |
| Empathy | <i>To be aware of and understand how others feel.</i> |
| Social Responsibility | <i>To identify with one's social group and cooperate with others.</i> |
| Interpersonal Relationship | <i>To establish mutually satisfying relationships and relate well with others.</i> |
| Stress Management | Emotional management and regulation: |
| Stress Tolerance | <i>To effectively and constructively manage emotions.</i> |
| Impulse Control | <i>To effectively and constructively control emotions.</i> |
| Adaptability | Change management: |
| Reality-Testing | <i>To objectively validate one's feelings and thinking with external reality.</i> |
| Flexibility | <i>To adapt and adjust one's feelings and thinking to new situations.</i> |
| Problem-Solving | <i>To effectively solve problems of a personal and interpersonal nature.</i> |
| General Mood | Self-motivation: |
| Optimism | <i>To be positive and look at the brighter side of life.</i> |
| Happiness | <i>To feel content with oneself, others and life in general.</i> |

A 2012 study on the effects on the validity of Bar-On's Emotional Quotient inventory (EQ-i) (1997), in a multi-dimensional and multi-factor structure, as it applies to male athletes, found 13 of the 15 sub-factors had a reasonable level of applicability (Stanimirovic & Hanrahan, 2012). The two remaining sub-factors, impulse control, and happiness showed adequate reliability but needed additional research for applicability to the study (Stanimirovic & Hanrahan, 2012). A 2014

study (Jones-Schenk & Harper, 2014) on nursing students found little difference in graduating and non-graduating nursing students in levels of emotional intelligence (Salovey & Mayer, 1990). However, findings were drastically different when this study evaluated the nursing students on a combination of emotional intelligence (Salovey & Mayer, 1990), interpersonal capacity, and stress tolerance (Jones-Schenk & Harper, 2014). Nursing students who scored high in the combination of these three traits were far more likely to remain and graduate from the program (Jones-Schenk & Harper, 2014).

Emotional Intelligence Conclusion

This review of scholarly articles and professional organization publications revealed research on emotional intelligence (Salovey & Mayer, 1990) is vast, opinionated, heated, and continuously evolving. Emotional intelligence (Salovey & Mayer, 1990), when properly applied, has been found by researchers as an effective means to endear its employees to the business (Njoroge & Yazdanifard, 2014; Sharma, 2012). A company employing emotionally intelligent (Salovey & Mayer, 1990) leaders have been found to be more driven, inspired, and able to retain a motivated workforce (Boyatzis, Goleman, & Rhee, 2000). Researchers found emotionally intelligent leadership has a direct positive impact on an organization's performance, increased levels of individual performance, and

reduces workforce turnover regardless of occupational field (Barthwal & Juyal, 2012; Bradberry & Antonakis, 2015; Jung & Yoon, 2012; Meisler & Vigoda-Gadot, 2014; Srivastava, 2013; Suan, Anantharaman, & Kin, 2015). It is also noteworthy to mention emotional intelligence (Salovey & Mayer, 1990) can both positively and negatively affect the organization (Jordan, Dasborough, Daus, & Ashkanasy, 2010; Segon & Booth, 2015).

The existing body of knowledge and academic research significantly lacks in the respective area of millennial leader use of emotional intelligence (Salovey & Mayer, 1990). A thorough search of scholarly publications, including peer-reviewed, was not able to find a single article on millennials using emotional intelligence (Salovey & Mayer, 1990) in a business study. The body of existing knowledge tended to focus on a generalization of leaders using emotional intelligence (Salovey & Mayer, 1990). This gap in the scholarly literature is the target of this study focusing on the impact of a millennial business leader's emotional intelligence on turnover in the multigenerational sales occupational field. Future research needs to address how emotional intelligence (Salovey & Mayer, 1990) is used or can be used by the different generational cohorts to address this gap.

Leadership

For the better part of the past century, scholars have researched leadership to quantify most accurately, define, and create a means to build leadership.

Leadership, as a field of study, continues to evolve as people's perspectives have been altered by world events (Olivares, 2011). To categorize leadership, academia began to quantify leadership based on its characteristics or behaviors (Krapfl & Kruja, 2015). These characteristics and behaviors included styles, effectiveness, features, and so on (Cheng, 2014). Most academic definitions of leadership centers around the concept of an individual's ability to influence others to perform in a preferred manner (Alina, 2013; Carter, 2013; Cheng, 2014). Effective leadership is now more important than ever with the ease of global access, a mass mix of cultures, gender equalization, and volatility in the modern workplace (Goleman, 2014; Lanaj & Hollenbeck, 2015).

Great leaders are known to inspire their followers emotionally. These leaders can “ignite passion and inspire” their followers (Goleman, Boyatzis, & McKee, 2013, p. 3). From ancient times to present emotionally intelligent leadership has been noted and valued. Tao Zhu Gong, an assistant to the Emperor of Yue, is credited with “Treating people with respect will gain one wide acceptance and improve the business” (500BC).

Warren Bennis found:

Good leaders make people feel they're at the very heart of things, not at the periphery. Everyone feels that he or she makes a difference to the success of the organization. When that happens, people feel centered, and that gives their work meaning.

Leadership gives the workforce a sense of meaning, of significance, of competence, of the community, of commitment rather than compliance. It also gives the workforce a sense of fun. It makes work something you look forward to, something pleasant. You get a kick out of work (1997, p. 98).

Noteworthy leaders in history have offered their definitions, descriptions, or traits of leadership or a leader (Summerfield, 2014). Several definitions applicable to an emotionally intelligent leader are listed below:

1. Napoléon Bonaparte: "A leader is a dealer in hope" (Goleman, Boyatzis, & McKee, 2013, p. 126)
2. John Kotter: "The fundamental purpose of leadership is to produce useful change, especially non-incremental change" (1990, p. 11)
3. Peter Northouse: "Leadership is a process whereby an individual influences a group of individuals to achieve a common goal" (2010, p. 7)

4. Marcus Buckingham: “Great leaders rally people to a better future”
(2005, p. 59)

Bennis characterized and described a leader as “the ones with vision, who inspire others and cause them to galvanize their efforts and achieve change” (1997, p. 17). He further differentiated the leader from the manager and described a manager as one who “will follow standard operating procedure to their graves, if necessary, because they don't possess the ability to change course (1997, p. 17).” These generalizations of a leader and leadership lead to the act of psychologically or emotionally leading others to a mutual goal (Bennis, 1997; Summerfield, 2014).

A universal academically agreed upon definition of a millennial leader does not exist (Summerfield, 2014). With the ebb and flow of leadership definitions and theories, it is imperative to focus on the leadership styles and how they relate to the individual leader. Leadership is needed now more than ever to effectively lead businesses and organizations (Goleman, 2014). Millennial leaders, specifically millennial business leaders, have been a largely under-researched group (Murphy, 2012). Young leaders, specifically Millennials have proven to be effective leaders and serve as a conduit to bridge the gap in multigenerational workforces when given the opportunity (Johnson & Johnson, 2011).

Bennis noted:

Today, we do not dream but merely fantasize about money and things. As a dreamless sleep is death, a dreamless society is meaningless. As individuals, we need dreams in the way we need air, and as a society, we need true leaders - uncommon men and women who, having invented themselves, can reinvent America and restore the collective dream by expressing for and to us that irreverent, insouciant, peculiarly American spirit.

Right now, there are probably thousands of potential leaders in America - young men and women full of passion for the promises of life with no outlets for that passion, because we scorn passion even as we reward ambition. If history is to be trusted, they are more likely than not the loners, the kids who seem always to be a little at odds with their peers, off there, looking at life from a different angle - originals, not copies (1997, p. 34).

This necessity to accept young and emerging leaders is particularly the case with the rapid advances in technology and its integration with the multigenerational workforce (Cahill & Sedrak, 2012). With the integral role for both the current and the future for all businesses, it is critically important to further research this group (Carter, 2013). For this study, a millennial business leader is an individual born

between 1980 and 2000, serves in a position of authority over employees or followers in business.

Four leadership theories applicable to business sales was examined to identify facets appealing to the millennial leadership styles. Each theory possesses unique and pertinent features to the sales occupational field. For millennials, the trait leadership approach, great millennial leaders are bound to do great things because they were born with those inherent gifts (Carlyle, 1841; Galton, 1869). The contingency leadership style offers a way of adapting to the environment (Fiedler, 1964). The transformational leadership style offers millennials a way to lead by inspiring followers to achieve success (Bass, 1985; Burns, 1978). The leader-member exchange theory proves millennial leaders a way to identify and utilize the organization's best performers to most effectively accomplish the assignment (Dansereau, Graen, & Haga, 1975).

Trait Leadership Theory

Trait Leadership Theory (Carlyle, 1841; Galton, 1869) was founded on the belief of great leaders possessing and born with unique and uncommon characteristics, and are destined for greatness (Colbert, Judge, Choi, & Wang, 2012; Zaccaro, 2007). Commonly known as the "Great Man Theory," Trait Theory (Carlyle, 1841; Galton, 1869) was first proposed in Carlyle's (1841) book *On*

Heroes, hero-worship, and the heroic in history; six lectures: reported with emendations and additions. The Trait Theory (Carlyle, 1841; Galton, 1869) was the dominant theory on leadership origin until the 1940s and 1950s (Bolman & Deal, 2013). This theory was based on a leader's inherent characteristics (Sethuraman & Suresh, 2014).

In the 1950s, the Trait Theory (Carlyle, 1841; Galton, 1869) was tossed aside and discarded by nearly all academics as a result of leading scholastic reviews (Stogdill, 1948; Mann, 1959) being unable to support the theory with research (Kirkpatrick & Locke, 1991). However, the Trait Leadership Theory (Carlyle, 1841; Galton, 1869) has come back in favor beginning in the 1980s (Colbert et al., 2012) with early studies by Kenny and Zaccaro (1983), and Lord, De Vader, and Alliger (1986). The more recent scientific genetic research found a significant direct link on an individual's genetic code and the effects on leadership role possession (Li, Wang, Arvey, Soong, Saw, & Song, 2015). Further studies found links exist between specific genetic codes and leadership (Li, et al., 2015).

Carlyle (1841), the source and father of the theory, proposed people who believe they possess special traits, believe they are destined to lead, and maintain an outgoing personality have a natural propensity to lead (Ronald, 2014). He also suggested people seeking to become stronger leaders attempt to copy personality

traits, and characteristics of people they believe are great leaders, although the imitation of an individual's personal traits are unlikely to succeed (Ronald, 2014).

Galton (1869), building on Carlyle's earlier work (1841), emphasized two basic points on popular styles of leadership. His first point defined leadership as a unique trait of exceptional individuals whose choices have the capacity drastically to alter the outcome of historical events (Zaccaro, 2007). Galton's view the most popular view in current literature (Zaccaro, 2007). Galton's (1869) second point adds leaders are born with greatness in their blood (Zaccaro, 2007). Galton (1869) argued, personal qualities serving to define an effective leader were naturally endowed, passed down from generation to generation (Zaccaro, 2007).

More recent studies have found evidence exists on effective leaders being different from others in certain key aspects (Kirkpatrick & Locke, 1991). Kirkpatrick and Locke (1991) nominated six key traits separate leaders from non-leaders. The six key leadership traits include drive, the desire to lead, honesty/integrity, self-confidence, cognitive ability, and knowledge of the business (Kirkpatrick & Locke, 1991). However, with the simplicity of the Trait Leadership Theory (Carlyle, 1841; Galton, 1869), it remained unaccepted by many scholars (Ronald, 2014; Van Seters & Field, 1990).

Contingency Leadership Theory

The Contingency Theory, first proposed by Fiedler (1964), surmises there is not a particular style of leadership found to be successful in every situation. The Contingency Theory (Fiedler, 1964) is applicable to this study as it is a means for millennial leaders' to adjust management styles with the dynamic business environment. Fielder (1964) used a complex test, based on three key factors of leadership, to research a leader's effectiveness (Ronald, 2014). Fielder's (1964) three key factors of leadership included task orientation, human relation orientation, and situational favorableness (Fiedler, 1967). Additionally, Fielder (1964) tested the degree to which a leader focuses on task achievement or interpersonal relations (Chemers, 2000).

Fiedler assumed a leader who associates with a Least Preferred Co-worker (LPC) with a positive approach, tended to lead focused on human relations, whereas a leader is negatively communicating with the LPC, is a more goal or task oriented (Vroom & Jago, 2007). Fiedler's (1967) study found task oriented leaders possessed the highest level of leadership effectiveness, in situations with very high or minimal situational control (Ronald, 2014). Furthermore, his study (Fiedler, 1967) found relationship oriented leaders were the most efficient in situations with moderate levels of control (Ronald, 2014). Fiedler (1965) proposed the job should

fit the manager, focusing on not assigning just any manager to a task, a company needs to assign the right manager to the task (Fiedler, 1967).

Hersey and Blanchard (1969; 1977) further explored the Contingency Theory (Fiedler, 1964) and created their model of situational leadership. This approach to leadership was based on leaders choosing the best course of action, based on the situational variables as they present themselves, in the environment (Meirovich & Gu, 2015). Hersey and Blanchard (1969) advocated performance be a function of employee maturity, consisting of ability and psychological willingness to perform (Ronald, 2014). The four quadrant Hersey and Blanchard (1969) model, reflecting subordinate maturity comprise a high relationship, low task section; a low relationship, low task section; a high relationship, high task section; and a low relationship, high task section (Bolman & Deal, 2013). Thus, the 1969 (Hersey & Blanchard) model proposed a leader should change styles, as needed, to best fit the task at hand (Meirovich & Gu, 2015). As such, situational leadership can be compared to common sense guidance in its most basic form (Webber, Goussak, & Ser, 2013).

Blanchard (2007) later revised the 1969 Hersey and Blanchard model to a set of prescriptive principles (Thompson & Vecchio, 2009). In the revision, Blanchard (Leading at a higher level, 2007) altered the theory and identified four alternate definitions of follower developmental levels and their corresponding

alternate styles of leadership. His alternate definitions include the enthusiastic beginner; the disillusioned learner; the capable but cautious performer; and the self-reliant achiever (Blanchard, 2007). The third evolution proposed the level of employee development has a direct correlation to the degree of autonomy given from the supervisor (Ronald, 2014). This can be seen in the example of micromanagement killing employee's morale in the workplace.

Leader-Member-Exchange (LMX) Leadership Theory

The LMX Theory (Dansereau, Graen, & Haga, 1975; Graen & Uhl-Bien, 1991) was derived from the personal relationship existing between a leader and his or her followers (Bolman & Deal, 2013). Dansereau, Graen, and Haga (1975) sought to advance the study of leadership further by removing two underlying assumptions they believed hindered its advancement for the previous 20 years (Jha & Jha, 2013). The first assumption they identified being members from an organizational unit, reporting to the same leader, possessing similar work traits, and responses can be considered as a single entity or a workgroup (Dansereau et al., 1975). The second assumption adds leaders tend to behave in a very similar manner with all subordinates (Dansereau et al., 1975). Following these assumptions, Dansereau, Graen, and Haga (1975) focused on the manner in which a

superior interacts directly with subordinates or the work group minus the two hindering assumptions.

Dansereau, Graen, and Haga (1975) termed their study the Vertical Dyad Linkage (VDL) model, which is regarded as the foundation for the LMX theory (Graert & Scandura, 1987; Ronald, 2014). In VDL model (Dansereau et al., 1975), a leader psychologically separates followers into two sub-groups (Ronald, 2014). The first group a leader creates is the in the crowd, or the followers the leader prefers to associate with (Badshah, 2012). The second group a leader creates is the “out group,” or the un-preferred followers (Badshah, 2012). These relationships form based on the leader’s perceptions of an employee’s trustworthiness, respect, loyalty, liking, intimacy, support, openness, and honesty (Graert & Scandura, 1987; Ronald, 2014). A leader subconsciously rationalizes these two is a shortage of time and the impossibility to dedicate equal time with all subordinates (Krishnan, 2005; Wilson, Sin, & Conlon, 2010).

Graen and Uhl-Bien (1991) advanced Dansereau, Graen, and Haga’s (1975) work by adding all relationships between a leader and a follower begin with an initial testing phase (Ronald, 2014). The next phase Graen and Uhl-Bien (1991) proposed, is a follower earns favor according to the leader, beginning the growth of trust, loyalty, and respect (Ronald, 2014). The final level of trust a follower may attain occurs when both the leader and the follower, have a strong self-interest

serving to solidify an exchange of mutual support (Ronald, 2014). Given the difficulty of reaching and maintaining the third and final level of trust, few followers can attain the top level of the VDL (Badshah, 2012; Van Seters & Field, 1990).

The LMX Theory (Dansereau et al., 1975; Graen & Uhl-Bien, 1991) continues to be validated as it produces a high-quality leader and follower relationship supporting motivation, satisfaction, and performance (Badshah, 2012; Deluga, 1998; Jha & Jha, 2013). Additionally, the LMX Theory (Dansereau et al., 1975; Graen & Uhl-Bien, 1991), substantiated the favored group has greater latitude to operate and typically strives to be top performers, while the outgroup was shown to underperform and lose motivation (Badshah, 2012; Jha & Jha, 2013; Ronald, 2014).

Transformational Leadership Theory

The Transformational Leadership Theory (Bass, 1985; Burns, 1978), inspired by House's Charismatic Leadership Theory (1977), centered on the development of followers, their needs, and their inspiration. House (1977) studied the traits of historical leaders such as Gandhi, Martin Luther King, Jr., and others whose actions drew steadfast devotion and commitment from followers (Chemers,

2000). From his studies, House identified three key traits common to all charismatic leaders: personal, behaviors, and situational (1971; 1977).

Personal characteristics addressed strong inner morals covering the leader's inner drive (Ronald, 2014). These leadership behaviors cover the range of leading from the front or follow me styles. In this manner, leaders not only walk the walk, but their actions inspire others to follow (Badshah, 2012). Situational influences are environmental factors uniting people into action (Ronald, 2014). These actions serve as a motivator to followers; they built the foundation for the Transformational Leadership Theory (Bass, 1985; Burns, Leadership, 1978).

By improving subordinates' performance, Transformational Leadership (Bass, 1985; Burns, Leadership, 1978) attempts to change the motives and values of employees (Nanjundeswaraswamy & Swamy, 2014). In application, managers centering on transformational leadership (Bass, 1985; Burns, 1978) style, specifically focus on the growth and development of the individual employee's value system, their motivation level, and the moralities within the sphere of their abilities (Ismail, Halim, Munna, Abdullah, Shminan, & Muda, 2009). According to Bass & Avolio (1993), transformational leadership (Bass, 1985; Burns, 1978) happens when a leader places the interests of employees above their own, and then the followers begin to focus on the good of the group, versus self-interest.

Transformational leaders motivate others to achieve above their goals, and beyond their perceived capabilities (Ismail, et al., 2009; Ronald, 2014). An example in American history is former President Abraham Lincoln. During his short-lived tenure, he was able to live and embed his core values in his messages and actions (United States Army, 2008). Lincoln was able to motivate Americans emotionally by speaking to their hearts, causing them to believe, dedicate themselves to the cause as he did, and motivate them into action (United States Army, 2008). For Transformational Leadership (Bass, 1985; Burns, 1978) to succeed, a leader must recognize and meet the needs and abilities of both the subordinates and the organization (Ronald, 2014). Leaders who “champion best accomplish transformational Leadership (Bass, 1985; Burns, Leadership, 1978) and inspire followers . . . to rise above narrow interests and work together for transcending goals” (Burns, 2003, p. 26).

Leadership Conclusion

This review of scholarly and professional organization literature revealed is relevant to this study as leaders are the individuals entrusted by organizations to direct the workforce daily in the efforts to reduce workforce turnover. Leaders must understand their strengths and weaknesses to identify how they best can accomplish the businesses goals. As research has indicated, millennials are fully

capable of leading a multigenerational workforce and possess the capacity to reduce workforce turnover in the sales occupational field. The existing body of knowledge and academic research significantly lacks in the respective area of millennial leaders. This is due to the relatively young age of millennial leaders, lack of leadership opportunities, and lack of focused academic research. Future academic literature should follow the progress and performance of millennial leaders to add to the body of academic and professional knowledge.

Turnover

Today's global dynamics require more than simple monetary motivation to retain a talented and motivated multigenerational sales workforce (Katsikea, Theodosiou, & Morgan, 2015; Njoroge & Yazdanifard, 2014). Studies found social occupations including marketing and sales continue to face fiscal challenges and pressure to reduce turnover in talented employees (Bande, Fernández-Ferrín, Varela, & Jaramillo, 2015; Katsikea, Theodosiou, & Morgan, 2015). These studies also suggest diversifying the workplace is the millennial cohort and their increased presence in the multigenerational workforce with the trait of frequently changing employers (Plessis, Barkhuizen, Stanz, & Schutte, 2015). Retention is a major concern, as turnover carries a heavy cost to businesses, directly and indirectly (Wang, Wang, Xu, & Ji, 2014).

Indirectly, employees serve as an organization's most valuable asset and source of competitive advantage (Becker G. S., 1964; Schultz, 1961). Businesses are directly affected with current estimates placing turnover rates in excess of 10,000 individuals every day for the next 20 years (Burch & Strawderman, 2014). The effect to an organization's bottom line is ever more significant, each loss costing up to twice each employee's annual salary (Maurer, 2015). There are many reasons employees leave an origination. However, this section of the study focused on the key underlying drivers of voluntary turnover.

One of the earliest studies, focusing on why employees voluntarily leave an organization, was conducted by March and Simon (1958). March and Simon's work serves as the basis for academic turnover research for the next three and a half decades (Russell, 2013). In the book, and backed by research (AlBattat, Som, & Helalat, 2014), they deduced voluntary turnover was driven by two major factors, one internal and one external factor.

The first, and more emotionally based internal factor, for turnover, was based on occupational satisfaction and organizational commitment (Russell, 2013). The internal factor is important as it is the factor a manager or leader can positively or negatively impact an employee with the application of emotional intelligence (Salovey & Mayer, 1990) interactions (Goleman, 2015). The second, and external, factor being an employee's ability to leave an organization based on new

opportunity (Russell, 2013). Several occupational satisfaction and organizational commitment factors and external factors for leaving an occupation are depicted in Figures 6 and 7.

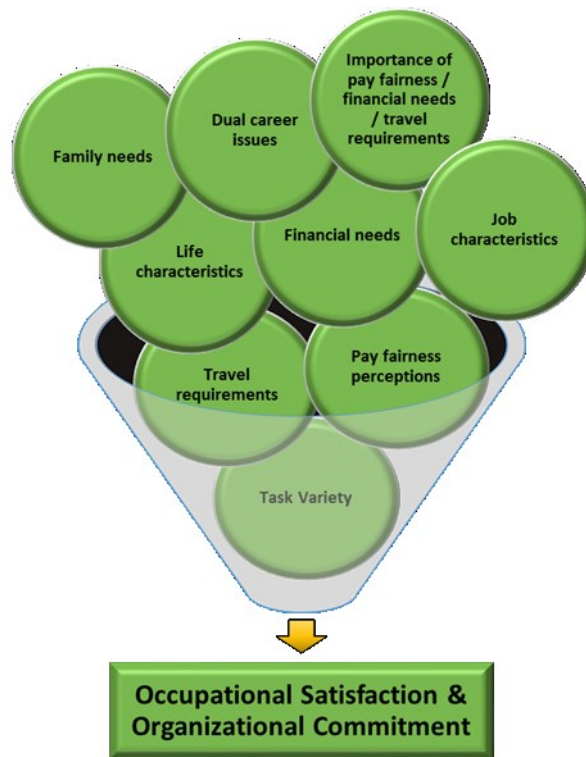


Figure 6: Examples of occupational satisfaction and organizational commitment factors as described by Russell (2013) Depiction created by the researcher.

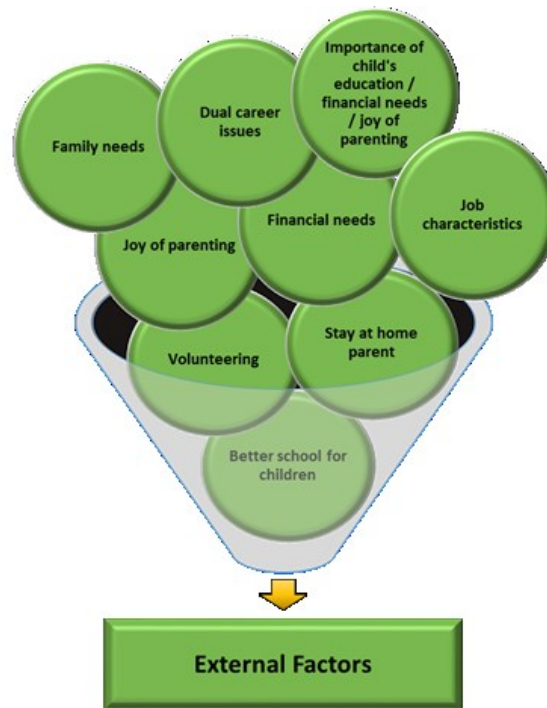


Figure 7: Examples of external employment opportunities and factors as described by Russell (2013) Depiction created by the researcher.

Following and building on the work of March and Simon (1958), academic research continued to focus on what was causing workforce turnover. Leading research included Mobley (1977) and his model of an employee's decision process when deciding if the individual will stay with or leave an organization (Russell & Sell, 2012). Mobley (1977) was one of the first researchers to outline a process or decision matrix on the steps an individual will use when making a turnover decision (AlBattat, Som, & Helalat, 2014). Mobley's model (1977) for an employee's retention decision process are depicted in Table 5.

Table 5: Mobley's model for an employee's retention decision process (1977, p. 238) Copyright © 1977 by the American Psychological Association. Reproduced with permission.

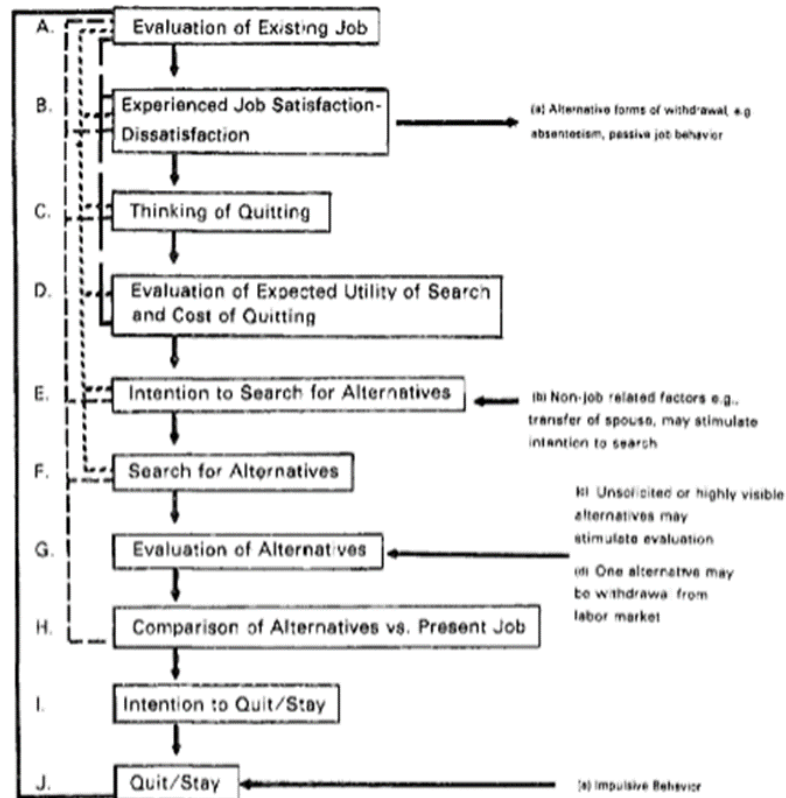


Figure 1. The employee turnover decision process.

Researchers Hom, Griffeth, and Sellaro (1984) reviewed and tested Mobley's model (1977). Their research found Mobley's model (1977) was supported but expanded his model while they proposed researchers need to place greater emphasis on the weight of alternatives. In this model, Hom, Griffeth, and Sellaro (1984) added the ability of a decision to utilize feedback loops and

expanded the possibility where an employee may quit having not researched alternate employment options. Their expanded and alternative model additionally sought to address the relative weights of alternatives to an individual's decisions. The Hom, Griffeth, and Sellario's (1984) revised Mobley model (1977) are depicted in Figure 8.

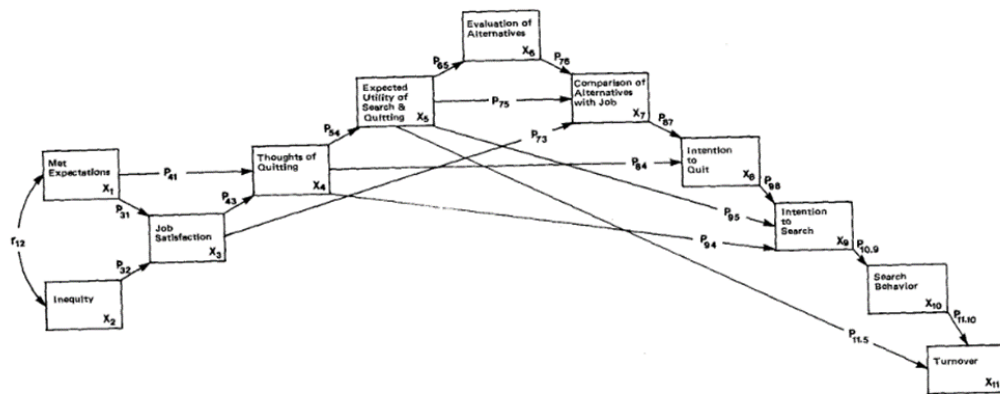


FIG. 1. Path analysis of the revised Mobley (1977) turnover model.

Figure 8: Hom, Griffeth, and Sellario's (1984, p. 166) revised Mobley model (1977) Copyright © 1984 by Elsevier Publications. Reproduced with permission.

Hom and Griffeth (1991) continued their research on the Mobley model (1977), and their research maintained overall support for it. They proposed revisions were needed and must include withdrawal thoughts (Hom & Griffeth, 1991). Lee and Mitchell (1994) advanced the academic literature on turnover by identifying and quantifying four distinctive decision paths for this individual

decision. They found an individual bases their decision to stay or leave an organization was routed through a combination of psychological processes and external events (Lee & Mitchell, 1994).

A 2002 study (Steel, 2002) researched workforce turnover and proposed the literature did not account for an individual's evolving or changing their mental picture over time with current employment (Steel, 2002). In 2008, Holtom, Mitchell, Lee, and Eberly proposed turnover research lacked the inclusion of the current state of employment affairs (Holtom, Mitchell, Lee, & Eberly, 2008). They found turnover will be influenced by emerging factors including an individual's level of social network influence, cultural differences, chronological aspects, negative results for a change in occupational position, decisions above the individual employee level of decision for turnover, and additional reasons for turnover to include retirement (Holtom, Mitchell, Lee, & Eberly, 2008).

An academic research paper by Maertz and Griffeth (2004) sought to answer the quest of why employees stay or quit. They proposed there are only eight forces or distinctive motives causing voluntary turnover (Maertz & Griffeth, 2004). The eight forces or distinctive motives are listed below and are described by Maertz, Boyar, and Pearson (2012) as:

1. Effective forces: Positive or negative psychological feelings about the business or organization

2. Calculative forces: Psychological belief the employee can achieve his or her goals in the business or organization
3. Contractual forces: A belief the employee owes their loyalty to the business or organization under a psychological contract
4. Behavioral forces: A desire to avoid or take advantage of the belief where the employee believes it would take too much effort to leave the company, a belief it would be too costly to leave the company, or a personal belief where the employee believes it would be too costly or not right to leave the company
5. Alternative forces: Psychological belief the employee can find or not find a better alternative job elsewhere
6. Normative forces: Where an employee decides to meet or not meet expectations from persons outside the organization to find alternative employment
7. Moral/ethical forces: Psychological belief of an employee where he or she believes changing jobs is negative or where changing jobs recurrently is a positive factor
8. Constituent forces: A belief by an employee where he or she weighs the decision to leave to stay with an organization based on the relationship with coworkers or other organizational entities

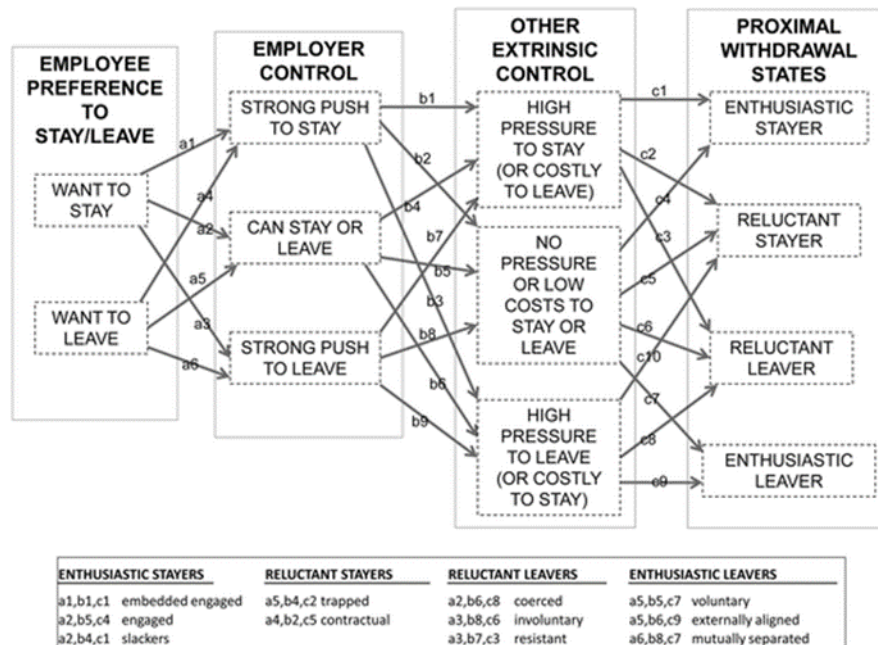
A 2012 study validated Maertz and Griffith's (2004) eight forces or distinctive motives (Maertz, Boyar, & Pearson). This study found the eight forces or distinctive motives additionally reconcile the effects of individual workplace association, occupational contentment, and salary contentment on turnover intentions (Maertz, Boyar, & Pearson, 2012). Additionally, this study concluded one additional force or distinctive motive needed to be added to complete the model. The ninth force or distinctive motive is listed below and was generally described as:

9. Location attachment: An employee's desire to stay in the location of the current job or a force to drive the employee to move to a new job in the location they prefer

Continued academic research highlighted the emotional dimensions of an employee's assessment of staying with or leaving an organization (Bergman, Payne, & Boswell, 2012; Betancourt, Botero, Ramirez, & Vergara, 2014; Griffeth, Lee, Mitchell, & Hom, 2012; Maden, Ozcelik, & Karacay, 2016; Maertz, 2012). Hom, Mitchell, Lee, and Griffeth (2012) revisited their earlier work (1991) and further revised their conclusions. In this revision, Hom, Mitchell, Lee, and Griffeth (2012) added multiple destinations for turnover intentions and concluded

employees are either driven by desired employment or the individuals believed the level of control over their position (Bergman, Payne, & Boswell, 2012). They further dissected these two mental states into four key emotional situations and depicted how they impact an individual's decision to stay with or leave an organization as presented in Table 6.

Table 6: Proximal motivational states to participate or withdraw (*Hom, Mitchell, Lee, & Griffeth, 2012, p. 840*) Copyright © 2012 by the American Psychological Association. Reproduced with permission.



Specific key drivers of voluntary workforce turnover identified in academic and professional literature include: poor supervisors or leadership (Greenbaum,

Mawritz, & Piccolo, 2015; Landry & Vandenberghe, 2012; Longenecker & Fink, 2014), toxic and dysfunctional organizational cultures (Pryor, Odom, & Toombs, 2014; Rivenburgh, 2014; Too & Harvey, 2012), unethical or illegal business practices (Longenecker & Fink, 2014; Palanski, Avey, & Jiraporn, 2014; Wong & Li, 2015), loss of job satisfaction (Aladwan, Bhanugopan, & Fish, 2013; Huang & Su, 2016; Tschopp, Grote, & Gerber, 2014), loss of commitment (Aladwan, Bhanugopan, & Fish, 2013; Mustamil, Yazdi, Syeh, & Ali, 2014; Yuan, Yu, Li, & Ning, 2014), loss of upward mobility or professional growth (Fields, Wilder, Bunch, & Newbold, 2008; Longenecker & Fink, 2014; Tschopp, Grote, & Gerber, 2014; Weng & McElroy, 2012), unrealistic requirements or expectations (Herda & Lavelle, 2012; Longenecker & Fink, 2014; Proost, Van Ruysseveldt, & Van Dijke, 2012; Roberts C. , 2015), burnout (Herda & Lavelle, 2012; Longenecker & Fink, 2014; Wright, Abendschein, Wombacher, O'Connor, Hoffman, Dempsey, Krull, Dewes, Shelton, 2014), lack of flexibility in work scheduling (Deery & Jago, 2015; James & Mathew, 2012; The Society for Human Resource Management, 2015; Wright, et al., 2014) and a lack of an organizational connection (Allen & Shanock, 2013; Islam, Khan, Ahmad, & Ahmed, 2013; Yousaf, Sanders, & Abbas, 2015). These negative emotional factors directly affect some employees and the larger workforce's satisfaction and commitment levels. It is essential for businesses and

organizations to address these negative factors adequately to reduce workforce turnover.

Emotional intelligence (Salovey & Mayer, 1990) has been found to play a key role in reducing workforce turnover (Goleman, 2014; Jung & Yoon, 2015; Meisler & Vigoda-Gadot, 2014; Siddiqui & Hassan, 2013). Supervisors can increase occupational fulfillment, reduce workforce turnover, and increase performance by motivation and winning the hearts of its workforce with proper emotionally intelligent coaching and mentoring (Goleman, 2015; Njoroge & Yazdanifard, 2014; Wilkie, 2016). Studies have found workforces are less creative and continually leave organizations as a result of poor emotional exchanges in the workplace (Porath & Pearson, 2013). A 2013 study in the *Harvard Business Review* found the following reactions, depicted in Figure 9, to employees receiving negative emotional workplace interactions (Porath & Pearson, 2013):

- 48% intentionally decreased their work effort.
- 47% intentionally decreased the time spent at work.
- 38% intentionally decreased the quality of their work.
- 80% lost work time worrying about the incident.
- 63% lost work time avoiding the offender.
- 66% said that their performance declined.
- 78% said that their commitment to the organization declined.
- 12% said that they left their job because of the uncivil treatment.
- 25% admitted to taking their frustration out on customers.

Figure 9: Reactions to employees receiving negative emotional workplace interactions (*Porath & Pearson, 2013*) Copyright © 2013 by Harvard Business School Publishing Corporation. Reproduced with permission.

Sales Occupational Field Turnover

Studies on emotional intelligence (Salovey & Mayer, 1990) and sales occupational field turnover are underwhelming and sparse (Wang & Ma, 2013). This focus area was generally passed over by academics who favored generalist studies on sales occupational field (Boles, Dudley, Onyemah, Rouziès, & Weeks, 2012). However, the studies mostly focused on the psychological reasons why the salespeople are leaving the organization. These psychological studies on emotions

tie directly to this paper's research on the impact of a millennial business leader's emotional intelligence (Salovey & Mayer, 1990) on turnover in the multigenerational sales occupational field.

A 2012 study and synthesis of academic literature on sales occupational field turnover found five sequential factors affecting turnover (Boles, Dudley, Onyemah, Rouziès, & Weeks, 2012). The first factor included the individual characteristics of the salesperson. The second factor is the team environment where the salesperson works. The third sequential turnover factor is the sales person's manager followed by the fourth factor of the holistic organization. The fifth and final factor is the operational environment. These factors begin at the individual level and move to the strategic and operational environment. This study found retention and turnover intentions were directly impacted by the sales manager's interactions and culture established in the workforce (Boles, Dudley, Onyemah, Rouziès, & Weeks, 2012). Emotionally intelligent leadership, fostering positive interactions, and organizational culture in a workforce, aids an organization in its retention efforts (Glodstein, 2014).

In the sales occupational workforce, when a leader creates or maintains an emotionally intelligent workforce, they foster an organizational culture where creativity has the propensity to thrive and reduce sales occupational field turnover (Wang & Ma, 2013). The opposite is true in an unemotionally intelligent driven

leader who drives down productivity and increases turnover (Porath & Pearson, 2013). A 2013 study was conducted on the innovative psychological climate of individuals in the sales occupational field, in the northeast United States and their propensity to leave a business and the resulting loss of organizational creativity (Wang & Ma, 2013). The finding of a positive psychological climate on innovation resulted in greater salesperson inventiveness and a reduction in voluntary turnover (Wang & Ma, 2013).

A surprising finding was the higher the level of job satisfaction, the lower the level of employee creativity (Wang & Ma, 2013). This study is important to this research as it directly ties organizational climates to occupational field turnover and creativity. Positive organizational climates have been found as an outcome of several factors, however, regarding this study, it directly relates to emotional intelligence (Salovey & Mayer, 1990). Research has directly linked an emotionally intelligent leader with the capacity to foster and maintain a positive organizational culture of innovation (Barthwal & Juyal, 2012; Bradberry & Antonakis, 2015; Jung & Yoon, 2012; Meisler & Vigoda-Gadot, 2014; Srivastava, 2013; Suan, Anantharaman, & Kin, 2015).

Turnover Conclusion

March and Simon (1958) were credited with setting the foundation for organizational turnover research (Russell & Sell, 2012). Since their groundbreaking study, researchers have continued to study the underlying reasons for an employee's decision to leave an organization (Griffeth, Lee, Mitchell, & Hom, 2012). Research has identified both internal and external, or push and pull factors for turnover (Russell, 2013).

The level of association between emotional intelligence (Salovey & Mayer, 1990) and turnover varies, as the research on emotional intelligence (Salovey & Mayer, 1990) tied to turnover began in 1990. Researchers found emotional intelligence (Salovey & Mayer, 1990) has a direct impact, both positive and negative, on efforts to reduce sales occupational field turnover and increase and build shareholder wealth (Barthwal & Juyal, 2012; Bradberry & Antonakis, 2015; Jung & Yoon, 2012; Meisler & Vigoda-Gadot, 2014; Srivastava, 2013; Suan, Anantharaman, & Kin, 2015). Millennial supervisors and leaders can increase and employee's level of pride in work, reduce sales occupational field turnover and increase individual and collective performance by positively using emotionally intelligent, leadership, coaching, and mentoring in the workplace (Goleman, 2015).

Multigenerational Workforce

A challenge for all business leaders is the growing generational differences across the cohorts (Njoroge & Yazdanifard, 2014). Recent and extremely limited emerging research on generational levels of emotional intelligence (Salovey & Mayer, 1990) found no significant differences (Yüksekbilgili, Akduman, & Hatipoğlu, 2015). In the current multigenerational environment, leaders face a daunting challenge of motivating and retaining its workforce (Jora & Khan, 2014; Njoroge & Yazdanifard, 2014). Organizations have begun to design classes to train and educate employees on how to understand and work with other generations in the workplace (Porath & Pearson, 2013; The Society for Human Resource Management (SHRM), 2015). It is vital for an organization to understand the characters of its workforce in their efforts to use the inherent traits to reduce workforce turnover in the sales occupational field.

People continue to move into and out of the labor pool in large numbers. Each generational cohort possesses varying styles, traits, and leadership methods in the workforce (Hernaus & Vokic, 2014; Lenz, 2011). The traits of each generational cohort create and set the stage of the business environment (Lockett & Millar, 2014). Researchers must understand how these cohorts and their traits interact within the organizations where they are employed. It is important to

understand the composition of the workforce as it provides the humanistic structure of an organization and the intended participants for this study.

A workforce composed of several generations, or generational cohorts, is a multigenerational workforce (Cekada, 2012). Currently, three generational cohorts define the state of the global labor force (Cekada, 2012). Every generation has been referred to by a nickname and defined based on the years they were born (Hernaus & Vokic, 2014). The exact start and end dates for generational cohorts vary amongst the literature, and the resulting similar dates are defined in the following paragraphs.

For the purpose of this study, the following dates applied to the research. The oldest large generation actively employed in the workforce is referred to as the Baby Boomers, born between 1945 and 1960 (Hernaus & Vokic, 2014). The middle-aged workforce cohort is Generation X, born between 1960 and 1980 (Hernaus & Vokic, 2014; Roberts, Newman, & Schwartzstein, 2012). Moreover, the youngest generation in the workforce is Generation Y, or the millennial generation, born between 1980 and 2000 (Hernaus & Vokic, 2014; Kapoor & Solomon, 2011).

In 2013, Millennials accounted for approximately one-third of the population of the United States (The Council of Economic Advisers; Executive Office of the President of the United States, 2014), and in the first quarter of 2015,

millennials surpassed generation X to become the largest generational cohort in the United States workforce (Fry, 2015). The multigenerational workforce will continue to be diverse, but gradually moving into the younger cohorts (Furman, 2014). Baby boomers will stay in the workforce longer due to the recession reducing their savings, a longer life span, and a want for a second career will keep baby boomers in the workforce longer (Beehr, 2014; Perry, 2010).

Estimates predict by 2030, 25 percent of the United States population will be over 60 years old (Lesch, Horrey, Powell, & Wogalter, 2012). Every day for the next two decades, it is estimated an average of 10,000 baby boomers will retire (Burch & Strawderman, 2014). By 2020, the millennial generation is estimated to account for approximately 50 percent of the total United States workforce population (Hesselbein, 2015). With the growth in diversity, organizations are forced to adjust all actions to best fit the three major cohorts (Cekada, 2012).

Early studies on generational cohorts centered on differences within an individual's family (Piktialis, 2007). Gradually, the literature moved on to studying the effects of the multigenerational workforce in the early 1900s with the labor pool consisting of four active generations (Green, 2007). One of the earliest studies on multigenerational workforces, or cohorts, was conducted by Karl Mannheim (Lenz, 2011). Mannheim was credited with coining the term generational cohort in 1929 (Lenz, 2011). His studies continued and focused on generational differences and

constraints (Mannheim, 1952). More recent literature has moved into researching generational cohorts and how their traits affect the workplace (Hernaus & Vokic, 2014; Lenz, 2011).

Baby boomers were characterized as optimists, task oriented, judgmental, understanding, egocentric, independent, and materialistic (Hernaus & Vokic, 2014). Generation X group were described as self-reliant, autonomous, doubtful of leaders and authority, desire to work alone, lacking in team skills, possessive of narrow social skills, worthy multitasking skills, preserve a worklife equilibrium, and unlikely to self-sacrifice for their organization (Hernaus & Vokic, 2014; Kapoor & Solomon, 2011). Generation Y has been characterized as having tattoos, body piercings, required to possess an electronic device with them at all times, completely embrace technology, decidedly accomplished with technology, talented and quickly adjust to technological progresses, more affluent, pursue higher education, possess elevated levels of team skills, less worried about breaking rules, want more collaboration with others, require higher levels of supervision, have a difficult time articulating themselves, and lacking in problem-solving skills (Hernaus & Vokic, 2014; Kapoor & Solomon, 2011; Vanmeter, Grisaffe, Chonko, & Roberts, 2013).

A 2015 study found the millennial generational cohort cognitively feels more entitled than do the baby boomers, generation X cohorts (Allen et al., 2015).

This study empirically tested for equity sensitivity differences in 351 baby boomers, Generation Xers, and millennials. A millennial entitlement outlook is important to this research. Research indicated the more entitled an individual is, the more likely the individual was to react negatively and overtly to a situation (Allen, Evans, & White, 2011). This intentional and negative physical reaction was found to manifest itself in employee turnover, reduced occupational productivity, sabotage of coworker's efforts, and cultural subversion (Allen, et al., 2015).

Emotional intelligence (Salovey & Mayer, 1990) was found to be a viable method for business leaders to bridge differences between the generational cohorts and motivate its workforce regardless of occupational field (Biggs, Haapala, & Lowenstein, 2011; Boyatzis, Goleman, & Rhee, 2000; Njoroge & Yazdanifard, 2014). In a study on intergenerational intelligence (2011), Biggs, Haapala, and Lowenstein found acting intelligently, specifically with a generational consciousness or awareness, individuals have the ability to impact intergenerational relationships positively. By acting intelligently with others in a workplace, individuals are practicing the principles of Salovey and Mayer's emotional intelligence (1990). This study shows how emotional intelligence (Salovey & Mayer, 1990) can positively impact an organization but does not address a millennial leader or turnover.

Businesses continue to find it difficult to motivate a multigenerational workforce (Njoroge & Yazdanifard, 2014). Modern workplaces not only must deal with the generational traits, but the multicultural traits intermingling as the world becomes ever more accessible (Chen, 2015). A 2014 study noted differences of opinions were best characterized by variances in age, not generational cohorts (Njoroge & Yazdanifard, 2014). This study found the use of emotional intelligence (Salovey & Mayer, 1990) by organizational leadership can motivate employees in the multigenerational sales occupational field (Njoroge & Yazdanifard, 2014). An increase in organizational motivation and commitment by its employees will lead to reduced workforce turnover in the multigenerational workforce, and can be applied to the sales occupational field.

Multigenerational Workforce Conclusion

This review of scholarly articles and professional organization publications revealed research on the multigenerational workforce is extensive, overarching, and seemingly all-encompassing. Researchers have identified key traits, characteristics, and habits each generation prefers and utilizes. With the seismic changes in the composition, regarding the age of the global workforce, shifting to the younger millennial generation, it is vital for organizations to identify these traits and adapt. The literature found each generation possesses unique and beneficial characteristics

able to benefit any organization. The existing body of knowledge and academic research lacks in the respective area of millennial leaders and the role they play in a multigenerational workforce, specifically in the sales occupational field. Most research leads to millennials as being young and brash followers but does not address how they can adapt and lead multiple generations in the sales occupational field.

Organization of Studies According to Themes

Research has shown emotional intelligence (Salovey & Mayer, 1990) can reach across a multigenerational workforce, motivate it, and lead to reduced sales occupational field turnover (Goleman, 2014; Njoroge & Yazdanifard, 2014). This theme has repeated itself crossing the four elements of this study. From Salovey and Mayer's (1990) seminal emotional intelligence article, across Goleman's popular book (1995), and Bar-On's research (1997), emotional intelligence has repeatedly offered leaders a means perceptively and positively to interact with their followers. Studies have shown managers who utilize emotionally intelligent interactions have a considerably higher success rate of motivated and loyal workforces (Hernaus & Vokic, 2014; Roberts, Newman, & Schwartzstein, 2012). Studies on turnover found a motivated and loyal workforce are far less likely to leave the organization (Goleman, 2014; Jung & Yoon, 2015; Meisler & Vigoda-

Gadot, 2014; Siddiqui & Hassan, 2013). These themes are apparent across the academic and professional literature are listed below and graphically depicted Figure 10.

1. Emotionally intelligent leadership
2. Multigenerational workforce
3. Motivated workforce
4. Reduced sales occupational field turnover



Figure 10: Theme of emotional intelligence (Salovey & Mayer, 1990) and reduced sales occupational field turnover. Depiction created by the researcher.

Synthesis

This literature review examined the existing body of scholarly knowledge and professional organization literature to understand the impact of a millennial business leader's emotional intelligence (Salovey & Mayer, 1990) on turnover in the multigenerational sales occupational field. Chapter 2 provided a centered overview, the key questions guiding this research, the method for reviewing the literature, the method for analyzing the literature, and an in-depth review of the theoretical framework for the study. Additionally, Chapter 2 reviewed the purpose and significance to the study, tenets of the applicable theories, central themes on traits on the three major generational cohorts, and germane research affecting the study.

The literature review found supervisors and leaders can directly increase an employee's level of pride in work, increase individual and collective performance (Goleman, 2015). These findings lead to reduced sales occupational field turnover by positively using emotionally intelligent coaching and mentoring (Goleman, 2015). Past and current research found emotional intelligence (Salovey & Mayer, 1990) directly impacts, either positively or negatively, on an organization's efforts to reduce sales occupational field turnover (Barthwal & Juyal, 2012; Bradberry & Antonakis, 2015; Jung & Yoon, 2012; Meisler & Vigoda-Gadot, 2014; Srivastava, 2013; Suan, Anantharaman, & Kin, 2015).

Criticisms of emotional intelligence (Salovey & Mayer, 1990) began almost immediately after its proposal (Becker & Cropanzano, 2010; Côté, Lopes, Salovey, & Miners, 2010; Harms & Credé, 2010; Jordan, Dasborough, Daus, & Ashkanasy, 2010; Joseph & Newman, 2010; Walter, Cole, & Humphrey, 2011). The most interesting critique comes from its seminal authors, Salovey and Mayer, with author Brackett (2004). They commented Goleman went too far with his using their emotional intelligence theory (Salovey & Mayer, 1990) as a near solution to every workplace problem. Naysayers to the theory and its concept point to the lack of specific, quantifiable scientific findings of application (Bradberry & Antonakis, 2015). The gap in solid academically acceptable and scientific supporting findings must be researched to address the issue (McCleskey, 2014). Additionally, academic research on emotional intelligence (Salovey & Mayer, 1990) does not address its application to individual generational leaders.

Much research exists on multigenerational workforces, however very little addresses millennials in leadership roles. Researchers have identified key traits, characteristics, and habits each generation prefers and utilizes (Hernaes & Vokic, 2014; Lenz, 2011). Biggs, Haapala, and Lowenstein (2011) found acting intelligently, specifically with a generational consciousness or awareness, individuals have the ability to impact intergenerational relationships positively. By acting intelligently with others in a workplace, individuals are practicing the

principles of Salovey and Mayer's emotional intelligence (1990). Researchers found the use of emotional intelligence (Salovey & Mayer, 1990) by organizational leadership can motivate a multigenerational workforce (Njoroge & Yazdanifard, 2014). An increase in organizational motivation and commitment by employees leads to reduced sales occupational field turnover.

This study found emotional intelligence (Salovey & Mayer, 1990) could positively impact an organization but did not address a millennial leader and turnover. This literature review and research were unable to find specific literature focusing on a millennial leaders use and application of emotional intelligence (Salovey & Mayer, 1990) in the workplace. Researchers have identified generational traits, however, to address the gap in the literature; researchers need to study how these unique traits apply to use of emotional intelligence (Salovey & Mayer, 1990) in the workplace to address turnover, specifically in the sales occupational field. Current academic literature seems to use the theory as an answer to all problems or immediately dismiss it (Bradberry & Antonakis, 2015).

Since March and Simon's research (1958) on organizational turnover researchers have continued to study the underlying reasons for an employee's decision to leave an organization (Griffeth, Lee, Mitchell, & Hom, 2012). The academic research found a happy workforce is far less likely to leave an organization voluntarily (Russell, 2013). When an organization uses positive

emotionally intelligent interactions, it leads to increased organizational commitment and reduced turnover (Jung & Yoon, 2015). However, an individual's intentions to leave an organization is entirely up to that individual.

Academic literature on turnover has a gap in predictive legitimacy, unwarranted enthusiasm on predictors, low academic or scientific standards, and little applicability to business (Russell, 2013). The generalizations in turnover studies have not produced meaningful uses for businesses. Academic literature and professional studies need to focus on the specifics of cause and effect for individual voluntary workplace turnover. With the cost of businesses turnover soaring, relevant literature is necessary to assist the organizations to retain their top talent (Maurer, 2015; Njoroge & Yazdanifard, 2014).

Studies on millennial leaders, specifically millennial sales leaders, have identified them as being a largely under-researched group (Murphy, 2012). Leadership is now more important than ever, with the rapid ease of global access, a mass mix of cultures, gender equalization, and volatility in the modern workplace (Goleman, 2014; Lanaj & Hollenbeck, 2015). Researchers continue to find organizational leadership plays a major role in workforce effectiveness (Chen, 2015; Goleman, 2014). The use of positive emotional intelligence (Salovey & Mayer, 1990) by business leaders can motivate a multigenerational workforce and

increase workforce retention, regardless of occupational field (Njoroge & Yazdanifard, 2014).

However, the literature lacks studies on the impact of a millennial business leader's emotional intelligence (Salovey & Mayer, 1990) on turnover in the multigenerational sales occupational field. Studies are needed to address this gap in the academic literature. This study concentrated on and attempted to quantify this specific gap in the literature. The detailed methods and processes for this study are presented and discussed in the following Chapter 3.

Chapter 3

Methodology

Overview

The purpose of Chapter 3 was to introduce the methodology used for seeking the answer to the studies research question. This chapter provides a detailed review of the method and design for the qualitative study. Chapter 3 presents the ethical considerations, specific organization for the chapter, the research question, research design, an overview of the research approach used in the study, an overview of quality management used in the study, the study population and sample, the selection of participants, the instrumentation, procedures, data collection, data analysis, and the reliability and validity steps taken. This chapter focused on the method of researching and attempting to link the previously identified gaps in the academic literature, and known business uses of emotional intelligence (Salovey & Mayer, 1990) having an impact, positive and or negative, in a millennial leader's efforts to reduce turnover in the multigenerational sales occupational field. Ethical considerations are a critical component of human behavioral research and were taken into account in this study (Creswell, 2014). Ethical safeguards will be discussed in greater detail in the following section.

Ethical Considerations

Ethics are required research for a complete and acceptable study (Terrell, 2016). In recent academic and scientific human-focused research, ethics has been a critical part of all acceptable studies (Creswell, 2014). Modern research has evolved out of the Belmont Report (1979) written by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research (Terrell, 2016). Unethical research such as *The Tuskegee Study of Untreated Syphilis in the Negro Male* (Tuskegee University) lead to the Belmont Report.

With the ethical modernization of research, institutions implemented requirements for studies to be reviewed by Institutional Review Boards (IRB), as federally required, to ensure ethical requirements are met (Creswell, 2014). All research in this study began after receiving approval from the researcher's major advisor, the dissertation committee, and the Institutional Review Board (IRB). Every participant in this study was informed of any possible adverse outcomes for participation in the study. The risk level to participants in this research was found to be minimal and was reported this to the IRB application. No reports of harm or discomfort were reported or communicated to the researcher or the IRB in this study.

Interviews were conducted in a neutral setting, based on the time and availability of the voluntary participant. Every interviewee was informed the

meeting would be recorded and only available to the researcher, participation was entirely voluntary as they were advised they could stop or leave at any point, abstain from answering any question, and all information will be completely anonymous. The interviewee was informed all recordings would be destroyed one year after completion of the study. The researcher asked clarifying questions during the session to ensure the accuracy of the interview. All participants' information is retained solely by the researcher in a designated thumb drive, secured by a password known only to the researcher, and secured in a locked file cabinet for one year after the completing of the study. One year after completion of the study all personal information, notes, records, and recordings will be destroyed

Organization of the Remainder of this Chapter

The following Chapter 3 sections outline the design used in the study. The subsequent section presents the research question for this study. The second subsequent section describes the study research design. The third section provides an overview of the research approach used in the study. The fourth section provides an overview of the quality management used in the study. The subsequent fifth section presents the study population and sample. The sixth section presents the selection of participants. In the seventh section, this study presents the instrumentation used. The eighth section is presenting the procedures employed in

the study. The ninth section presents the data collection process. The tenth section presents the data analysis process and is followed by the eleventh and final section introducing the reliability and validity steps taken.

Research Question

The following Research Question (RQ) attempted to understand and answer this studies stated purpose.

RQ: What is the impact of a millennial business leader's emotional intelligence (Salovey & Mayer, 1990) on turnover, in the multigenerational sales occupational field?

Research Design

The purpose of this qualitative phenomenological study was to explore if emotional intelligence (Salovey & Mayer, 1990) has an impact on a millennial leader's efforts to reduce multigenerational sales occupational field turnover. The nature of this study was qualitative research as described and outlined by Creswell (2014) and Terrell (2016). Qualitative research addresses an individual or a group of individual's viewpoint on a common or central human issue (Creswell, 2014; Terrell, 2016). This studies use of qualitative research is applicable as it asks open-ended questions, focuses on intergenerational workplace relationships, and allows

the stakeholders to respond based on their experiences (Creswell, 2014; Merriam, 2009). Stakeholders in this study are millennial leader's direct subordinates in the sales occupational field.

This study used phenomenological research design as phenomenological research was found effective for qualitative studies (Terrell, 2016). The phenomenological research design allows the researcher to gain insight into a central issue, or phenomenon, of individuals described primarily through interviews (Creswell, 2014). This qualitative study used the phenomenological design to interpret the interviews, analyze the statements, and draw conclusions on the semi-structured interview question responses.

The qualitative specific approach used in this study is the constructivist worldview (Charmaz, 2000). The constructivist worldview (Charmaz, 2000) was based on the concept of individuals possessing a desire to understand the world around them (Creswell, 2014). Researchers using the constructivist worldview (Charmaz, 2000) seek to understand a collective of individual's interpretations, to address a communally social issue (Creswell, 2014).

The phenomena studied was to explore the impact of a millennial business leader's emotional intelligence (Salovey & Mayer, 1990) on turnover, in the multigenerational sales occupational field. Emotional intelligence is the artful process of recognizing, using, understanding, managing, and efficient handling of

ones and others emotions as well as personal relationships with others to solve issues and control behavior (Goleman, 2015; Salovey, Brackett, & Mayer, 2004). The elements studied are identified and presented in the research question previously addressed. These specific elements focus on four key areas central to the study; emotional intelligence (Salovey & Mayer, 1990), millennial leaders, the multigenerational workforce, and the employee turnover in the sales occupational field.

Overview of Research Approach Used in this Study

This studies' semi-structured interview questions consisted of 10 unstructured, open-ended, qualitative questions. This studies use of qualitative research is applicable as it specifically asks open-ended questions, focusing on intergenerational workplace relationships, and allows the stakeholders to respond based on their specific experiences (Creswell, 2014; Merriam, 2009). The qualitative research was as described and outlined by Creswell (2014) and Terrell (2016). Qualitative research addresses an individual or a group of individual's viewpoint on a common or central human issue (Creswell, 2014; Terrell, 2016). Stakeholders in this study were a millennial leader's direct subordinates in the sales occupational field.

This qualitative study used the phenomenological research design. Phenomenological research was found effective for qualitative research (Terrell, 2016). The phenomenological research design allows the researcher to gain insight into a central issue, or phenomenon, of individuals described primarily through interviews (Creswell, 2014). This qualitative study used the phenomenological design to interpret the interviews, analyze the statements, and draw conclusions on the semi-structured interview question responses.

The qualitative specific approach used in this study is the constructivist worldview (Charmaz, 2000). The constructivist worldview (Charmaz, 2000) was based on the concept of individuals possessing a desire to understand the world around them (Creswell, 2014). Researchers using the constructivist worldview seek to understand a collective of individual's interpretations, to address a social issue (Creswell, 2014). Constructivism, or the constructivist worldview, was developed and proposed by Kathy Charmaz (Higginbottom & Lauridsen, 2014).

In the constructivist worldview (Charmaz, 2000), researchers must practice flexibility and remain open to focus on meaning and understanding (Newman, 2012). Crotty (1998) described the constructivist worldview as having three underlying assumptions (Creswell, 2014). His first assumption was individuals created their meaning of the world as they interacted with it (Creswell, 2014). In the second assumption, Crotty (1998) addressed individuals interpreting their

respective environment based on their background, experiences, and cultural understandings (Creswell, 2014). Crotty's (1998) third assumption included an individual's understanding of their environment as they interpreted it from social exchanges (Creswell, 2014).

The application of the constructivist worldview has been used in many studies focusing on surveying, analyzing, and interpreting the collective social individual responses. Studies vary widely, and some examples addressed nursing (Adamek, 2015), Latina college students (Tello, 2015), behavior (Biaett, 2013), educators (Haynes, 2013), and management (DuPraw, 2014). Surveying, analyzing, and interpreting the collective social individual responses, as they are observed and reported by the individuals, aligns with and meets the criteria for the constructivist worldview and were used in this study (Creswell, 2013; Higginbottom & Lauridsen, 2014; Newman, 2012).

Population and Sample

The population for this study was limited to the minute population of millennial business leader's direct subordinates in the multigenerational sales occupational field. The oldest millennial being 37 years old significantly reduced the available pool of participants. By conducting one on one interviews, the study had direct access to qualified participants. Qualified participants were working

professionals with a minimum of two years of experience in a professional sales environment, who have or currently report to an emotionally intelligent millennial business leader in the sales occupational field, and are over 18 years old.

The researcher was denied access to three business and their respective employees. The researcher identified and removed six non-qualified candidates. Three qualified candidates did not return phone calls or emails and four qualified candidates did not show for the semi-structured interview appointment. Many people the researcher contacted were not qualified based on the requirements. The selected participants for this study consisted of 17 qualified individuals selected from a group of voluntary millennial business leader's subordinates, in the sales occupational field, and who are over 18 years old.

This study was able to conduct a pilot test study with three qualified participants and a semi-structured interview with 17 qualified participants. The 17 qualified participants included seven Caucasian millennial males, one Caucasian non-millennial male, two African American male millennials, one Caucasian millennial female, and six Caucasian non-millennial females. All non-millennial participants in the study were born prior to 1980. The qualified voluntary participants' demographics are depicted in Table 7. Only the study participant's numbers, not the pilot study participants, were used for the total and percentage numbers identified in Table 7.

Table 7: Researcher created depiction of study participants.

| Study Participants | | | | | | | |
|--------------------|-------------|------|--------|-----------|------------------|------------|----------------|
| | Interview # | Male | Female | Caucasian | African American | Millennial | Non-Millennial |
| Pilot | 1 | | X | X | | X | |
| | 2 | X | | X | | X | |
| | 3 | X | | X | | X | |
| Study | 4 | X | | X | | X | |
| | 5 | X | | X | | X | |
| | 6 | X | | | X | X | |
| | 7 | X | | X | | X | |
| | 8 | X | | | X | X | |
| | 9 | | X | X | | X | |
| | 10 | X | | X | | X | |
| | 11 | X | | X | | X | |
| | 12 | X | | X | | X | |
| | 13 | X | | X | | | X |
| | 14 | | X | X | | | X |
| | 15 | X | | X | | X | |
| | 16 | | X | X | | | X |
| | 17 | | X | X | | | X |
| | 18 | | X | X | | | X |
| | 19 | | X | X | | | X |
| | 20 | | X | X | | | X |
| Total | | 10 | 7 | 15 | 2 | 10 | 7 |
| % | | 59% | 41% | 88% | 12% | 59% | 41% |

Selection of Participants

The researcher used a two-level screening to determine the qualification of each voluntary participant. The first level of candidate screening involved the researcher discussing the background, scope, intended purpose, importance of the study and discussed the qualification requirements of the candidate for participation in the study's semi-structured interview. The six non-qualified candidates were identified during the initial discussion, specifically prior to the Pre-Interview Screening Questions (P-ISQ). The six non-qualified candidates were disqualified from further participation in the study and thanked for their time. In the second level screening, the researcher conducted an in-person, telephonic, or online interview asking the candidates the listed P-ISQs, required for eligibility. This two-level screening was found necessary and identified during the test pilot study.

The P-ISQ used Goleman's (2015) five components of emotional intelligence (Salovey & Mayer, 1990) as the basis for P-ISQ 3 through P-ISQ 12. If the voluntary candidate met the requirements, they were qualified to participate in the study's semi-structured interview. The qualification of each voluntary participant was based on their responses during the pre-interview screening. The Participants responses are listed below in Table 8 and in Appendix M. Only the study participant's numbers, not the pilot study participants, were used for the total and percentage numbers identified in Table 8 and in Appendix M.

Table 8: Pre-Interview Screening Question (P-ISQ) Responses.

| | | Pre-Interview Screening Questions (P-ISQ) | | | | | | | | | | | | | | | |
|------------------------------|--------|---|-----------|----------------|----------------|-----------------|-----------------|------------|------------|---------|----------|---------------|---------------|-----------|-----------|-----------|--|
| Interview | | P-ISQ 1 | P-ISQ 2 | P-ISQ 3 | P-ISQ 4 | P-ISQ 5 | P-ISQ 6 | P-ISQ 7 | P-ISQ 8 | P-ISQ 9 | P-ISQ 10 | P-ISQ 11 | P-ISQ 12 | P-ISQ 13 | P-ISQ 14 | | |
| Pilot | Int 1 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | |
| | Int 2 | Y | Y | Y | N | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | |
| | Int 3 | Y | Y | N | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | |
| Study Interview Participants | Int 4 | Y | Y | Y | Y | Y | Y | N | Y | Y | Y | Y | Y | Y | Y | Y | |
| | Int 5 | Y | Y | Y | Y | N | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | |
| | Int 6 | Y | Y | Y | Y | N | Y | N | Y | Y | N | Y | N | Y | Y | Y | |
| | Int 7 | Y | Y | Y | Y | Y | Y | Y | N | Y | Y | Y | Y | Y | Y | Y | |
| | Int 8 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | |
| | Int 9 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | |
| | Int 10 | Y | Y | Y | Y | N | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | |
| | Int 11 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | |
| | Int 12 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | |
| | Int 13 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | |
| | Int 14 | Y | Y | Y | N | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | |
| | Int 15 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | |
| | Int 16 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | |
| | Int 17 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | |
| | Int 18 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | |
| | Int 19 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | |
| | Int 20 | Y | Y | Y | N | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | |
| Study Only | % Y | 100% | 100% | 100% | 88% | 82% | 100% | 88% | 94% | 100% | 94% | 100% | 94% | 100% | 100% | 100% | |
| | % N | 0% | 0% | 0% | 12% | 18% | 0% | 12% | 6% | 0% | 6% | 0% | 6% | 0% | 0% | 0% | |
| Question Focus | | Qualifier | Qualifier | Self-awareness | Self-awareness | Self-regulation | Self-regulation | Motivation | Motivation | Empathy | Empathy | Social skills | Social skills | Qualifier | Qualifier | Qualifier | |

The P-ISQs reinforced the validity of the voluntary participant as they must be working professionals with a minimum of two years of experience in a professional sales environment, who have or currently work for an emotionally intelligent millennial business leader in the sales occupational field and are over 18 years old. The P-ISQs are listed below, and in Appendix B, and include, where applicable, the applicable emotional intelligence (Salovey & Mayer, 1990) component. The arrow noted sections were read to the candidate to clarify the associated question.

Pre-Interview Screening Questions (P-ISQ)

- This doctoral dissertation study concentrates on the sales occupational field.

P-ISQ 1: Do you currently, or have you previously, worked in the sales occupational field?

- A Millennial business leader is an individual born between 1980 and 2000 (Hernaus & Vokic, 2014), who's age is between 17 and 37, and who serves in a position of authority or responsibility for employees or followers in business sales (Goleman, 2015).

P-ISQ 2: Do you currently, or have you previously, worked for a millennial business leader as just defined?

- Emotional intelligence is the theoretical foundation for this study and is defined as the artful process of recognizing, using, understanding, managing, and

efficient handling of one's and others' emotions as well as personal relationships with others to solve issues and control behavior (Goleman, 2015). The five key tenants of emotional intelligence are self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 2015). Emotionally intelligent leadership is defined as a blending of the traits of emotional intelligence with leadership approaches to shape an individual's versatile leadership style as necessary for individual situations (Allen, Shankman, & Miguel, 2012; Palmer & Gignac, 2012).

P-ISQ questions 3-12 addressed key aspects of emotional intelligence. Participant's responses to P-ISQs 3-12 identified if the employee worked or works for an emotionally intelligent leader. Based on P-ISQ 3-12, the study only included candidate interviews if they answered yes to a minimum of 7 out of 10 questions or have one yes on each pair of the five emotional intelligence tenant questions.

P-ISQ 3: Does your millennial supervisor recognize his/her emotional strengths and weaknesses? (Self-awareness)

P-ISQ 4: Does your millennial supervisor ask for feedback on his/her responses to a situation? (Self-awareness)

P-ISQ 5: Is your millennial supervisor always able to regulate and keep his/her emotions in check? (Self-regulation)

P-ISQ 6: Is your millennial supervisor able to move past a negative emotional interaction? (Self-regulation)

P-ISQ 7: Is your millennial supervisor able to focus on the task at hand?
(Motivation)

P-ISQ 8: Does your millennial supervisor present an optimistic view on situations? (Motivation)

P-ISQ 9: Does your millennial supervisor listen to people's concerns?
(Empathy)

P-ISQ 10: Is your millennial supervisor able to understand an individual's emotions during a discussion? (Empathy)

P-ISQ 11: Is your millennial supervisor able to interact with people of diverse backgrounds? (Social skills)

P-ISQ 12: Is your millennial supervisor able to resolve conflicts of interest?
(Social skills)

➤ This study also focuses on turnover, specifically in the sales workforce.

P-ISQ 13: Have you observed voluntary turnover in your organization where you believe the emotional exchanges from the business leader directly contributed to the motives of the departing employee?

➤ The safety and confidentiality of all voluntary participants is a critical factor and top priority of this study. You and your company will not have any personally identifiable information recorded, stored, or transmitted in any form. This study is completely voluntary, you are free not to answer any question, and you may leave

at any point. Please know if you elect not to respond to a question or do not complete the interview your responses may not be used in this study.

P-ISQ 14: Do you believe you can answer each question honestly and to the best of your ability?

Instrumentation

The instrumentation used to collect data in this study was qualitative individual semi-structured interviews. Qualitative semi-structured interview research enables a researcher to study an individual or a group of individual's viewpoint on a common or central human issue (Creswell, 2014; Terrell, 2016). This studies use of qualitative research was applicable as it asked open-ended questions, focused on intergenerational workplace relationships, and allowed the stakeholders to respond based on their experiences (Creswell, 2014; Merriam, 2009). The Informed Consent form is included as Appendix A in this study and addresses the:

1. Study title
2. Purpose of the Study
3. Procedures
4. Potential Risks of Participating
5. Potential Benefits of Participating

6. Compensation, Confidentiality
7. Voluntary participation
8. Right to withdraw from the study
9. Whom to contact if you have questions about the study
10. Whom to contact about your rights as a research participant in the study
11. Agreement

Each interview was conducted in a neutral setting, based on the time and availability of the voluntary participant. All interviews were digitally recorded, audio only, to ensure the accuracy of the translation. The interviewee was informed all recordings would be destroyed one year after the completion of the study. Prior to launching the semi-structured interviews, a pilot test was conducted. This pilot test study strengthened the formulation of the semi-structured interview questions, validated the structure of the survey method, and the applicability of the questions. This pilot test study included a request for recommendations on how to improve the semi-structured interview questions. The semi-structured interview questions used in this study consisted of 10 semi-structured, open-ended questions. The semi-structured interview participants freely and in their own view answered the following Semi-Structured Interview Questions (S-SIQ):

S-SIQ 1: How do you define/characterize a millennial sales business leader?

S-SIQ 2: Describe how the millennial sales leader differ from other generations of sales leaders you have worked with?

S-SIQ 3: What is the impact of emotionally intelligent social interactions in the sales occupational field?

S-SIQ 4: How does your experiences with emotionally intelligent leadership and unemotionally intelligent leadership affect your organization?

S-SIQ 5: Describe the impact (if any) of a millennial sales leader's use of emotionally intelligent leadership.

S-SIQ 6: How does routine interactions with a millennial sales leader affect workforce turnover in your organization?

S-SIQ 7: Describe how a millennial sales leader's intentionally tailored interactions, with individuals, impact(s) sales workforce turnover in your organization.

S-SIQ 8: In your opinion, please describe the impact (positive or negative), of a millennial leader's emotional interaction efforts to reduce employee turnover, specifically in a multigenerational sales workforce.

S-SIQ 9: What is the importance, in your opinion, of a millennial sales leader's efforts to act in an emotionally intelligent manner with subordinates in an attempt to reduce turnover?

S-SIQ 10: Please provide any additional comments or suggestions you have to assist in this area of research.

Procedures

All research in this study began after receiving approval from the IRB. Data was collected from a one on one qualitative semi-structured open-ended interview with 17 qualified participants. All participants were asked the same ten semi-structured interview questions identified in the preceding instrumentation section. Interviews were conducted in a neutral setting, based on the time and availability of the voluntary participant. All interviews were digitally recorded, audio only. The researcher took pertinent notes, annotated areas the participant highlighted during the interview, and cross-examined the recording to ensure accuracy.

Data Collection Method

The researcher contacted multiple businesses and individuals requesting voluntary participants and stated the candidates must be working professionals with a minimum of two years of experience in a professional sales environment, who have or currently report to an emotionally intelligent millennial business leader in the sales occupational field, and are over 18 years old. Interviews were conducted

in a neutral setting, determined by the participant, and based on the time and availability of the voluntary participant. Every interviewee was informed the meeting would be recorded and only available to the researcher, participation being entirely voluntary as they may stop or leave at any point, and all information will be completely anonymous. Every interviewee was informed all recordings would be destroyed one year after the completion of the study. The researcher asked clarifying questions during the session and checked the translation ensuring the accuracy of the interview.

Data Analysis Method

The data collected in this study was analyzed based on the qualitative purpose of the study as it sought to answer the research question. Audio data files collected during this study were professionally and securely transcribed using the TranscribeMe digital platform, reviewed by the researcher for accuracy, auto coded and securely analyzed using the professional NVivo qualitative computer data analysis program (Creswell, 2014). The professional TranscribeMe digital platform works with the NVivo digital platform. The researcher created an account in TranscribeMe and then in NVivo.

The researcher independently reviewed all responses ensuring accuracy and confirming the data matched with the researcher's notes. Qualitative research

responses have been found to accumulate greater information than necessary for focused studies (Guest, MacQueen, & Namey, 2012). Research can become clouded and lose focus on the intended purpose with data outside the scope of the study (Terrell, 2016). Only the information pertinent to the study was retained as it relates to the narrow focus while disregarding any additional non-relevant information (Creswell, 2013). Steps involved in the analysis included receiving the information, organizing the information, reading the information, coding the data, separating the data into themes or descriptions, tying the themes and descriptions together, interpreting the meaning of the data, and validating the accuracy of the information (Creswell, 2014).

Reliability and Validity

Reliability and validity are key to this study and it utilized the constructivist worldview (Charmaz, 2000) approach. To frame and ensure reliability, the researcher used the following Creswell (2014) best practice qualitative research reliability methods:

1. Conduct a pilot test study to strengthen the formulation of the semi-structured interview questions as a means to validate the structure of the survey method and the applicability of the questions.

2. Maintain detailed notes of every action taken during the semi-structured interviews and have the external auditor inspect the notes to identify any missed information or errors.
3. Check the accuracy of the coding during and after the analysis.

To ensure validity, the researcher used the following Creswell (2014) best practice qualitative research validity methods:

1. Conducted a pilot test study to strengthen the formulation of the semi-structured interview questions as a means to validate the structure of the survey method and the applicability of the questions.
2. Prior to the one-on-one semi-structured interview, the researcher used pre-interview screening questions to conduct a qualification screening for each voluntary participant.
3. Crosschecked data from the TranscribeMe transcriptions, the qualitative NVivo transcription analysis, and the researcher's interview notes.
4. Used specific and detailed particulars to bring the reader into the setting of the participant.
5. Limitations, including researcher bias, were listed previously in this study.

6. Identified and addressed conflicting findings identified in the participant's interview.
7. Used academic peers, a Florida Institute of Technology Doctorate of Business Administration student to serve as an external auditor.

The steps previously described were used to ensure validity and reliability of the study.

Interviews were examined to ensure both the accuracy of the data and translation. Prior to launching the study, a pilot test was conducted. The pilot test study strengthened the formulation of the semi-structured interview questions and validated the structure of the survey method and applicability of the questions. Responses and findings in the pilot test were not used in the study. This pilot test study included a request for recommendations on how to improve the semi-structured interview.

Identified in the pilot study was the need to discuss the qualifications, design, purpose, and focus of the study. This was added to the study as it enabled the researcher to pre-screen candidates prior to meeting for the interview. The pilot test study identified three areas for improvement in the semi-structured interview questions. These three minor edits were made the questions and clarify the associated question. The edited semi-structured interview questions are listed below and revision additions are underlined.

S-SIQ 2: Describe how the millennial sales leader differ from other generations of sales leaders you have worked with?

S-SIQ 4: How does your experiences with emotionally intelligent leadership and unemotionally intelligent leadership affect your organization?

S-SIQ 7: Describe how a millennial sales leader's intentionally tailored interactions, with individuals, impact(s) sales workforce turnover in your organization.

Summary

Chapter 3 in this study presented, discussed, and detailed the methods and processes used in this study. The qualitative specific approach used in this study is the constructivist worldview (Charmaz, 2000). Data was collected from one-on-one qualitative semi-structured open-ended digitally audio recorded interviews with 17 qualified individuals selected from a group of voluntary millennial business leader's subordinates, in the sales occupational field, and who are over 18 years old. Audio data files collected during this study were professionally and securely transcribed using the TranscribeMe digital platform, reviewed by the researcher for accuracy, coded, and securely analyzed using the professional NVivo qualitative computer data analysis program (Creswell, 2014). To ensure reliability and validity, the researcher used several of Creswell's (2014) best practice qualitative

research methods. The implementation, findings, and the study's contribution to applied practice are presented, discussed, and detailed in the following Chapter 4.

Chapter 4

Findings

Overview

The purpose of Chapter 4 is to present the research findings, provide a synthesis and summary of data, and its contribution to applied practice. Research has shown workforce turnover is an issue to businesses and organizations, regardless of size and market (Njoroge & Yazdanifard, 2014). The current global environment and the multigenerational workforce involves increasingly high turnover rates (The Society for Human Resource Management, 2015). Research has shown emotional intelligence (Salovey & Mayer, 1990) can reach across a multigenerational workforce, motivate the workforce, and lead to reduced workforce turnover (Goleman, 2014; Njoroge & Yazdanifard, 2014; Wilkie, 2016).

The current academic literature lacks studies on a millennial business leaders' use of emotional intelligence (Salovey & Mayer, 1990) to reduce multigenerational sales occupational field turnover. The purpose of this study was to explore this gap in the literature by specifically asking if emotional intelligence (Salovey & Mayer, 1990) has an impact on a millennial leader's efforts to reduce multigenerational sales occupational field turnover. The following Research Question (RQ) attempted to understand and answer this studies stated purpose.

RQ: What is the impact of a millennial business leader's emotional intelligence (Salovey & Mayer, 1990) on turnover, in the multigenerational sales occupational field?

The qualitative individual semi-structured interview process used in this study was found to be an extremely effective method for answering the research question. Using qualitative semi-structured interviews enabled the researcher to examine the individual participant's viewpoint on the common focus area of the study (Creswell, 2014; Terrell, 2016). The TranscribeMe transcriptions were found to be of high quality and worked with the NVivo qualitative computer data analysis program. In using NVivo, the researcher was able to synchronize the transcripts, capture key insights, and consolidate responses to answer this study's research question. The following sections present the research findings, the synthesis and summary of data, and the study's contribution to applied practice

Study Implementation

Each Semi-Structured Interview was conducted in a neutral setting, selected by and based on the time and availability of the qualified voluntary participant. The interviews were conducted in the participant's homes, vehicles or the researcher's vehicle at varying times, varying places, and varying days of the week.

Interviews in the participant's homes were found to be less productive. In-home interviews allowed for distractions of home life, primarily spousal or child interruptions. The most productive location was an entirely private interview in the participant's or the researcher's vehicle. This seclusion led to increased levels of discussion, attention, and honesty from the participant.

The researcher began the interview by informing each interviewee the meeting will be recorded and only available to the researcher, their participation was entirely voluntary, they were advised they could stop or leave at any point, abstain from answering any question, and all information will be completely anonymous. The interviewee was informed all recordings would be destroyed one year after completion of the study. The researcher explained the necessity for using a recording device as a means of capturing and analyzing qualitative data. An informed consent form was given and signed before the beginning of every interview.

The researcher turned off the recording device after the final semi-structured interview question was completed. The researcher asked clarifying questions during the session to ensure the accuracy of the interview. During the analysis of the data, the researcher checked the NVivo data analysis findings, compared them to the interview transcripts, and the researcher's notes to ensure the accuracy of each finding.

Research Findings

Data was collected from a one on one qualitative semi-structured open-ended interview with 17 qualified participants. All participants were asked the ten semi-structured interview questions previously identified. Interviews were conducted in a neutral setting, based on the time and availability of the voluntary participant. All interviews were digitally recorded, audio only. The researcher took pertinent notes, annotated areas the participant highlighted during the interview, and cross-examined the recording to ensure accuracy. The phenomenological design used in this study qualitative allowed the participants to freely share their experiences and thoughts while enabling the researcher to interpret the interviews, analyze the statements and transcripts, code the data, and draw conclusions on the semi-structured interview question responses.

The researcher coded the interviews in the NVivo digital platform based off of themes emerging in the data. These codes were not identified before the study but developed and evolved during the coding process. The following sections present the synchronized and integrated themed responses from the participants addressing the respective semi-structured interview question. Each semi-structured interview section presents a detailed word cloud based on the top 100 most

applicable frequently used words in the interview, consisting of four letter or more, identified by the researcher in the NVivo digital platform.

The detailed word cloud graphically displays and frames the participant's subsequent responses for each subsequent semi-structured interview question. The rate of recurrence of words used during the interviews is directly reflected in the size and placement in the word cloud. The centermost and largest words were used the most frequency during the interviews. As the usage of words declined, their size reduced and they were moved farther away from the center of the word cloud. The interview participants were named and numbered as INT with a corresponding number. The first three participants were not included as they were used for the pilot study.

The researcher reviewed every word, multiple times, ensuring only words appropriate and pertinent to the study remained. During the analysis of the data, the researcher cross-examined the findings across the three data examination methods. The three methods used to examine the data included the NVivo data analysis program, reviewing the TranscribeMe transcripts, and the researcher's notes to ensure the accuracy of each finding. The ethnicity of the participant was not found to have an impact on the response.

The following Research Question (RQ) guided and attempted to understand and answer this studies stated purpose.

RQ: What is the impact of a millennial business leader's emotional intelligence (Salovey & Mayer, 1990) on turnover, in the multigenerational sales occupational field?

Semi-Structured Interview Questions (S-SIQ)

S-SIQ 1: How do you define/characterize a millennial sales business

leader?



Figure 11: S-SIQ 1: Word Cloud

INT 4: “Somebody who's 37 years of age, that kind of grew up in that slotted time period. They're all different. So, that's kind of our generation. The millennial generation is everybody's special and everybody's [an] individual snowflake. So, no two millennial managers are the same.”

INT 5: “Someone who's in a sales leadership position that was born between this year and this year. So really someone who's from the age of 17 to 37. Somebody who is a little bit more able and willing to have to adapt to certain situations, not necessarily being able to be flexible in a kind of ever-changing environment. I would also say somebody that needs to be a little bit more tech-savvy. I think that it has truly evolved into somebody who certainly needs to understand the basics of technology, communication. Needs to be more tech savvy, be kind of up to date with current trends.”

INT 6: “I would categorize a millennial in my setting as the person who has the book knowledge and the skill set to do a task, but they are lacking the key component of being able to actually work with people. So pretty much-missing people skills.”

INT 7: “Trying to get to the top with the shortest route possible, even if it means skipping a few steps. Less inclined to deal with paying their dues and minimum effort, maximum profit.”

INT 8: “I’ve typically defined a sales business leader as somebody in an authoritative position that can actually spit out or dictate what’s to be done. And basically, anybody that’s under 30. I think millennial sales leaders are more absent-minded. Younger sales leaders, I feel, are filled with piss and vinegar. They’re filled with things that other people told them that can get done. And they want everything done right here, right now. Being in this generation, we all have cell phones; we have the Internet. We have all of these abilities to have all this information given to us right then and right now, so they often tend to be impatient.”

INT 9: “I feel like they’re maybe not as mature, and handle things differently. They’re in their mid-20s, early mid-20s.”

INT 10: “Basically someone out of college, someone who, basically, has been out in, say, maybe the past 5 to 10 years has been in a leadership role. A little more fun, I would say. A little more upbeat.”

INT 11: “A little bit younger, someone that knows and understands the challenges of the people working for him, that has been through same situations and is able to guide his employees in a positive direction.”

INT 12: “I characterize it as someone who is able to create a personal relationship in order to kind of cater their strategy to help the employee's growth. Not only the personal growth but also to grow personally so that they can be a better value to the business.”

INT 13: “A millennial leader is a certain age leader that is overseen in influencing, mentoring other people that they're working with. What I've witnessed, is more in tune with emotions, and is more sensitive regarding their feelings, your feelings. I feel like they're more driven based off of procedures rather than results. That would be a good way to say it, that they're more procedural driven vs. result driven.”

INT 14: “They're a bit more loose. They are not as detailed. There is a sense of entitlement, and whereas they don't want to be micromanaged, they certainly don't want to micromanage those under them. They just expect massive success without a specific pattern for creating that, whether it's for themselves or those underneath them.”

INT 15: “A person whose attention span is a little bit more condensed. They're a little bit more emotional. I feel as though they're stigmatized, and it doesn't necessarily mean it's a bad thing. Millennials [have] kind of become almost a four-letter word in so many cases. Overall, the thing that I've seen is that it's defined by a generational boom with technology and that causes people's attention spans to be a little bit shorter. Which means that they're expecting results a lot faster.”

INT 16: “Young, and up and coming. More in tune with social media and current trends.”

INT 17: “Up until the mid-30s and a business leader. The style of dress is a lot more relaxed.”

INT 18: “I think they're a lot younger than I am and actually have grown up in a world where it's more electronics, and more emails, and faxing, or texting than just the one-on-one, face-to-face conversation.”

INT 19: “Very data and number driven. They have to see the data.”

INT 20: “A hard worker, and I think [they] take it to heart what they do.”

In the semi-structured interview question 1, participants described millennial sales leaders as capable younger leaders (100%), adaptable to situations (47%), wanting to lead people, very gifted with technology (63%), possess fewer people skills, rely on technology instead of a personal connection, naturally gifted with sales, outcome focused, empathetic, future leaders of companies, and having a short attention span. The data found a millennial sales leader is one who is younger in age (100%), appearance, and methodology than traditional older non-millennial sales leaders. Sixty-three percent of participants described millennial sales leaders tend to be technologically savvy and technologically dependent. Non-millennial participants self-nominated the millennial sales leader’s technological skill and described them as being technologically dependent (71%).

Seventy percent of millennials describe their millennial sales leader as being very adaptable to situations while only fourteen percent of non-millennial participants agree. Eighty-six percent of non-millennial participants describe their millennial sales leader as being relaxed and casual in appearance and leadership style. Only thirty percent of millennials described their millennial sales leader as being relaxed and casual in appearance and leadership style. One participant

described the relaxed leadership as being the norm for co-millennials. This may explain why it was not noted by more millennial participants.

Thirty-five percent of participants describe millennial sales leaders as being more emotional (35%). Forty percent of millennial participants noted a millennial sales business leader is more likely to take as many shortcuts as possible to achieve their goal of immediate or rapid success and attain highly visible levels success. Of note, fifty-seven percent of non-millennial study participants identified millennial sales leaders as being more personable and easier to get along with. The participant responses and associated demographics are presented below in Table 9.

S-SIQ 1: How do you define/characterize a millennial sales business

leader?

Table 9: Study Participant Responses & Demographics to S-SIQ 1.

| Interview # | Male | Female | Millennial | Non-Millennial | Study Participants S-SIQ 1 Response | | | | | | | Shortcuts | Relaxed |
|----------------|------|--------|------------|----------------|-------------------------------------|-----------|------------|----------------------------------|-----------------|--|-----|-----------|---------|
| | | | | | Younger | Adaptable | Tech Savvy | Less Personable/Mature/Emotional | More Personable | | | | |
| 4 | X | | X | | X | | X | | | | | | |
| 5 | X | | X | | X | X | | | | | | | |
| 6 | X | | X | | X | X | | X | | | | | |
| 7 | X | | X | | X | X | | | | | X | | |
| 8 | X | | X | | X | X | X | X | | | X | | |
| 9 | | X | X | | X | X | X | X | | | X | | |
| 10 | X | | X | | X | X | X | | | | | | X |
| 11 | X | | X | | X | X | X | | | | | | X |
| 12 | X | | X | | X | | | | X | | | | X |
| 13 | X | | | X | X | | | | X | | | | X |
| 14 | | X | | X | X | | | X | | | X | | X |
| 15 | X | | X | | X | X | X | X | | | X | | |
| 16 | | X | | X | X | X | X | | | | | | X |
| 17 | | X | | X | X | | X | | X | | | | X |
| 18 | | X | | X | X | | X | X | | | | | |
| 19 | | X | | X | X | | X | | X | | | | X |
| 20 | | X | | X | X | | X | | X | | | | X |
| Total | | | | | 17 | 8 | 10 | 6 | 5 | | 5 | 5 | 9 |
| Percentage | | | | | 100% | 47% | 63% | 35% | 29% | | 29% | 29% | 60% |
| Millennial | | | | | 100% | 70% | 50% | 40% | 10% | | 10% | 40% | 30% |
| Non-Millennial | | | | | 100% | 14% | 71% | 29% | 57% | | 14% | 14% | 86% |

what you're supposed to be doing, and we'll address it later. Just basically just give me the results, and I don't care if you stand on your head while you do it, just give me results.”

INT 5: “So as a millennial sales leader, you might need to cater a little bit more towards each individual's unique personality traits that they have on their team, whereas in the past, someone older, it might have been like, "hey, this is how we do it. Either get on board or get off." I feel like now the millennial sales leader is kind of taught to, Oh, I'm the leader, but we need to listen to everybody's ideas.”

INT 6: “Some people [older generations] who have been doing sales for a lot longer are essentially more people-orientated. So, despite all the changes in technology and everything else, where they may struggle to learn how certain systems work, their ability to build connections not only with customers but with the other key service components, so you know, all the little people that you need in order to achieve a certain task. They work with all those people. So, they will build better relationships and essentially mitigate a lot of those issues because not only have they built a solid relationship with the customer, they also have a solid relationship with those other key people who are essential to servicing the customer.”

INT 7: “I would say that more generation Xers that I've worked for have been a lot, especially in the sales, have been a lot more customer-focused. They want the customer to feel like they matter more than, I think, the millennials do. Where the millennials are focused purely on profit. And if you're not turning the profit, then they come down on you a little bit harder than I think the generation Xers do.”

INT 8: “Everything is immediate. I say they, we [millennials] feel entitled. Just because they're [millennials] in that authoritative position, they feel that they should have that title, not necessarily doing the tasks that get them to that title. They tend to be less personal because again, with the rise of technology and things like that, we can text people and hold a lot of conversations through email, text messages and just generally through the computer. So, a lot of people, millennials in particular, don't know how to communicate, and they have a rough time with communicating with each other. The communication is really insensitive because they're so used to typing it out in an email that they don't know how to necessarily handle it face-to-face.”

INT 9: “They're more like cut to the [chase], so it's like here are the facts, here's what needs happening and not [older generations]. It's business. It's black and white. Here's the bottom line. More high school-ish drama [millennial].”

INT 10: “more fun, upbeat type attitude [millennial], as opposed to a lot of [older generations], I guess, maybe even stereotypical ideas of what an older business leader would look like and would act like.”

INT 11: “To older people, the goal is more oriented towards what's good for the company itself. Working for a millennial sales leader, it's more of focusing on what's good for me. And my boss now is more concerned about things outside of work. Like, how are you doing personally? How is your relationship with your family? How is your relationship with your girlfriend? And then he is able to; he attacks those issues before we can focus, before he attempts to focus on work. So just from dealing with a millennial leadership position to make it so that everything is stable outside of the work environment, so we can concentrate fully on the task at hand, which is the job.”

INT 12: “The older generations are more authoritarian, by the book, here's the bottom line, let's go. And millennials are more, "Okay, John. I see you're

hurting in X, Y, Z. What's the root cause? How can I help you?" And by helping you, it'll help the company."

INT 13: "A millennial leader is more driven based off of everyday procedures. They're more driven based on of the employee's happiness, the employee, like where they're at in their life. There's a bigger concern about an employee's lifestyle vs. an older leader is more cutthroat. They're more willing to latch; they're more willing to make a drastic decision very quick that is typically driven off of data, like sales statistics, profitability, the end number, whereas a millennial will take in more of a broader sense and look more personally into it."

INT 14: "They are not as responsive. There is not as much of a sense of urgency. There's definitely a gap of even personal or professional involvement there for guidance, response time."

INT 15: "The big difference that I can pinpoint, the first thing that comes to my mind, whereas people from previous generations, they're willing to put in 25 years at a business and stay in one place, you can even look at across the housing market. People don't stay in their houses for more than ten years at a time now."

INT 16: “They may be more willing to try new things, try different sales approaches, and think outside the box. Whereas, the older sales leaders tend to be a little bit more set in their ways.”

INT 17: “They try to engage with people and get feedback. Just the whole style of leadership seems a lot different to me. It’s more personable.”

INT 18: “Before the millennials, people would go on your word, and they trusted what you said. Now it's more factual. They [millennial sales leaders] have to have research on it, show proof, and everything has to be in writing. We could mainly meet and say, "We're going to do it this way," and agree to it. And then, maybe later, bring the contract to be signed after a handshake. Whereas now, they want everything upfront, your name, and your boss, and where you live. Because they [millennial sales leaders] want more proof, or in writing, of your actions versus just what you said.”

INT 19: “In my past with other [older, non-millennial] leaders, they weren't so much concerned about the numbers. It was a lot of favorites. It didn't matter how many errors you made, but I liked you. And you showed up, and you were here on time, so you're getting your raise. The emotional friendship part is not so

much [with millennial sales leaders]. It's mostly business and numbers [with a millennial sales leader].”

INT 20: “More open to change than maybe some of the older ones would be less open to change like do it a certain way. Always looking for new ways, a different way, just not afraid of change where I think maybe the older ones, when I look back to where I've been, maybe it was just like this is the way it is and don't change it. Is there a different way because there's something else we can do to make this easier to do? Or more productive or how could I do this? What can I do to encourage better productivity?”

The responses painted a decisive picture of how a millennial sales leader contrasted from their older counterparts. Many of the responses were echoed or the same as the answer given in S-SIQ 1, previously identified in Table 9. Participants characteristically described a millennial sales leader as more adaptable to changing situations (71%), technologically savvy (71%), more personable and friendly (59%), possess a strong sense of individuality (76%), optimistic, expecting of immediate results (47%), and more relaxed on rules and regulations (65%) than their older counterparts. This generalization was further outlined by the participants as ones being highly skilled of incorporating technology into work life

(71%). They are also more likely to focus on the personal wellbeing of their workforce and likely to blur the line between professional and personal relationships.

The non-millennial participants noted differences of opinion on millennial sales leaders is clear in eighty-six percent identify them as being technologically savvy. Fifty-seven percent of non-millennials participants identified a strong sense of individuality while ninety percent of millennials made this diction. Seventy percent of millennial participants noted millennials are more likely to shortcut the tradition of doing their time while they want to reach immediate or rapid success and attain highly visible levels success. Only fourteen percent of non-millennials participants identified this. The semi-structured interview question 2 participant responses are synopsized and listed below in Table 10.

S-SIQ 2: Describe how the millennial sales leader differ from other generations of sales leaders you have worked with?

Table 10: Study Participant Responses & Demographics to S-SIQ 2.

| Interview # | Male | Female | Millennial | Non-Millennial | Study Participant's SIQ 2 Response | | | | | | | Shortcuts/Results/Unreal Promotion Views | Believed/Gave & Take | Stret/Less Give & Take |
|----------------|------|--------|------------|----------------|------------------------------------|------------|-----------------------------------|--------------------------|---------------|---------------|---------------|--|----------------------|------------------------|
| | | | | | Adaptable | Tech Savvy | Less Personable/Mature/Inflexible | More Personable/Friendly | Individuality | Individuality | Individuality | | | |
| 4 | X | | X | | X | X | | X | X | | | X | X | |
| 5 | X | | X | | X | X | | X | X | | | X | X | |
| 6 | X | | X | | X | X | | X | X | | | X | X | |
| 7 | X | | X | | X | X | | X | X | | | X | X | |
| 8 | X | | X | | X | X | | X | X | | | X | X | |
| 9 | X | | X | | X | X | | X | X | | | X | X | |
| 10 | X | | X | | X | X | | X | X | | | X | X | |
| 11 | X | | X | | X | X | | X | X | | | X | X | |
| 12 | X | | X | | X | X | | X | X | | | X | X | |
| 13 | X | | X | | X | X | | X | X | | | X | X | |
| 14 | X | | X | | X | X | | X | X | | | X | X | |
| 15 | X | | X | | X | X | | X | X | | | X | X | |
| 16 | X | | X | | X | X | | X | X | | | X | X | |
| 17 | X | | X | | X | X | | X | X | | | X | X | |
| 18 | X | | X | | X | X | | X | X | | | X | X | |
| 19 | X | | X | | X | X | | X | X | | | X | X | |
| 20 | X | | X | | X | X | | X | X | | | X | X | |
| Total | | | | | 12 | 12 | 7 | 10 | 13 | 8 | | 11 | 11 | 3 |
| Percentage | | | | | 71% | 71% | 41% | 59% | 76% | 47% | | 65% | 65% | 18% |
| Millennial | | | | | 70% | 69% | 40% | 60% | 90% | 70% | | 60% | 60% | 18% |
| Non-Millennial | | | | | 71% | 86% | 43% | 57% | 57% | 16% | | 71% | 71% | 25% |

INT 5: “The best salespeople are the chameleons, the ones that can adapt. You kind of have to quickly identify, okay, who am I dealing with here? What kind of personality? Type A? Type B? So, being able to quickly pick up on, Hey, what kind of person is this? And then tailoring your approach to match kind of their emotion, their tone, their mindset.”

INT 6: “Being emotionally intelligent is vital. It's one of those things where if you don't foster some type of relationship, then no one has anything invested in you outside of that base-level stuff. And as hard as it is to find a job nowadays, if you don't get your employees and your teams invested, then yes, they will continue to work for you. They will put in the minimal amount of effort, and spend the rest of their time trying to find someplace else to go. So, they'll be appreciated and be a better fit.”

INT 7: “I think that's huge. I feel if you have emotional intelligence, it's going to be huge in anything you're trying to do.”

INT 8: “I feel it's very positive because emotionally intelligent people are very self-aware. Results happen when they're more sensitive to what others are looking for.”

INT 9: “Pretty positive. They're [emotionally intelligent people] able to accomplish more because they can adapt how they communicate with others.”

INT 10: “100%. Emotions are huge in sales. That's how you get people to buy. That's how you build rapport, and that's how you get them to stick with you no matter what the outcome of the specific sale. In my line of work, you have to really build relationships in this industry. And if people don't trust you they're not going to use you. It's extremely important because it builds rapport, it fosters relationships, and builds trust. And once you do that in sales, you're more likely to garner higher sales volume and retain customers.”

INT 11: “I think absolutely without question [it is important]. And going through very similar situations too and the emotional intelligence being able to recognize that in an employee, just makes the employees' life a lot happier, makes productivity greater as well too, and just the camaraderie and the common cohesiveness of the workplace is substantially greater.”

INT 12: “The camaraderie, when you like the people you're working with, whether its people that you're working for or people that are working for you or just

working with, you're able to achieve more. If we're all going for one thing together, you give it that little bit more, that one more percent, just because you feel like you're actually a part of something. In the sales field, emotionally intelligent social interactions help foster and build relationships, which builds that trust factor and betters each other and the company.”

INT 13: “Success. If someone is able to take [emotional intelligence] and apply it in every sales position, they will breed success. When someone actually communicates and is able to actually pay attention, be fully in tuned, not think about themselves, control their emotions, focus in on the customers' wants, needs, desires, and actually then takes that data and applies it toward the customers and put them in the best possible position. That, in the end, will always breed success.”

INT 14: “That's actually a big deal. If you don't have that, you're not going to be probably good in the sales field. If you're not socially apt, intelligent, aware of your surrounding situation, you're going to be losing the opportunity in the sales world. I think it's a massive component in sales. And if you're not utilizing it, you're not going to do as well.”

INT 15: “Nowadays, I think that the only way to really break down those barriers is by creating that genuine connection and using emotional intelligence and being able to, what we kind of deem as sales aptitude. Gauging and understanding the scenario.”

INT 16: “Yes. That is very important.”

INT 17: “It's very important.”

INT 18: “It would be important.”

INT 19: “Yes, they are a necessity. It's more customer friendly. I feel like the emotionally intelligent leader is more customer driven, wants everybody to be happy.”

INT 20: “I would say critical. I think the way you interact with people is important because you either lose them or you gain them.”

The study participant’s unanimously stated (100%) emotionally intelligent social interactions are of extreme importance, an imperative skill, and required to

achieve any level of success in the sales occupational field. Emotionally intelligent social interactions were described as a means to allow an individual to be aware of the situation with others and know how to adapt their interactions accordingly. Emotionally intelligent social interactions were described as a means to find common ground with others and is the first step, according to one participant, to selling a product or service. The majority of participants (88%) described the ability to have emotionally intelligent social interactions as the foundation for trust and relationship building. Twelve of the 17 participants (71%) added socially intelligent interactions in the sales occupational field acted as a workforce motivator.

Participants described emotionally intelligent social interactions in sales as being “a requirement,” “necessary to accomplish anything,” and “without it, you will fail.” Forty-one percent of participants (57% of non-millennial participants) commented they believe emotionally intelligent social interactions cross the generational boundary. These seven participants noted they believe emotionally intelligent social interactions, in sales, act as a key method to unite persons of different generations, backgrounds, and experiences. The top 14 words identified in the data word analysis support these findings, and they can be read as an; able, a positive emotional person is capable of knowing and understanding social interactions, to build the best success in different situations, while driving social

trust. The participant responses and associated demographics are presented below in Table 11.

S-SIQ 3: What is the impact of emotionally intelligent social interactions in the sales occupational field?

Table 11: Study Participant Responses & Demographics to S-SIQ 3.

| Interview # | Male | Female | Millennial | Non-Millennial | Study Participants S-SIQ 3 Response | | | | | | | Crosses Generational Boundaries | Reduces Turnover |
|----------------|------|--------|------------|----------------|-------------------------------------|---------|----------|----------------------|-----------|--|-----|---------------------------------|------------------|
| | | | | | Vital/Required | Neutral | Negative | Builds Relationships | Motivates | | | | |
| 4 | X | | X | | X | | | X | | | | X | |
| 5 | X | | X | | X | | | X | | | | | |
| 6 | X | | X | | X | | | X | X | | | | X |
| 7 | X | | X | | X | | | X | X | | | X | X |
| 8 | X | | X | | X | | | X | X | | | | X |
| 9 | | X | X | | X | | | X | X | | | | |
| 10 | X | | X | | X | | | X | X | | | | X |
| 11 | X | | X | | X | | | X | X | | | | X |
| 12 | X | | X | | X | | | X | X | | | | X |
| 13 | X | | | X | X | | | X | X | | | | |
| 14 | | X | | X | X | | | X | X | | | | |
| 15 | X | | X | | X | | | X | X | | | X | |
| 16 | | X | | X | X | | | | | | | | |
| 17 | | X | | X | X | | | X | X | | | X | X |
| 18 | | X | | X | X | | | X | X | | | X | |
| 19 | | X | | X | X | | | X | | | | X | |
| 20 | | X | | X | X | | | X | | | | X | |
| Total | | | | | 17 | 0 | 0 | 15 | 12 | | 7 | | 7 |
| Percentage | | | | | 100% | 0% | 0% | 88% | 71% | | 41% | | 41% |
| Millennial | | | | | 100% | 0% | 0% | 90% | 80% | | 30% | | 60% |
| Non-Millennial | | | | | 100% | 0% | 0% | 86% | 57% | | 57% | | 14% |

INT 5: “The positive emotional intelligence that I had experienced had a profound positive impact on my motivation. My overall, not only motivation at work, but it had the ability to affect my life outside of work. I mean, sales is a very stressful job. It's very rewarding, make a lot of money, but I'm constantly stressed. I felt like I had leaders that [thought] my career progression was also a priority for them as well. It was just all positive. It was all positive emotional intelligence that had a direct effect on my work ethic, my energy, all this good stuff.

Whereas in a particular zone, it's just a little bit more of a negative environment. A little bit more like, "It's my way or the highway." And it's created kind of a toxic environment, the result of that, not only at my organization, and I know this is true at all organizations too, is morale drops. People stop caring. People get negative. You'll walk around the sales floor. People are not happy. They're just kind of [redacted], moaning and complaining all the time. And then you're also going to get people that leave. You're going to lose people. So, the answer to your question is, if you're in a positive environment, I've only seen things go well. If it's negative, it's just going to be toxic. And it's hard to get out of.”

INT 6: “The individual threatened to quit the company before he would work for” [redacted] [a negative, non-emotionally intelligent leader].

INT 7: “Unemotional intelligence reminds me a lot of basic training, where you could have had the worst day and your TI [Training Instructor] just didn't care. And I feel in that situation it creates a scenario where your anxiety is really high, and you feel unheard. You feel that you cannot, you're not being taken seriously, and it creates a divide between you and leadership. And then going with emotional intelligence, obviously if somebody's actually listening to you and making you feel heard and respected, that's going to really diffuse that situation. So, I would say that emotional intelligence is going to make you feel heard and respected. Unemotional intelligence, you're going to start feeling ignored and then that's going to lead to a lot of other negative emotions.”

INT 8: “Emotionally intelligent conversations would absolutely be more beneficial to the organization than non-emotionally intelligent. It's just communication on a different level.”

INT 9: “They know how to handle things; they know how to address issues and problems. And then you have the bad ones, that don't know how to do anything. That's very negative because it makes problems worse. They might have a Band-Aid solution, but they don't fix it.”

INT 10: “It's really kind of taught me [emotionally intelligent leaders] how to build relationships, and everything like that. And I think it's kind of a part of sales.”

INT 11: “When someone has your back like that and is genuinely concerned about what you are going through, you're more likely to push even harder. You're more inclined to hit volume bonuses in things like that just to kind of pay that forward to the people that have helped you out along your career. In a situation where you're dealing with unemotionally unintelligent leadership, it makes work a lot harder; there is no common cohesiveness within the unit. And I feel a situation like that breeds not complacency, but it breeds people under-performing. They don't want to do well in those circumstances. And they still may succeed [and] things like that, but there's no extra push or incentive to do well.”

INT 12: “It affects it in an incredibly positive way. It's not like I feel like my boss is my best friend every day, but there are times he makes me feel really special, and that actually affects my emotion too and how I treat others.”

INT 13: “An emotionally intelligent leader will always be a more effective leader. They'll be able to take their emotions and any situation and put in at check, and concentrate on the actual facts, the information at hand, and will always be able to take the data and look for the best interests of the person that they're mentoring, they're leading. Whereas unemotional [intelligent leader] isn't always clear, they're getting clouded, their judgments and their decisions are being biased.”

INT 14: “I absolutely have a higher trust. It actually provides me a calm on a day-to-day basis in doing my job. I find them to be more effective for the team as a whole, and in my opinion, I saw less turnover.

INT 15: “Motivates employees within the organization. Ultimately, it's what allows you to create a culture. An actual, genuine culture that people are proud to brand themselves with, happy to go see people outside of work with. The way they come and address the audience, they're not speaking at them, they're speaking with them.”

INT 16: “I think that it affects the morale of your team, and it affects your confidence as a sales person. I mean, it's very important. It affects pretty much everything.”

INT 17: “Well, it's definitely something that you can see that they care about the people that are in their sales workforce.”

INT 18: “The leadership would be able to guide you to use the right tools and words to get to that trust and relationship with the business owner.”

INT 19: “I guess an unemotional to an emotional [leader] there's a turnover rate, because basically, you're either going to love it or you're going to hate it. There's really no in between.”

INT 20: “I mean I'm just going [back] to an emotionally intelligent leader, there's the heart of it. To me, that's the heart of it. If you thought somebody didn't any of that or half of that, it's harder to work for them if you think they don't care. You're just a dot in the sentence. Treat people how you want to be treated. Most definitely, it would benefit the company.”

S-SIQ 4 had the most detailed responses to all S-SIQ questions. Participants were able to describe many lived experiences of emotionally and unemotionally leadership in their organizations. All participants described an

emotionally intelligent leader and unemotionally intelligent leader as having a “huge” and “major” impact. During the interviews, 100% of all participants indicated an emotionally intelligent leader and unemotionally intelligent leader directly impacts accomplishment, commitment, and motivation. Ninety-four percent of participants noted these leaders influence the sales occupational field’s situational environment. Additionally, 71% of participants noted the ability of an emotionally intelligent leader to adapt to situations as they unfold.

Participants described an emotionally intelligent leader is one who knows how to handle people properly and through his/her actions increases employees’ commitment to the leader and company. An emotionally intelligent leader was found to accomplish more, reduce negative issues or situations, and build employee trust and dedication in the leader and the company. Emotionally intelligent leaders were found to calm tense situations, increase employee commitment to the leader, and reduce turnover. “It drives employees to want to succeed and achieve above and beyond the standard requirements.”

Unemotionally intelligent leaders were found to have the opposite effect of an emotionally intelligent leader as previously described. An unemotionally intelligent leader drives down employee satisfaction, negatively impacts company commitment, dedication, and production, as well as making all situations worse. One participant stated, “An unemotionally intelligent leader will drive employees

to put in a minimal amount of effort.” A participant and military veteran specified “working for an unemotionally intelligent leader is like going through basic training.” The top 12 words identified in the data word analysis support these findings, and they can be read as an; emotionally intelligent leader is positive, recognizes, cares, and capable to understand situations to increase favorable outcomes, builds trust, establishes a connection, and drives employees to care about the company and its goals. The participant responses and associated demographics are presented below in Table 12.

S-SIQ 4: How does your experiences with emotionally intelligent

leadership and unemotionally intelligent leadership affect your organization?

Table 12: Study Participant Responses & Demographics to S-SIQ 4.

| Interview # | Study Participants S-SIQ 4 Response | | | | | | | | | |
|----------------|-------------------------------------|--------|------------|----------------|-----------|---------|------------|----------------|-----------------------|-------------------------|
| | Male | Female | Millennial | Non-Millennial | Impactful | Neutral | Adaptively | Accomplishment | Commitment/Motivation | Situational Environment |
| 4 | X | | X | | X | | X | X | X | X |
| 5 | X | | X | | X | | X | X | X | X |
| 6 | X | | X | | X | | X | X | X | X |
| 7 | X | | X | | X | | | X | X | X |
| 8 | X | | X | | X | | X | X | X | X |
| 9 | | X | X | | X | | X | X | X | X |
| 10 | X | | X | | X | | X | X | X | X |
| 11 | X | | X | | X | | X | X | X | X |
| 12 | X | | X | | X | | X | X | X | X |
| 13 | X | | | X | X | | X | X | X | X |
| 14 | | X | | X | X | | X | X | X | X |
| 15 | X | | X | | X | | X | X | X | X |
| 16 | | X | | X | X | | X | X | X | X |
| 17 | | X | | X | X | | X | X | X | X |
| 18 | | X | | X | X | | X | X | X | X |
| 19 | | X | | X | X | | X | X | X | X |
| 20 | | X | | X | X | | X | X | X | X |
| Total | | | | | 17 | 0 | 12 | 17 | 17 | 16 |
| Percentage | | | | | 100% | 0% | 71% | 100% | 100% | 94% |
| Millennial | | | | | 100% | 0% | 70% | 100% | 100% | 100% |
| Non-Millennial | | | | | 100% | 0% | 71% | 100% | 100% | 86% |

INT 6: “His ability to communicate and ability to work with people, and to foster relationship has moved him a lot farther. He addresses issues logically, but he also brings in the humanistic approach. Well, I understand this is why you're upset. What can we do to alleviate this issue where you both will feel the issue is resolved in a positive manner?”

INT 7: “If you're using positive emotional intelligence, whether you're a millennial or Gen X, it's going to make the people working with you, or the people who are interacting with you feel better. I think positive or negative will both have a big impact on how the person receiving this is going to handle the outcome.”

INT 8: “An emotionally intelligent [millennial] person, they're caring about what your interests are, what you're looking for, and they're out there looking to help you grow, and you're looking to grow together. So, it's more understanding, more of like an even consensus or an even-level playing field.”

INT 9: “They foster an environment where people buy into not only the leadership, but the company, and are happy where they work.”

INT 10: “Positive outcomes and results.”

INT 11: “It just makes the office a lot stronger. It makes everybody involved in the process a lot stronger.”

INT 12: “The good and why it thrives so much is because you have a bunch of people that, in a sense, love you and actually care about you, and know that you care about them. So [you] are willing to go that extra mile, and grow themselves while helping you achieve the company's goal.”

INT 13: “Technically, there shouldn't be [a difference between generations]. In my experience, a millennial is more emotional, but they're more emotionally controlled. They're more in command of their emotions; they're more aware of it.”

INT 14: “It builds everything up. It builds trust.”

INT 15: “A millennial, who's able to deal with all those challenges, the impulsivity and the lack of attention, they're at least, even during reprimanding, they are going to come off and convey a level of compassion that somebody who just doesn't get it isn't going to.”

INT 16: "I would say that for the millennial sales leader that I've had, that maybe they struggled with this a little bit more than a seasoned person. They're trying, they're struggling to make it all work, but they just don't tend to be able to do it all the time, in my experience."

INT 17: "The impact would be, is that because they try to hit those individual needs of the different people within their sales force, it's definitely [positively] impacting what their overall sales goals are. You're treating employees as individuals."

INT 18: "Builds a personal relationship."

INT 19: "The impact is you don't have to worry about somebody being unfair. It is across the board; everybody is treated the same. Some people are going to love it; some will hate it. If you're performing at what you're supposed to be doing, and you're doing your job, those people are going to love it. That [emotionally intelligent leadership] will increase performance."

INT 20: “It builds trust, builds that respect, [and builds] somewhat a relationship.”

The study findings during the interviews, on a millennial sales leader’s use of emotionally intelligent leadership, was nearly identical to S-SIQ 4 findings. Most participants believed their response to S-SIQ 4 would apply to S-SIQ 5. The participants (100%) believe a millennial sales leader’s use of emotionally intelligent leadership reaches across the generational boundary. The particular difference identified by the researcher during the interviews, in S-SIQ 5, it is more important for a millennial sales leader. This response was detailed by a participant saying “it’s much more important for a millennial, as the millennial has to lead multiple generations.” A second participant added it is more applicable to a millennial. This participant continued, he/she believes a millennial is more attuned to his/her emotions and must use them intelligently in a leadership role.

The overwhelming majority (94%) of participants believed the impact was a positive impact for a millennial sales leader’s use of emotionally intelligent leadership. One participant was neutral on the impact. Ninety percent of millennials and 100% of non-millennials believe the impact was a positive impact for a millennial sales leader’s use of emotionally intelligent leadership. Fifty-seven percent of non-millennial participants (compared to 10% of millennial participants)

stated it is more difficult for a millennial, compared to non-millennials, to use emotionally intelligent leadership. Thirty-five percent claimed it would be easier for a millennial to use emotionally intelligent leadership. The participant responses and associated demographics are presented below in Table 13.

emotionally intelligent leadership.

Table 13: Study Participant Responses & Demographics to S-SIQ 5.

| Interview # | Gender | | Millennial | Non-Millennial | Positive/Increase Performance/Increase Commitment | Study Participants & SOC Responses | | | No Difference (Between Different Generations of Leaders) | Easier For Millennials |
|----------------|--------|--------|------------|----------------|---|------------------------------------|-----------|--------------------------------|--|------------------------|
| | Male | Female | | | | Neutral | Negatives | More Difficult For Millennials | | |
| 4 | X | | X | | | X | | | | |
| 5 | X | X | X | | X | | | | | X |
| 6 | X | | X | | | | | | | |
| 7 | X | | X | | X | | | | X | |
| 8 | X | | X | | X | | | | X | |
| 9 | X | X | X | | X | | | | | |
| 10 | X | | X | | X | | | | X | X |
| 11 | X | X | X | | X | | | | X | |
| 12 | X | X | X | | X | | | | X | |
| 13 | X | | X | | X | | | | | X |
| 14 | X | | X | | X | | | | X | |
| 15 | X | | X | | X | | | | | |
| 16 | X | X | X | | X | | | | X | X |
| 17 | X | | X | | X | | | | | |
| 18 | X | X | X | | X | | | | | |
| 19 | X | X | X | | X | | | | | X |
| 20 | X | | X | | X | | | X | | |
| Total | | | | | | 1 | 0 | | 6 | 6 |
| Percentages | | | | | | 100% | 0% | | 35% | 35% |
| Millennial | | | | | | 50% | 100% | | 50% | 40% |
| Non-Millennial | | | | | | 50% | 0% | | 14% | 22% |
| Non-Millennial | | | | | | 100% | 57% | | 14% | 22% |
| Non-Millennial | | | | | | 0% | 0% | | 0% | 22% |

interaction with, and I was have brought in-- and at that time I said, "Hey, at this organization, I could see myself being here in five years, okay?" Now when you have a constant, exposure or meetings or interactions, like you just asked, that are of a negative tone where you're being kind of put down. Or you don't feel like your ideas are being taken into consideration, "It's my way or the highway," kind of thing, right? The direct impact that will have on turnover, people are going to leave."

INT 6: "Turnover of people is actually a lot higher. They don't really invest in people. And they kind of see that as, well, if you can't do it, then I'll do it, or I'll find someone else who can."

INT 7: "Millennial leaders don't really care if they have a big turnover. The generation Xers tailor their actions to retain people and reduce turnover, millennials not so much."

INT 8: "It's just going to go down. I believe that millennials are going have more of a better rapport and lower turnover with other millennials as opposed to somebody much older that's communicating with the millennial. Almost like two

magnets. A positive and a negative magnet, they kind of just never meet in the middle there because they have different interests.”

INT 9: “We have very little turnover in our work, so I guess that's a good thing. I definitely have worked for great people.”

INT 10: “100%. So, there's a lot of leaders in my office, and honestly, if I didn't have kind of the day to day interactions I do with my own [millennial] boss, I guarantee I wouldn't be working here. And the fact that I'm on his team I feel very lucky for, but, for sure, if I wasn't having the type of interactions I do with my specific leader, there'd not only be turnover on my end but just in general on my team, for multiple people.”

INT 11: “They're able to recognize what is going on and take preventative action before it comes to a head where the employee either has to leave, or they are fired. Millennial leadership is more concerned about the person themselves. What are they struggling with? How can we get them to a position where they're hitting and achieving these goals? As opposed to somebody who's not a millennial leader saying, well, they didn't hit it. They didn't get a goal or a standardship. They're out of here.”

INT 12: "Incredibly positive. There's very, very few people that leave voluntarily, in my experience. Routine interactions with millennial sales leaders, as compared to other generations, is more likely to retain employees."

INT 13: "In my experience, a millennial leader is in more a personal contact with somebody, and is willing to go farther and farther for that person, to do anything they can for that person not to leave. Whereas, in my experience, an older leader is less in tuned with the person, is less in tuned personally with that person, and is more apt to make a negative decision, whereas a millennial is in tune and will do everything they can to prevent the turnover."

INT 14: "More with the millennial [daily interactions] for sure. It just goes to the lack of communication from him, lack of training, lack of trust with him, and lack of him getting back to them."

INT 15: "Routine interaction with millennials is actually more productive than with the older generations. Because the millennials are able to show empathy and work with people, whereas the older generations say here is how it is, take it or leave it."

INT 16: "I think there's a high turnover rate with a millennial sales leader. We were coming from two different places. It was just like you [the millennial sales leader] don't have the ability to stop and think before you react."

INT 17: "In sales, there tends to be a higher turnover [rate]. But, I would say that there's definitely a level of loyalty because of how they [millennial sales leader] treat people."

INT 18: "Less personal [millennial sales leaders], [they] go towards your technology than to let the person sit down and show you one-on-one. That would probably increase [turnover]."

INT 19: "I think there's a lot of turnover, because you either do the job or you don't, and if you don't do it you're gone. Just because I like you doesn't mean I'm going to keep you on. If you're not cutting it, you're gone. And I'm not saying that's bad. They're [millennial sales leaders] fair and numbers driven."

INT 20: "We've had increased turn-over, but I don't necessarily think it's because of the millennial leadership. It changed when [the millennial sales leader]

came up, it changed dramatically when [the millennial sales leader] came in a couple years ago, and a lot of people left. But I think it was; we were not held as accountable at all. We were not held accountable on our job before, and then we were [suddenly] held accountable. Even the people that had been there 10 years were either let go or quit. I just felt there was a big turnover. I think it was because of the change. I think it was, and they were, some of those, they were millennial too. Didn't like being told what to do. I think it was millennial people that quit. I think they were all millennial people that quit.”

S-SIQ 6 led to a near splitting of total responses on the impact. Both groups claimed the millennial sales leader was directly responsible for increasing or decreasing the number of employees leaving the organization (88%). Eighty-eight percent of participants indicated the positive or negative exchange between the millennial sales leader, as perceived by the employee, has a major impact on sales workforce turnover. Nine of the 17 participants (53%) claimed routine interactions with a millennial sales leader negatively affected workforce turnover in their organization. They point out millennial sales leaders drive turnover and indicated they do not care if people leave an organization.

This group contends the millennial sales leaders believe the issue or problem lies with the employee leaving the organization and is never with the

millennial sales leader. Forty-three percent of non-millennial participants believe millennial sales leaders are less capable and adaptable of working with older generations of employees. This 43% of non-millennial participants believed a millennial sales leader naturally drives multigenerational employees to seek work elsewhere or retire. They also stated most millennial sales leaders foster an environment lacking in communication and trust.

The finding of 40%, where millennials believe interacting a leader in their generation increases turnover, was unexpected for its high percentage. This high percentage was unexpected as the literature, and this study (60%) lead the researcher to believe millennials preferred to work for millennials. In the non-millennial participants, 71% believe routine interactions with a millennial sales leader increases workforce turnover in their organizations was unexpected for its high percentage. The non-millennial impact supports common perception in the existing literature of millennial leaders driving high turnover rates.

Forty-three percent of non-millennial participants indicated millennial sales leaders naturally tend to not invest in people, lack in communication skills, and reduce workforce trust. The data identified one interesting finding, where 57% of non-millennials believe a millennial sales leader is more inclined to naturally be capable of bridging generational divides and adapting to situations as they unfold, as compared to their older counterparts. Eight participants (47%) believe routine

interactions with a millennial sales leader positively affected sales workforce turnover in their organizations. Fifty-three percent of participants stated millennial sales leaders more naturally invest in people, have open lanes of communication, and foster more trust compared to older generations of leaders in their workforce.

Fifty-three percent of participants claimed millennial sales leaders are more interested in the well-being, work-life balance, family, and the personal side of the individual employee. They specified working for a millennial sales leader produces an improved company culture. This culture was defined as a relaxed environment where individual employee thoughts and opinions matter. Sixty percent of millennial participants believe routine interactions with a millennial sales leader positively affected workforce turnover in their organizations, while 40% believe it increases turnover. Participant responses are depicted below with their associated demographics in Table 14.

S-SIQ 6: How does routine interactions with a millennial sales leader affect workforce turnover in your organization?

Table 14: Study Participant Responses & Demographics to S-SIQ 6.

| Interview # | Male | Female | Millennial | | Non-Millennial | | Increases | | Decreases | | Positive/Negative in Interactions | | Study Participants S-SIQ 6 Response | | Invest in People/Communication/Trust | | More Capable of Bridging Differences (Including Generational/Ageable) | |
|----------------|------|--------|------------|--|----------------|--|-----------|--|-----------|--|-----------------------------------|--|---|--|--------------------------------------|--|---|--|
| | | | | | | | | | | | | | Do Not Invest in People/Lack of Communication/Trust | | | | | |
| 1 | X | | | | | | | | | | X | | | | | | | |
| 2 | X | | | | | | | | | | | | | | | | | |
| 3 | X | | | | | | | | | | | | | | | | | |
| 4 | X | | | | | | | | | | | | | | | | | |
| 5 | X | | | | | | | | | | | | | | | | | |
| 6 | X | | | | | | | | | | | | | | | | | |
| 7 | X | | | | | | | | | | | | | | | | | |
| 8 | X | | | | | | | | | | | | | | | | | |
| 9 | X | | | | | | | | | | | | | | | | | |
| 10 | X | | | | | | | | | | | | | | | | | |
| 11 | X | | | | | | | | | | | | | | | | | |
| 12 | X | | | | | | | | | | | | | | | | | |
| 13 | X | | | | | | | | | | | | | | | | | |
| 14 | X | | | | | | | | | | | | | | | | | |
| 15 | X | | | | | | | | | | | | | | | | | |
| 16 | X | | | | | | | | | | | | | | | | | |
| 17 | X | | | | | | | | | | | | | | | | | |
| 18 | X | | | | | | | | | | | | | | | | | |
| 19 | X | | | | | | | | | | | | | | | | | |
| 20 | X | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | |
| Percentage | | | | | | | | | | | | | | | | | | |
| Millennial | | | | | | | | | | | | | | | | | | |
| Non-Millennial | | | | | | | | | | | | | | | | | | |

intelligently based on different personalities and approaches, I would say they would see less turnover.”

INT 6: “It's actually beneficial [in reducing turnover].”

INT 7: “I think that it could have an impact, but if the person that they're working with, and the people that are working for them, have hit that boiling point where they're going to leave. I don't think that a sudden change in attitude is going to fix it. But in the long run, yes, if they change the way they act and that's the issue, then people would start to stay around longer.”

INT 8: “If they know that the rep or the individual is going through a divorce, they're going to, I don't want to say necessarily like walk on eggshells around that person, but they're going to treat that person with some type of sensitivity. And understand maybe their [sales] numbers are going down because of what they have going on at home. So, I think, yeah, I think that would be pretty cool.”

INT 9: “I mean if we're going to be like that, empathetic, and take into consideration people's circumstances and factors, that's definitely going to make

them stay. If you just don't care about anybody's personal life and it's just a job, it is what it is; then I think that's going to be negative. And people won't want to stay at that job.”

INT 10: “It would improve [reduce turnover] with the tailored interactions. That helps you buy into things a lot more. It would create buy-in, it'd build a relationship, some trust, and commitment to the organization.”

INT 11: “I think the biggest thing is if you can get millennials, myself included, to believe in a common goal or a common purpose, you are going to be extremely successful in that regard [reduced turnover].”

INT 12: “It definitely helps. I think that's the only way to kind of reduce turnover would be to actually care. Take an interest in someone's life and actually find out what's going on with them.”

INT 13: “A millennial is more apt to know what going on privately and personally, and more is willing to go an extra distance and fight for him [to reduce turnover]. But sometimes on the grand scheme, on the other side of it is, a millennial could also sometimes get a little too personal, or take something too

personal, and it can negatively impact them. But that's a small negative, but it is part of it because there is a lot of emotions involved. There's more emotion than a typical older generation.”

INT 14: “When they finally do interact, yes, they are good about it. Their verbiage is well tailored, is comforting, and is specific. It's, don't worry; you're not going to lose your job. It's all the things I think the individual is wanting to or needing to hear.”

INT 15: “One hundred percent. How? I mean it affects turnover positively meaning like there's lack of it.”

INT 16: “It could affect the turnover if they don't have the ability to stop and think about how they need to interact with people. If it's not genuine, or at least perceived as genuine, it has the opposite effect of retaining people. And maybe in past situations, in particular, they tried, but they just didn't have the experience or the ability to refrain from being offensive.”

INT 17: “That would retain people. Again, I think because of the way that they [millennial sales leaders] interact with the individuals, they don't ever treat

anybody exactly the same. And they realize that people have value. But one of the things that we focus on, and that they push is, it's not just a matter of your sales or what the money factor is. It's about building relationships with people not only inside of the organization, but with your customer base as well.”

INT 18: “Everybody has different personalities, and I think a good leader does have to get to their level, or to be able to talk to them, and understand what they're trying to say, and help them. That would reduce turnover.”

INT 19: “It's just how they're interacting with them. I would say it's not really been a turnover doing that [led to reduced turnover].”

INT 20: “I think [the millennial sales leader is] very fair. I think my millennial leader is very, very fair. I think [the millennial sales leader is] thorough, and [the millennial sales leader is] somewhat by the book, pretty much, but yet holds you accountable. It [the intentionally tailored interactions] would reduce turnover.”

The study participants unanimously (100%) agreed a millennial sales leader's intentionally tailored interactions, with individuals, positively impacts

sales workforce turnover. Participants commented these deliberate actions work to generate a rise in accomplishments (76%), increase sales, grow the bottom line, build camaraderie, increase commitment and motivation (94%), mitigate generational differences, and are capable of adapting to situational environments (94%). The participants detailed how a millennial sales leader's intentionally tailored interactions builds the workforces trust and confidence in the leader and organization. This drives the sales workforce to commit and dedicate itself (94%) to achieve more (76%) for the dedicated millennial's sales leader and the company. The millennial (100%) and non-millennial (86%) participants remarked the tailored actions lead to increased motivation and workforce commitment to the supervisor and to the organization.

Nine participants (53%), agreed it improves turnover, but cautioned it has a very real capacity to backfire based on the perception of its genuineness. These participants noted a millennial sales leader's intentionally tailored interactions might be perceived disingenuous. They further commented if the actions are deemed disingenuous it is very likely to increase turnover. The millennial participants accounted for 70% of responses cautioning the perception of tailoring actions to reduce turnover. One participant discussed a situation where a millennial sales leader specifically acted in a manner to drive a subordinate to quit the

company. The responses and associated demographics are presented below in Table 15.

S-SIQ 7: Describe how a millennial sales leader's intentionally tailored interactions, with individuals, impact(s) sales workforce turnover in your organization.

Table 15: Study Participant Responses & Demographics to S-SIQ 7.

| Interview # | | Study Participants S-SIQ 7 Response | | | | | | | | | |
|-------------|----------------|-------------------------------------|--------|------------|----------------|----------|----------|----------------|-----------------------|-------------------------|------------|
| | | Male | Female | Millennial | Non-Millennial | Increase | Decrease | Accomplishment | Commitment/Motivation | Situational Environment | Perception |
| | 4 | X | | X | | | X | X | | X | |
| | 5 | X | | X | | | X | | X | X | X |
| | 6 | X | | X | | | X | | X | X | |
| | 7 | X | | X | | | X | | X | X | X |
| | 8 | X | | X | | | X | | X | X | X |
| | 9 | | X | X | | | X | | X | X | X |
| | 10 | X | | X | | | X | | X | X | |
| | 11 | X | | X | | | X | | X | X | X |
| | 12 | X | | X | | | X | | X | X | X |
| | 13 | X | | | X | | X | | X | X | |
| | 14 | | X | | X | | X | | X | X | X |
| | 15 | X | | X | | | X | | X | X | X |
| | 16 | | X | | X | | X | | X | X | X |
| | 17 | | X | | X | | X | | X | X | |
| | 18 | | X | | X | | X | | X | | |
| | 19 | | X | | X | | X | | | X | |
| | 20 | | X | | X | | X | | X | X | |
| | Total | | | | | 0 | 14 | 13 | 16 | 16 | 9 |
| | Percentage | | | | | 0% | 100% | 76% | 94% | 94% | 53% |
| | Millennial | | | | | 0% | 100% | 80% | 100% | 100% | 70% |
| | Non-Millennial | | | | | 0% | 100% | 71% | 96% | 96% | 29% |

most underrated traits these days. I think that can change everything and greatly reduce the number of turnovers.”

INT 5: “We have a millennial leader, who has chosen to not adapt her approach to people of different ages. What she decides to do is micromanage and kind of treat everyone of different levels the same way. But, I had a great leader, and he did a good job of kind of playing to each of our different personalities.”

INT 6: “I think understanding workflow is important, and the mitigation of turnover, and guys career hopping or company hoping to find their next place to make them more money and what not. And developing that loyalty where people stay with one company, comes down to those people who are in charge, their ability to interact with their employees and interact with their subordinates, interact with each other.”

INT 7: “I think that would have a very high impact. Especially, the way I've seen the generation X supervisors I've had. They just want to be heard. They want to be respected. So, I feel if they have, as they would probably look it, as any of us millennials, they'd look at them as kids. So, they have a kid talking to them with

respect, even though they are their boss, I think it would create a very positive environment.”

INT 8: “I don't think it's going to be as effective in a multigenerational workforce as it's going to be in an [all] millennial workforce. Because older, I feel personally, older generations don't feel the need to open up to younger generations as much as millennial to millennial. One, because the older generation looks at the millennials as they're entitled, and that they know more than they do and that they are not looking for help. And because of that, they're not open to free-flowing communication like that. So, they're not going to be as eager to divulge personal information or anything like that. So, I think it would be a little harder.”

INT 9: “I would think it would be the same [answer as S-SIQ 7]. I mean, regardless of generation.” [Response from S-SIQ 7 follows] “I mean if we're going to be like that, empathetic, and take into consideration people's circumstances and factors, that's definitely going to make them stay. If you just don't care about anybody's personal life and it's just a job, it is what it is; then I think that's going to be negative. And people won't want to stay at that job.”

INT 10: “It would be the same [answer as S-SIQ 7].” [Response from S-SIQ 7 follows] “It would improve [reduce turnover] with the tailored interactions. That helps you buy into things a lot more. It would create buy-in, it'd build a relationship, some trust, and commitment to the organization.”

INT 11: “I think in a leadership position, a millennial leadership position too, you have to be able to positively identify what your workforce is going through. Identifying what challenges are they facing every single day. In terms of retention and keeping people on board. And I think if you're seeing the challenges they're going through, and you're able and willing to adapt to the will of your employees, within reason obviously, people can see their families more often, too. And that will increase retention dramatically.”

INT 12: “Absolutely, 100%. I think that it's kind of feeling like you're working for more than just a name. You're just working with almost family, like a brotherhood. It's impossible to want to leave. I think it just drives you to want to be better and if there's any thought of you not being there anymore, it just makes you want to work that much harder. And it makes it easier to reach out, to grow when you can actually talk to someone about what's going on. So now you can ask

for, it's easier to ask for help when you don't feel vulnerable. When I know I can go ask someone for help and they're not going to judge me.”

INT 13: “It's been more personal. It's been more private. It's been more about friendship. They're willing to go the extra distance. Everything's great. Sometimes they could take things personal. If you feel like you're doing something and maybe not including them, they could take a little offense to it. There's really no drawback to that. But the most important, they're always involved. They actually care, genuinely, truly about where you're at personally. But for me, I've fully embraced it, and it's been an improvement, a drastic improvement.”

INT 14: “I have seen genuine emotional interaction from him [the millennial leader]. It endeared me towards him. The emotional interaction was positive, for sure. Very positive. And it would reduce turnover.”

INT 15: “I think if it's done correctly, if it's done in a genuine way, I think their efforts are going to not even really appear as if they're trying to stop turnover from getting high. They're going to seem like they genuinely actually care about the people, and they want to provide a place for them to work, to be successful. I really think that's the desired impact.”

INT 16: “Yes, it would. It would have an impact. If they were to use those five tenets [of Emotional Intelligence], it would work. I think it would work, and they would be able to retain people.”

INT 17: “The impact of their [millennial sales] leadership dealing with individuals has a positive effect on minimizing turnover. I think they do a good job of that, and I say that because we have people that are in their 70s, all the way down to millennials. So, I think they do a great job with that, seeing as how there are three different generations that we're dealing with.”

INT 18: “That is getting to their level. That's getting to there, talking it out. Try to work with them. The “You're here to do a job, and it doesn't matter” [approach]. That would drive you away.”

INT 19: “It's a positive. Fairness. Trying to make changes where your work environment is more enjoyable. We don't want any cutting up and all that, but just little things made. Very into asking what everybody wants. I want your opinion. What can make you want to come to work? What would make you enjoy this? So, getting everybody's opinions, taking those suggestions, and doing what

they can on them. With the multi-generational, we always want to make sure nobody's offended, or everybody's getting what they want. So, positive impact.”

INT 20: “I thought that was [the millennial sales leader] putting in a positive effort to keep turnover from happening. It'll [if positive] reduce the turnover.”

The participant responses to S-SIQ 8 clearly showed an impact of a millennial leader's emotional interaction efforts to reduce employee turnover, specifically in a multigenerational sales workforce (100%). The response of the importance of a millennial sales leader to acts in an emotionally intelligent leadership manner was nearly the same for both millennial and non-millennial participants. All interviews highlighted, if used correctly, it will reduce turnover (100%), build relationships (100%), motivate (94%), build loyalty (100%), cross generational boundaries (100%), and create a positive environment (100%). The responses did not differ amongst the different generational participants and maintained a 100% finding, with the exception of motivation (94%). The responses highlight the necessity of a millennial sales leader act in a genuine emotionally intelligent manner to reduce turnover. These findings and associated demographics are presented below in Table 16.

S-SIQ 8: In your opinion, please describe the impact (positive or negative), of a millennial leader's emotional interaction efforts to reduce employee turnover, specifically in a multigenerational sales workforce.

Table 16: Study Participant Responses & Demographics to S-SIQ 8.

| Interview # | Male | Female | Millennial | Non-Millennial | Study Participants S-SIQ 8 Response | | | | | | Loyalty | Crosses Generational Boundaries | Positive Environment |
|----------------|------|--------|------------|----------------|-------------------------------------|----------------------|-----------|--|--|--|---------|---------------------------------|----------------------|
| | | | | | Reduce Turnover | Builds Relationships | Motivates | | | | | | |
| 4 | X | | X | | X | X | X | | | | X | X | X |
| 5 | X | | X | | X | X | X | | | | X | X | X |
| 6 | X | | X | | X | X | X | | | | X | X | X |
| 7 | X | | X | | X | X | X | | | | X | X | X |
| 8 | X | | X | | X | X | X | | | | X | X | X |
| 9 | | X | X | | X | X | X | | | | X | X | X |
| 10 | X | | X | | X | X | X | | | | X | X | X |
| 11 | X | | X | | X | X | X | | | | X | X | X |
| 12 | X | | X | | X | X | X | | | | X | X | X |
| 13 | X | | | X | X | X | X | | | | X | X | X |
| 14 | | X | | X | X | X | X | | | | X | X | X |
| 15 | X | | X | | X | X | X | | | | X | X | X |
| 16 | | X | | X | X | X | X | | | | X | X | X |
| 17 | | X | | X | X | X | X | | | | X | X | X |
| 18 | | X | | X | X | X | X | | | | X | X | X |
| 19 | | X | | X | X | X | X | | | | X | X | X |
| 20 | | X | | X | X | X | X | | | | X | X | X |
| Total | | | | | 17 | 17 | 16 | | | | 17 | 17 | 17 |
| Percentage | | | | | 100% | 100% | 94% | | | | 100% | 100% | 100% |
| Millennial | | | | | 100% | 100% | 100% | | | | 100% | 100% | 100% |
| Non-Millennial | | | | | 100% | 100% | 86% | | | | 100% | 100% | 100% |

And when you can get a boss that believes in you no matter what age, or what background or what generation, and you know that you could talk to them without them flying off the handle or blackballing you, there's no reason why you would want to leave.”

INT 5: “As much as possible. I mean, I think it's huge.”

INT 6: “So, the fact that you don't learn how to talk to people and you don't learn how to, at least show that person that whether you have the emotional connection or not, that you value them and what they do for you. You risk a very high chance of losing people on a regular basis. It would take an emotionally intelligent leader to build those relationships with their subordinates, and that would drive retention.”

INT 7: “I think it's probably one of the most important things that any boss, millennial or different generation, can do. I've been a millennial supervisor myself, and I understand that it's all about how you handle situations with the subordinates to make them respect you. And if they respect you and you respect them, then you'll have a very cohesive relationship, and you'll get a lot more work done, and it will take away a lot of that negative emotion. You'll start seeing a lot of those

people who have been around for a long time staying even longer, not be so hesitant of the change.”

INT 8: “So, I believe that [a millennial sales leaders use of] emotional intelligence in the workforce, be it through their direct personal interaction is going to be very beneficial to reduce the amount of turnover that you have.”

INT 9: “I mean I think that if people feel like they're not just a job, they're an actual person. You want to do your best when you feel like people care about you. And if you're happy, you're going to want to work there. You're going to want to get up and do a good job.”

INT 10: “I mean, that key is huge. You have to feel like your leadership cares about you. And can build a relationship with you and they're caring about your book of business and because you're doing better, know you're succeeding. If my manager wasn't there to kind of push me along and kind of build a relationship with me. I won't be around here so that key is huge.”

INT 11: “Yes, it's extremely, extremely important. And I think at the end of the day it's revealing someone who has that emotional intelligence, who as a leader,

it builds cohesiveness amongst the employees. So, more people are more likely to reach out and help somebody who is struggling. And if everybody is doing well, and everybody is helping everybody else, you're going to increase productivity. You're going to make your employees a lot happier. People are going to stay at that job that's going to reduce turnover. And then ultimately the company is going to be extremely successful in those manners.”

INT 12: “I feel that is the utmost importance. I think it's the first thing that it comes down to. I think its [emotional intelligence] the foundation of successful leadership. I believe that kind of what I said earlier, that it's just I don't think someone cares about me, I'm not going to really give it my all. But by having someone I'm working for that, I like, that I admire, that I want to be like, it drives me to do what he's doing in order to become him.”

INT 13: “The importance, it's everything. I think, pretty much, that question is what drives turnover or not turnover. So, the more any manager, whether it's a millennial or it's a baby boomer, it doesn't matter who it is, the more focused they are on the person and the employee, and the employee where they are personally, will have a direct impact on turnover, and it will always lessen the amount [of turnover].”

INT 14: “I really think it's critical, and not just millennial but in all of them [leaders]. But specifically, with the millennial, because at times, their behavior can appear aloof or disconnected. I think that the emotional intelligent manner that they can have, especially on one-on-one contacts with someone, either via phone, since we often work in distance [is important]. I think it is very critical if they're looking to reduce turnover that they're looking for an emotional connection. Any ounce of emotionally intelligent [leadership] manner or respect that they can give to an employee or a subordinate when they're going through a difficult time, the more kind of personal respect they can give, especially in an emotionally difficult time for a subordinate, the better off they're going to be. It's going to benefit the employee. It's going to benefit the [company] region. It's going to benefit the company as a whole.”

INT 15: “You're going to have not only retention, but you have a better ongoing relationship with your people. I mean, there's a purpose of working there, there's a reason, there's a bigger picture. I think the world we live in; we have all this information. We don't have, really, a ton of wisdom or security, people are as unsure of themselves as ever. I think that when you give meaning to somebody day, day in and day out, they're going to understand that they're building something,

there's a purpose. That's everything, that's how you keep your people, and that's how you keep your people happy. You can keep people out of desperation, now if they're desperate, they're scared, they're not going anywhere because they need money, and they'll stay also. But if you really want to retain that person that's going to fight with you, or fight for you, they'll jump in front of a train, that's what you want.”

INT 16: “Of course. I do think it is important. The importance of it is that you don't want to have turnover all the time. You want to be seen as a leader that is able to retain their employees. And this has a positive effect on everything including that person's job. And also, [building] respect amongst your employees.”

INT 17: “It's definitely of great importance because if you didn't interact with people and meet them on that emotionally intelligent level, you're never going to hit the goals that you're looking for. And as a result, you would have a much higher turnover rate. So, I think it's definitely very important for them to realize that and to act appropriately.”

INT 18: “Well, to be a good leader, they would need to have self-awareness of your problem and your situation that you're in. They need would be educated on

what's going on, and how they can fix it for you, and then work with you to make you motivated to work harder, and to get over it, and go to the next level. That way it would show you [the millennial sales leader] care, and it would make them [the subordinates] want to, hopefully, try harder.”

INT 19: “It's important because you're going to feel like somebody is listening to you and taking your suggestions and not just treating you as a number. Important because they are able to relate with you, keep you motivated and staying positive, making it enjoyable to come to work. It seems to me that's the goal is to make everybody happy. We want you to do your job, but we want you to be happy doing it.”

INT 20: “I mean, absolutely. I think that right there is the art of business, of life. It's a day to day life. If you don't have these things, you're in trouble. If you can't read people, if you can't see outside yourself to see somebody else's point of view and where they're coming from, I think you're in trouble.”

All participants responded by stating the significant importance, of a millennial sales leader’s efforts to act in an emotionally intelligent manner with subordinates in an attempt to reduce turnover. This finding was identified in 100%

of the interviews and spanned the multigenerational participants. The response of the importance of a millennial sales leader to acts in an emotionally intelligent leadership manner was nearly the same for both millennial and non-millennial participants. All interviews highlighted how vital emotionally intelligent leadership is to the multigenerational sales workforce (100%). The 17 participants (100%) identified a millennial sales leader who acts in an emotionally intelligent leadership manner would build positive relationships (100%), motivate the workforce (100%), be able to mitigate generational differences (100%), reduce turnover (100%), and increase productivity (100%). Ninety-four percent of participants identified a millennial sales leader who acts in an emotionally intelligent manner would foster a positive environment, and eighty-eight percent of participants identified it has the capacity to open honest lines of communication. The responses highlight the vital necessity of a millennial sales leader act in an emotionally intelligent manner to reduce turnover. These findings and associated demographics are presented below in Table 17.

S-SIQ 9: What is the importance, in your opinion, of a millennial sales leader's efforts to act in an emotionally intelligent manner with subordinates in an attempt to reduce turnover?

Table 17: Study Participant Responses & Demographics to S-SIQ 9.

| Interview # | Male | Female | Study Participants S-SQ 2 Response | | | | | | | | | | Increases Productivity | Positive Environment | Opens Communication |
|----------------|------|--------|------------------------------------|----------------|----------------|----------------------|-----------|---------------------------------|------------------|------|------|------|------------------------|----------------------|---------------------|
| | | | Millennial | Non-Millennial | Vital/Required | Builds Relationships | Motivates | Crosses Generational Boundaries | Reduces Turnover | | | | | | |
| 4 | X | | X | | X | X | X | | | | | X | X | X | |
| 5 | X | | X | | X | X | X | | | | | X | X | X | |
| 6 | X | | X | | X | X | X | | | | | X | X | X | |
| 7 | X | | X | | X | X | X | | | | | X | X | X | |
| 8 | X | | X | | X | X | X | | | | | X | X | X | |
| 9 | X | X | X | | X | X | X | | | | | X | X | X | |
| 10 | X | | X | | X | X | X | | | | | X | X | X | |
| 11 | X | | X | | X | X | X | | | | | X | X | X | |
| 12 | X | | X | | X | X | X | | | | | X | X | X | |
| 13 | X | | X | | X | X | X | | | | | X | X | X | |
| 14 | X | | X | | X | X | X | | | | | X | X | X | |
| 15 | X | | X | | X | X | X | | | | | X | X | X | |
| 16 | X | | X | | X | X | X | | | | | X | X | X | |
| 17 | X | | X | | X | X | X | | | | | X | X | X | |
| 18 | X | | X | | X | X | X | | | | | X | X | X | |
| 19 | | X | | X | X | X | X | | | | | X | X | X | |
| 20 | | X | | X | X | X | X | | | | | X | X | X | |
| Total | | | | | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 15 | 15 |
| Percentage | | | | | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 94% | 89% |
| Millennial | | | | | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Non-Millennial | | | | | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 86% | 71% |

S-SIQ 10: Please provide any additional comments or suggestions you have to assist in this area of research.

INT 4: “From an emotional standpoint, an emotionally intelligent standpoint, that could change the whole game on everything.”

INT 5: “No, I don't.”

INT 6: “No.”

INT 7: “I think you covered it pretty well.”

INT 8: “No, no, that's it for me.”

INT 9: “I think we're good.”

INT 10: “No, I think we covered it.”

INT 11: “I think just the biggest thing is, just in my personal experience, the reason our sales organization has grown year after year rapidly, the biggest reason

is the leadership that we do have here. And I think just at the end of the day if you're dealing with someone who is as a supervisor, as a manager, someone who is emotionally intelligent, that can understand the challenges that someone else is going through, the company is more successful, the workers are more successful, the employer is more successful too. And at the end of the day, it's a win-win-win situation for everybody involved.”

INT 12: “I actually really learned a lot myself, just from doing this which is kind of cool.”

INT 13: “No, I think it's pretty good questions.”

INT 14: “I don't think so.”

INT 15: “You have to be genuinely, emotionally invested. There are no shortcuts. People see through that nowadays. It's just like in sales; there's those canned responses. There's the expected thing that you're supposed to say and the thing that you do. And then there's the real deal. In order to successfully manage your people, you have to be the real deal.”

INT 16: "I really can't think of anything."

INT 17: "No."

INT 18: "Not that I know of."

INT 19: "Can't think of anything."

INT 20: "No, that's it."

Participant responses to S-SIQ 10 consisted of typically nothing to add. However, two participants reiterated the importance of emotionally intelligent leadership. INT 11 restated the positive impact to the employee, the emotionally intelligent leader, and the company as a whole. INT 12 commented how he/she learned about himself/herself and leadership. INT 15 readdressed the importance of genuinely being or being perceived as being an emotionally intelligent leader to achieve positive results.

Synthesis and Summary of Data

The study was able to interview 17 qualified individuals selected from a group of voluntary millennial business leader's subordinates, in the sales occupational field, and who are over 18 years old. This study's use of qualitative research was appropriate and applicable as it asked open-ended questions, focused on intergenerational workplace relationships, and allowed the stakeholders to respond based on their experiences (Creswell, 2014; Merriam, 2009). Salient information on the study's research question was identified in the interview data. During the analysis of the data, the researcher used the NVivo data analysis findings, compared them to the interview transcripts, and the researcher's notes to confirm the accuracy of each finding. The findings were identified and led to the key themes addressed in the following section.

Themes

The interview data analysis revealed five key themes identified below in Table 18. The themes are presented in order of significance according to the participant's interview responses. The three most applicable themes were identified and discussed by all (100%) of the interview participants. A consensus finding of 100% adds credible value to the themes. All 17 participants (100%) stated a millennial sales leader's use of emotionally intelligent leadership:

1. Mitigates generational differences
2. Drives individual employee success through commitment and motivation while simultaneously driving organizational success through building shareholder wealth
3. Reduces multigenerational sales workforce turnover through occupational satisfaction and organizational commitment.

The fourth theme (with fifty-three percent applicability) found a millennial sales leader's perceived disingenuous emotionally intelligent leadership promotes decreased commitment to the leader and company, and increased multigenerational sales workforce turnover. The fifth theme (with fifty-three percent applicability) found millennial leadership, in general, is viewed to drive high turnover rates in the multigenerational sales workforce.

Study Themes & Applicability

Table 18: Study Themes & Applicability

| Theme # | Theme | Study Themes | | | | | | | | | | | | | | | | | | Applicability |
|---------|--|--------------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|------|---------------|
| | | INT 4 | INT 5 | INT 6 | INT 7 | INT 8 | INT 9 | INT 10 | INT 11 | INT 12 | INT 13 | INT 14 | INT 15 | INT 16 | INT 17 | INT 18 | INT 19 | INT 20 | | |
| 1 | A millennial sales leader's use of emotionally intelligent leadership mitigates generational differences | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | 100% | |
| 2 | A millennial sales leader's use of emotionally intelligent leadership drives individual employee success through commitment and motivation while simultaneously driving organizational success through building shareholder wealth | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | 100% | |
| 3 | A millennial sales leader's use of emotionally intelligent leadership reduces multigenerational sales workforce turnover through occupational satisfaction and organizational commitment | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | 100% | |
| 4 | A millennial sales leader's perceived disingenuous emotionally intelligent leadership promotes decreased commitment to the leader and company and increased multigenerational sales workforce turnover | | X | | X | X | X | X | X | X | | X | X | X | | | | | 53% | |
| 5 | Millennial leadership, in general, is viewed to drive high turnover rates in the multigenerational sales workforce | X | X | X | X | | | | | | | X | | X | | X | X | X | 53% | |

Theme 1: A millennial sales leader's use of emotionally intelligent leadership mitigates generational differences.

All 17 participants (100%) completely agreed and identified a millennial sales leader who uses emotionally intelligent leadership is capable of mitigating the generational gap between his or her subordinates. This finding is important to the study of generational traits or differences, as they were found to directly affect a workforce's voluntary turnover rate (Allen et al., 2015). All of the non-millennial participants identified millennials as having very different generational traits. One non-millennial participant stated, "we were coming from two different places." Seventy-one percent of the non-millennial participants in this study identified routine interactions with a millennial sales leader increases turnover. The 17 participants identified a millennial sales leader's use of emotionally intelligent leadership is able to mitigate generational differences and foster a culture of greater commitment and motivation.

Theme 2: A millennial sales leader's use of emotionally intelligent leadership drives individual employee success through commitment and motivation while simultaneously driving organizational success through building shareholder wealth.

All participants (100%) identified and discussed how a millennial sales leader who uses emotionally intelligent leadership leads to increased individual employee dedication, drive, and value adding to the overall organizational success. One participant noted “the positive emotional intelligence that I had experienced had a profound positive impact on my motivation.” A second participant stated “when someone has your back like that is genuinely concerned about what you are going through, you're more likely to push even harder. You're more inclined to hit volume bonuses in things like that just to kind of pay that forward to the people that have helped you out along your career.”

Study participants revealed how an emotionally intelligent millennial sales leader build relationships, motivate the workforce, increase individual and organizational productivity, increase sales, create a positive environment, increase commitment, and foster open lines of communication. “It drives employees to want to succeed and achieve above and beyond the standard requirements.” This finding contributed to the study as it identified a direct method to increase shareholder wealth with dedicated and increased sales workforce performance.

Theme 3: A millennial sales leader's use of emotionally intelligent leadership reduces multigenerational sales workforce turnover through occupational satisfaction and organizational commitment.

The theme of a millennial sales leader's use of emotionally intelligent leadership reduces multigenerational sales workforce turnover through occupational satisfaction and organizational commitment was interlaced throughout the interviews and accumulated data. The 17 participants identified a millennial sales leader who acts in an emotionally intelligent leadership manner would build positive relationships (100%), motivate the workforce (100%), increase employee organizational commitment (100%), create a positive environment (94%), be able to mitigate generational differences (100%), and increase productivity (100%). According to the participants and this study's findings, each of these factors contributes to reducing workforce turnover. The responses did not differ significantly amongst the different generational participant cohorts. This study furthered previous research, finding emotionally intelligent leadership increases occupational satisfaction and organizational commitment (Russell, 2013). This finding directly responded to this study's stated research question. The key to this theme is the applicability of adding a millennial sales leader in a multigenerational workforce to reduce turnover to the identified gap in the academic literature.

Theme 4: A millennial sales leader's perceived disingenuous emotionally intelligent leadership promotes decreased commitment to the leader and company and increased multigenerational sales workforce turnover.

All 17 participants noted emotional intelligence (Salovey & Mayer, 1990) affects a multigenerational sales workforce. However, if the millennial sales leader's use of emotional intelligence (Salovey & Mayer, 1990) is perceived as disingenuous, fifty-three percent of participants indicated it would negatively impact the workforce and company in decreased motivation and commitment while increasing turnover. This finding was identified by seventy percent of the millennial participants. This finding highlights the need for cautious evaluation of each leader in order to determine if the leader is acting genuinely or trying to drive individuals to an action under the false pretense of actually caring about the employees.

The nine participants who identified this theme stated if the actions are deemed disingenuous, it is very likely to decrease workforce commitment and increase turnover. One participant stated, "if it's not genuine, or at least perceived as genuine, it has the opposite effect of retaining people." This finding is important to the study as it shows the steep negative curve if a millennial sales leader using

emotional intelligence (Salovey & Mayer, 1990) were to present themselves as disingenuous. Human resource directors need to recognize this finding and train their leaders on the perceived genuineness of the leader's emotional interactions. This study confirms a 2013 study indicating unemotionally intelligent leaders drive down productivity, increases turnover (Porath & Pearson), and expands the academic body of literature to the millennial sales leader.

Theme 5: Millennial leadership, in general, is viewed to drive high turnover rates in the multigenerational sales workforce.

Fifty-three percent of the participants in this study self-nominated the concept of millennial leadership, in general, is viewed to drive higher turnover rates in the multigenerational sales workforce. The participants viewed all millennial sales leaders (including but not limited to emotionally intelligent millennial sales leaders) as having high turnover rates as a generational trait. The individuals who identified this trend consisted of the millennial (40%) and non-millennial (71%) participants. They detailed generational traits and gaps as key reasons for driving an inordinate amount of turnover. A significant reason noted by non-millennial participants stated millennial sales leaders lack in personal skills as a result of relying to heavily on technological communication (43%).

Sixty-five percent of participants identified millennial sales leaders typically act in a relaxed leadership style. The next reason identified highlighted by 43% of the non-millennial participants described millennial sales leaders as not investing in people, lack in communication skills, and reduce organizational trust. Forty-one percent of the participants stated millennial sales leaders are less personable, less mature, and have the propensity to over react emotionally to a given situation. This study noted the possibility of millennial sales leadership style naturally increasing turnover (53%). This finding highlights the importance of a millennial sales leader's use of emotionally intelligent leadership to reduce turnover.

Contribution to Applied Practice

This study provided information relevant to the current volatile multigenerational business sales environment. With the millennial cohort now entering the corporate leadership level, organizations must make every effort to maximize the junior and future senior managers' talents to reduce workforce turnover in the multigenerational sales occupational field. The data identified in this study provides companies with a feasible means to reduce turnover in a millennial business leader's multigenerational sales workforce with emotionally intelligent leadership training. Treating employees as a valuable asset and the way

every individual wants to be treated was found in this study to endear multigenerational sales occupational workforces to their millennial leader and the company.

This chapter discussed the research findings and identified five central themes addressing the study's stated purpose. This study identified the positive impact to businesses where a millennial sales leader's use of emotionally intelligent leadership directly reduces multigenerational sales workforce turnover. Companies who are negatively impacted by turnover as a result of a millennial sales leader, in a multigenerational sales workforce, need to review this and other applicable literature to identify opportunities where they can apply emotional intelligence (Salovey & Mayer, 1990) as a means to reduce multigenerational sales occupational field turnover. The five themes found in the study can add value to any business if properly applied.

Each theme by itself or combined in any manner can enable a company to increase performance and positively address the high costs associated with turnover. This will serve as a means to directly reduce multigenerational sales occupational field turnover and increase shareholder wealth. Businesses which can successfully adapt the findings in this study can directly improve their bottom line and build shareholder wealth. The ability of individuals to learn and grow emotionally intelligent leadership skills (Goleman, 2005) strengthens the

contribution of the five themes to applied business practices. Practical implications to businesses, by theme, include:

- Theme 1: A millennial sales leader's use of emotionally intelligent leadership mitigates generational differences.
 - Hire emotionally intelligent millennial sales leaders
 - Focus on emotionally intelligent dedicated leader training in multigenerational sales workforces
 - Encourage active leader and workforce participation in multigenerational sales workforce leader training
 - Create and enable multigenerational sales workforce employee forums to discuss emotionally intelligent or un-emotionally intelligent leadership exchanges and the resulting impact on mitigating generational differences
 - Enact a method to gather, disseminate, and implement beneficial lessons learned from the leader training courses and the multigenerational sales workforce forums

- Theme 2: A millennial sales leader's use of emotionally intelligent leadership drives individual employee success through commitment and motivation

while simultaneously driving organizational success through building shareholder wealth.

- Hire emotionally intelligent millennial sales leaders
- Focus on dedicated leader training on the five components of emotional intelligence as they relate to individual employee success through commitment and motivation
- Focus on dedicated leader training on the five components of emotional intelligence as they relate to organizational success through collective commitment and motivation
- Create and enable multigenerational sales workforce employee forums to discuss emotionally intelligent or un-emotionally intelligent leadership exchanges and the resulting impact on individual commitment and motivation
- Create and enable multigenerational sales workforce employee forums to discuss emotionally intelligent or un-emotionally intelligent leadership exchanges and the resulting impact on organizational success
- Enact a method to gather, disseminate, and implement beneficial lessons learned from the leader training courses and the multigenerational sales workforce forums

➤ Theme 3: A millennial sales leader's use of emotionally intelligent leadership reduces multigenerational sales workforce turnover through occupational satisfaction and organizational commitment.

- Hire emotionally intelligent millennial sales leaders
- Dedicate emotionally intelligent leadership training on the five components of emotional intelligence as they relate to multigenerational sales workforce occupational satisfaction and organizational commitment
- Create and enable multigenerational sales workforce employee forums to discuss emotionally intelligent or un-emotionally intelligent leadership exchanges and the resulting impact on individual job satisfaction, commitment to the leader/organization, and its influence on turnover
- Enact a method to gather, disseminate, and implement beneficial lessons learned from the leader training courses and the multigenerational sales workforce forums

➤ Theme 4: A millennial sales leader's perceived disingenuous emotionally intelligent leadership promotes decreased commitment to the leader and company and increased multigenerational sales workforce turnover.

- Hire emotionally intelligent millennial sales leaders
- Dedicate leadership training on the perceived authenticity of the emotionally intelligent leadership exchanges
- Create and enable multigenerational sales workforce employee forums to discuss the impact of perceived disingenuous emotionally intelligent leadership exchanges and the resulting impact on individual job satisfaction, commitment to the leader/organization, and its influence on turnover
- Enact a method to gather, disseminate, and implement beneficial lessons learned from the leader training courses and the multigenerational sales workforce forums

➤ Theme 5: Millennial leadership, in general, is viewed to drive high turnover rates in the multigenerational sales workforce.

- Hire emotionally intelligent millennial sales leaders
- Dedicate emotionally intelligent leadership training on the five components of emotional intelligence as they relate to millennial

sales leader's workforce occupational satisfaction and organizational commitment

The five key themes found in this study, previously identified in Table 18 (Study Themes & Applicability), provide businesses valuable, practical, and structured areas of focus when hiring and training. The themes emphasized the importance to identify, acquire, and develop emotionally intelligent millennial sales leaders. A company's human resources division could develop a pre-hiring screening test to determine an individual's level of emotional intelligence. Utilizing a pre-hiring screening test would identify potential leaders with varying levels of emotional intelligence (Salovey & Mayer, 1990). This would allow the company to focus their efforts on hiring the best applicant with the highest levels of emotional intelligence (Salovey & Mayer, 1990).

Companies with existing millennial sales leaders need to implement a training program to introduce, educate, maintain, and foster a company culture where millennial sales leaders use an emotionally intelligent management style. Applying this focused training would directly lead to reduced turnover in the multigenerational sales occupational field, saving much-needed funds and building shareholder wealth (Meisler & Vigoda-Gadot, 2014). To focus training as a result of this study, the five identified themes (Table 18, Title Here) serve as a crucial area

for businesses that have millennials supervising a multigenerational sales force. This study recommends organizations implement training to educate millennial sales leaders on emotionally intelligent leadership as a means to:

- Mitigate generational differences (Theme 1)
- Drive individual employee success (Theme 2)
- Drive organizational success (Theme 2)
- Reduce multigenerational sales workforce turnover (Theme 3)
- Reduce perceived disingenuous leadership (Theme 4)
- Reduce turnover rates in the multigenerational sales workforce (Theme 5)

Human resources departments need to specifically develop, establish, and implement training programs to address emotionally intelligent millennial sales leadership. Key aspects required for any new program to survive and be effective include being actively championed, visibly reinforced, and enthusiastically supported by senior leaders in the company (Bolman & Deal, 2013; Kotter, 1990). The company's senior leaders need to clearly state the desired end objectives, short-term and long-term goals, and reasons for the training.

The program needs to tailor training to the various levels of millennial sales leaders, as required by each company. A first line supervisor may not need the same course of instruction as a second or third level supervisor. Leaders at every

level need to review and assess their management style. In these programs, leaders need to identify their individual areas of weakness, areas of strength, and how they can address and improve these issues using the five components of emotional intelligence (Salovey & Mayer, 1990) as described by Daniel Goleman (2015) and discussed in Chapter 2.

After a dedicated training program, has been implemented, the training lead needs to create a feedback loop on the impact of the program. This feedback loop will allow the company and its trainers to evaluate the effectiveness of the program, identify areas for improvement, and foster increased levels of employee buy-in if their feedback is valued. A second feedback loop needs to be created to allow the millennial sales leaders to continually self-evaluate their use of emotionally intelligent leadership and its impact on multigenerational sales workforce turnover. The individual leader feedback loop will allow the millennial sales leader to evaluate their progress on utilizing emotionally intelligent leadership.

Companies need to incorporate subordinate feedback into leader assessment. Incorporating subordinates enables the leader and the company to gain a clearer picture of the individual leader. This will allow the leader to identify and address any areas of concern and reinforce positive areas as identified by the direct sales workforce. A third aspect of the program should be a means to retrain past program participants. The program needs to allow for refresher training and may

involve small groups or teams of leaders to actively review, support, and assist each other.

If a company can implement the contributions to applied practice described in the five emerging themes, they will have secured a direct method to increase shareholder wealth with reduced sales occupational field turnover, foster a dedicated workforce, and increase sales workforce performance.

The research answered the research question by finding the impact of a millennial sales leader's use of emotionally intelligent leadership as being fully capable of reducing multigenerational sales workforce turnover. The multigenerational study participants agreed emotionally intelligent millennial sales leadership is vital for committed and motivated success at the personal level and corporate level. Chapter 5 provides details related to the contribution of the study, implications for employers, and recommendations for implementing the findings presented as part of this research.

Chapter 5

Discussion, Implications, and Recommendations

Overview

Chapter 5 presents the contribution of the study, implications for employers, and recommendations for effective implementation within an organization.

Previous research identified personnel in the sales occupational field workforce were leaving their place of employment approximately twice as often as in other professions (Boles, Dudley, Onyemah, Rouziès, & Weeks, 2012). Replacing an employee may cost the business twice as much as the departing employee's annual salary (Maurer, 2015). The business's burden of voluntary multigenerational sales workforce turnover is not limited to only the fiscal price of replacing an employee (Katsikea, Theodosiou, & Morgan, 2015). One key forfeiture companies feel is the loss of the workforce's custom and tailored built relationships with customers (Boles, Dudley, Onyemah, Rouziès, & Weeks, 2012; Katsikea, Theodosiou, & Morgan, 2015).

Beyond the customer base, a millennial sales leader in the multigenerational sales occupational field is required to maintain positive social interactions with his or her workforce (McFarland, Rode, & Shervani, 2016; Rouziès & Hulland, 2014). If a business can reduce multigenerational sales occupational field turnover, it will save critical resources, serve as a source to sustain a competitive advantage, and

build shareholder wealth (Campbell, Ganco, Franco, & Agarwal, 2012; Maurer, 2015; Meisler & Vigoda-Gadot, 2014).

The methodology used in this study was qualitative research using the phenomenological design to interpret the interviews, analyze the statements, and draw conclusions on the semi-structured interview question responses. This study found emotional intelligence (Salovey & Mayer, 1990) has an impact on a millennial leader's efforts to reduce multigenerational sales occupational field turnover. The impact identified in this study is either positive or negative to the employee, the workforce, the leader, and the business based on the application and perceived genuineness of the millennial sales leader.

Contribution of the Study

This qualitative, phenomenological, semi-structured interview study filled existing in the current body of academic research and professional knowledge. The research question was answered by identifying the impact of a millennial business leader's emotional intelligence (Salovey & Mayer, 1990) on turnover, and in the multigenerational sales occupational field it was found to be significant. The five themes identified in this study provide companies with practical methods to reduce turnover in a millennial business leader's multigenerational sales workforce with emotionally intelligent leadership training. This study is the first known research to

address the impact of a millennial business leaders' emotional intelligence (Salovey & Mayer) on turnover, in the multigenerational sales occupational field. Current literature lacks studies on a millennial business leaders' use of emotional intelligence (Salovey & Mayer) to reduce multigenerational sales occupational field turnover. The findings in this study support and extend the theoretical framework of emotional intelligence (Salovey & Mayer, 1990).

This study identified the tangible fiscal benefits to a business which implements a program to introduce, educate, implement, train, and foster a company culture where millennial sales leaders use emotional intelligence (Salovey & Mayer, 1990) in their management style. These focus areas directly impact the fiscal health of businesses. Building emotionally intelligent leaders is of great importance to companies, and it serves as a plausible means to enhance an organization (Goleman, 1995). An emotionally intelligent millennial sales leader was found to build stronger relationships inside and outside of the company, positively motivate the workforce, increase individual and organizational productivity, build a positive environment, increase commitment, and foster open lines of communication. This study's findings provide a direct method to drive individual employee success through commitment and motivation while simultaneously driving organizational success through building shareholder wealth.

This study enhanced the body of knowledge as it found, identified, detailed, and discussed five key themes for companies who have millennial leadership in the multigenerational sales occupational field as a means to directly reduce turnover and increase shareholder wealth. The five key themes are important as they directly impact all employers' current and future fiscal health. The five key themes were previously identified, discussed in chapter 4, and depicted in Table 18 (Title Here).

Theme 1 identified a millennial sales leader's use of emotionally intelligent leadership mitigates generational differences between his or her subordinates. Recent studies recognized generational traits were found to affect a workforce's voluntary turnover rate (Allen et al., 2015). Academic literature studies identified emotional intelligence (Salovey & Mayer, 1990) as a viable method for business leaders to bridge differences between the generational cohorts and motivate its workforce regardless of occupational field (Biggs, Haapala, & Lowenstein, 2011; Boyatzis, Goleman, & Rhee, 2000; Njoroge & Yazdanifard, 2014). This study's finding extends the literature on emotional intelligence (Salovey & Mayer, 1990) by adding the component of an emotionally intelligent millennial sales leader, supervising a multigenerational sales workforce, capable of mitigating generational differences in the sales occupational field. This finding on a millennial sales leaders' use of emotional intelligence (Salovey & Mayer, 1990) can serve as a

platform for employers to focus on building emotionally intelligent leaders capable of reducing turnover in the multigenerational sales occupational field.

Theme 2 identified a millennial sales leader's use of emotionally intelligent leadership drives individual employee success through commitment and motivation while simultaneously driving organizational success through building shareholder wealth. A business employing emotionally intelligent (Salovey & Mayer, 1990) leaders was found to drive, inspire, and retain a motivated workforce (Boyatzis, Goleman, & Rhee, 2000; Cherniss, Extein, Goleman, & Weissberg, 2006; VanderPal, 2014). This study extended the literature on emotional intelligence (Salovey & Mayer, 1990) by adding the component of an emotionally intelligent millennial sales leader being able to motivate a multigenerational workforce. This finding advances the body of knowledge by identifying the gap in the literature where an emotionally intelligent millennial sales leader would build relationships, motivate the workforce, increase individual and organizational productivity, and create a positive environment, increase commitment, and foster open lines of communication. This finding is of particular importance to companies as the three major models of emotional intelligence proposed emotional intelligence (Salovey & Mayer, 1990) is a skill capable of being learned, strengthened, and adapted (Bar-On, 1997; Goleman, 1995; Salovey & Mayer, 1990).

Theme 3 identified a millennial sales leader's use of emotionally intelligent leadership reduces multigenerational sales workforce turnover through occupational satisfaction and organizational commitment. This study found a millennial sales leader who acts in an emotionally intelligent leadership manner would build positive relationships, motivate the workforce, create a positive environment, mitigate generational differences, and increase productivity. This research furthered previous studies where emotionally intelligent leaders were able to increase occupational satisfaction and organizational commitment (Russell, 2013). This study's finding extends the literature on emotional intelligence (Salovey & Mayer, 1990) by adding a millennial sales leader in a multigenerational workforce to reduce turnover.

Theme 4 identified a millennial sales leader's perceived disingenuous emotionally intelligent leadership promotes decreased commitment to the leader and company and increased multigenerational sales workforce turnover. The literature review found organizations using positive emotionally intelligent interactions lead to workforces with increased organizational commitment and reduced turnover (Jung & Yoon, 2015). This finding supports a 2013 study indicating unemotionally intelligent leaders drive down productivity and increase turnover (Porath & Pearson). This theme added to the body of knowledge by expanding the literature to the millennial sales leader and the greater awareness of

the millennial workforce population specifically looking to determine the genuineness of the leader. The importance of this finding is further highlighted as research suggested employees, particularly millennials, have a need to be emotionally connected to their place of employment (Kidwell et al., 2011; Wilkie, 2016).

Theme 5 identified millennial leadership, in general, is viewed to drive high turnover rates in the multigenerational sales workforce. This is especially important as previous research found annual workforce turnover increased with the rise in millennial employment (Elkjaer & Filmer, 2015). Non-millennial participants overwhelmingly noted the finding. Generational traits and gaps were identified as key reasons for driving an excessive amount of turnover. This study found a significant reason for millennial sales leaders lacking in interpersonal skills as a result of over-relying on technological communication methods in place of direct in-person interactions and building relationships. This theme added to the body of knowledge by identifying the importance of a millennial sales leader's use of emotionally intelligent leadership to reduce turnover.

The findings in this study contribute to the body of knowledge given academic research has been extended with this study being the first known research into the impact of a millennial business leaders' emotional intelligence (Salovey & Mayer) on turnover, in the multigenerational sales occupational field. Corporations

can use this study as a method to implement training on building and maintaining emotionally intelligent sales leaders. If a company can implement the contributions to applied practice as described, they will have secured a direct method to increase shareholder wealth, reduce sales occupational field turnover, nurture a dedicated workforce, and increase sales performance.

Discussion and Implications

Previous studies suggested emotional intelligence (Salovey & Mayer, 1990) directly impacts, either positively or negatively, an organizations' efforts to reduce workforce turnover (Barthwal & Juyal, 2012; Bradberry & Antonakis, 2015; Jung & Yoon, 2012; Meisler & Vigoda-Gadot, 2014; Srivastava, 2013). The impact of a millennial business leader's emotional intelligence (Salovey & Mayer, 1990) on turnover, in the multigenerational sales occupational field, was found to be significant. Employees want to enjoy where they work and for whom they work. Investing in how leaders emotionally interact with their workforce will benefit employees, leaders, and businesses.

The multigenerational sales workforce is known for excessively high turnover rates (Boles, Dudley, Onyemah, Rouziès, & Weeks, 2012; Katsikea, Theodosiou, & Morgan, 2015). Specific actions companies can take to reduce multigenerational sales workforce turnover include:

- Screen for and hire emotionally intelligent sales leaders
- Focus dedicated leader training on the five components of emotional intelligence as they relate to individual employee success through commitment and motivation
- Focus dedicated leader training on the five components of emotional intelligence as they relate to organizational success through collective commitment and motivation
- Create and enable multigenerational sales employee forums to discuss emotionally intelligent or un-emotionally intelligent leadership exchanges and the resulting impact on the workforce
- Enact a method to gather, disseminate, and implement beneficial lessons learned from the leader training courses and the multigenerational sales workforce forums

These solutions provide companies a possible path to endear their multigenerational sales workforce. Individuals want to accept and stay in jobs where they feel valued, enjoy the occupation, enjoy their leaders, and appreciate the company. Millennial leaders, using emotionally intelligent leadership, in the multigenerational sales occupational field can and do have a significant impact on the company. This study provides a method to reduce turnover with a new

generation of millennial sales leaders, in significant size, moving into multiple levels of corporate leadership.

Recommendations

This study found a millennial sales leader's use of emotionally intelligent leadership significantly impacts turnover in the multigenerational sales occupational field. One hundred percent of participants identified emotionally intelligent leadership mitigates generational differences, drives individual employee and organizational success, and reduces multigenerational sales workforce turnover through occupational satisfaction and organizational commitment. Treating employees as a valuable asset and the way every individual wants to be treated was found in this study to endear multigenerational sales occupational workforces to their millennial leader and to the company. Leadership styles do not add any cost to an organization's bottom line. However, not hiring and training their leaders on emotionally intelligent leadership styles will negatively impact the company's bottom line.

No two situations in the corporate world are exactly the same. Companies should survey their multigenerational sales workforce to identify areas of leadership styles needing attention. After identifying these areas, the company can attempt to mitigate the negative daily leadership interactions with emotionally

intelligent leadership training and workforce focus groups. Leadership at all levels must champion the new training for it to be effective. Additionally, the multigenerational sales workforce must be brought onboard. This will allow the workforce to provide input, feel valued and integrated, and provide an important view of the impact on the actual multigenerational sales workforce.

Future research into the impact of a millennial business leader's emotional intelligence (Salovey & Mayer, 1990) on turnover, in the multigenerational sales occupational field, will be beneficial to the sales occupational field. Studies need to revisit this focus topic as the population of millennial business leaders in the multigenerational sales field is small. This microcosm of acceptable participants significantly impeded the progress of this study. Research advancing this field of study should further quantify the impact emotionally intelligent millennial sales leadership has on a larger scale of the multigenerational sales workforce. This could include a larger available population of qualified participants, a greater number of study participants, a study based on several years of data, or a larger geographical area.

Research continuing in this realm of study could seek to understand if emotionally intelligent leadership is more important to different generational cohorts. Continued research into this focus area could be beneficial to other fields of study, professions, or workforces. Future research could focus on the impact

found in this study as applicable to social workers, graphic designers, medical professionals, consultants, and so on. Additionally, future research is needed to review and discover the impact when an organization applies the findings of this study.

It is essential for companies involved in the multigenerational sales workforce to reduce turnover. This study provided a means to accomplish this with the rising, and largest generational cohort, millennial sales leader. Treating employees in an emotionally intelligent manner, the way every individual wants to be treated, will to endear the multigenerational sales workforce to their leader and the company. Businesses who can apply emotionally intelligent leadership to this issue stand to directly reduce fiscal costs to the company and stand to boost employee and corporate effectiveness. If a leader can make a positive and emotional connection with his or her workforce, the employee, the leader, and the company will benefit on multiple levels.

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Appendix A: Informed Consent



Informed Consent

Please read this consent document carefully before you decide to participate in this study. The researcher will answer any questions before you sign this form.

Study Title: The impact of a millennial business leader's emotional intelligence on turnover in the multigenerational sales occupational field in the vicinity of Huntsville, AL.

Purpose of the Study: You were selected to provide insight into daily interactions with a millennial sales leader. Your views are critical to address the stated study title and to the outcome of this researcher's doctoral dissertation.

Procedures: You will be asked 24 semi-structured interview questions. This study is completely voluntary, you are free not to answer any question, and you may leave at any point.

Potential Risks of Participating: Risk from participation are minute, as company and individual names will be completely confidential and will never be identified in the report.

Potential Benefits of Participating: Benefits of this study will aid millennial sales leaders and their organizations in the effort to reduce turnover.

Compensation: Compensation will not be offered for participation in this study.

Confidentiality: All participants' information will be retained solely by the researcher in a designated thumb drive, secured by a password known only to the researcher, and secured in a locked file cabinet. All recordings will be destroyed upon completion of the study.

Voluntary participation:

Your participation in this study is completely voluntary. There is no penalty for not participating. You may also refuse to answer any of the questions you are asked.

Right to withdraw from the study:

You have the right to withdraw from the study at any time without consequence.

Whom to contact if you have questions about the study: Mike Park, wpark2011@my.fit.edu.

Whom to contact about your rights as a research participant in the study:

Dr. Lisa Steelman, IRB Chairperson
150 West University Blvd.
Melbourne, FL 32901
Email: lsteelma@fit.edu Phone: 321.674.8104

Agreement:

I have read the procedure described above. I voluntarily agree to participate in the procedure and I have received a copy of this description.

Participant: _____ Date: _____

Principal Investigator: _____ Date: _____

Appendix B: Pre-Interview Screening Questions (P-ISQ)

- This doctoral dissertation study concentrates on the sales occupational field.

P-ISQ 1: Do you currently, or have you previously, worked in the sales occupational field?

- A Millennial business leader is an individual born between 1980 and 2000 (Hernaus & Vokic, 2014), who's age is between 37 and 17, and who serves in a position of authority or responsibility for employees or followers in business sales (Goleman, 2015)

P-ISQ 2: Do you currently, or have you previously, worked for a millennial business leader as just defined?

- Emotional intelligence is the theoretical foundation for this study and is defined as the artful process of recognizing, using, understanding, managing, and efficient handling of ones and others emotions as well as personal relationships with others to solve issues and control behavior (Goleman, 2015; Salovey, Brackett, & Mayer, 2004). The five key tenants of emotional intelligence are self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 2015).

Emotionally intelligent leadership is defined as a blending the traits of emotional intelligence with leadership approaches to shape an individual's versatile leadership

style as necessary for individual situations (Allen, Shankman, & Miguel, 2012; Palmer & Gignac, 2012). The following 10 questions address key aspects of emotional intelligence.

P-ISQ 3: Does your millennial supervisor recognize his/her emotional strengths and weaknesses? (Self-awareness)

P-ISQ 4: Does your millennial supervisor ask for feedback on his/her responses to a situation? (Self-awareness)

P-ISQ 5: Is your millennial supervisor always able to regulate and keep his/her emotions in check? (Self-regulation)

P-ISQ 6: Is your millennial supervisor able to move past a negative emotional interaction? (Self-regulation)

P-ISQ 7: Is your millennial supervisor able to focus on the task at hand? (Motivation)

P-ISQ 8: Does your millennial supervisor present an optimistic view on situations? (Motivation)

P-ISQ 9: Does your millennial supervisor listen to people's concerns?
(Empathy)

P-ISQ 10: Is your millennial supervisor able to understand an individual's emotions during a discussion? (Empathy)

P-ISQ 11: Is your millennial supervisor able to interact with people of diverse backgrounds? (Social skills)

P-ISQ 12: Is your millennial supervisor able to resolve conflicts of interest?
(Social skills)

➤ Participant's responses to P-SSQs 3-12 will identify if the employee worked or works for an emotionally intelligent leader. Based on P-SSQ 3-12, the study will only include participant interviews if they answer yes to a minimum of 7 out of 10 questions or have one yes on each pair of the five emotional intelligence tenant questions. Based on the number of responses, the researcher may select the highest scoring 10 to 15 emotionally intelligent indicating response participants.

➤ This study also focuses on turnover, specifically in the sales workforce.

P-ISQ 13: Have you observed voluntary turnover in your organization where you believe the emotional exchanges from the business leader directly contributed to the motives of the departing employee?

➤ The safety and confidentiality of all voluntary participants is a critical factor and top priority of this study. You and your company will not have any personally identifiable information recorded, stored, or transmitted in any form. This study is completely voluntary, you are free not to answer any question, and you may leave at any point. Please know if you elect not to respond to a question or do not complete the interview your responses may not be used in this study.

P-ISQ 14: Do you believe you can answer each question honestly and to the best of your ability?

Appendix C: Semi-Structured Interview Questions (S-SIQ)

S-SIQ 1: How do you define/characterize a millennial sales business leader?

S-SIQ 2: Describe how the millennial sales leader differ from other generations of sales leaders you have worked with?

S-SIQ 3: What is the impact of emotionally intelligent social interactions in the sales occupational field?

S-SIQ 4: How does your experiences with emotionally intelligent leadership and unemotionally intelligent leadership affect your organization?

S-SIQ 5: Describe the impact (if any) of a millennial sales leader's use of emotionally intelligent leadership.

S-SIQ 6: How does routine interactions with a millennial sales leader affect workforce turnover in your organization?

S-SIQ 7: Describe how a millennial sales leader's intentionally tailored interactions, with individuals, impact(s) sales workforce turnover in your organization.

S-SIQ 8: In your opinion, please describe the impact (positive or negative), of a millennial leader's emotional interaction efforts to reduce employee turnover, specifically in a multigenerational sales workforce.

S-SIQ 9: What is the importance, in your opinion, of a millennial sales leader's efforts to act in an emotionally intelligent manner with subordinates in an attempt to reduce turnover?

S-SIQ 10: Please provide any additional comments or suggestions you have to assist in this area of research.

Appendix D: SAGE Permissions



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Title: Emotional Intelligence:
Author: Peter Salovey, John D. Mayer
Publication: Imagination, Cognition and Personality
Publisher: SAGE Publications
Date: 03/01/1990
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Page 1 of 3



William Park <wpark2011@my.fit.edu>

Request to use information
3 messages

William Park <wpark2011@my.fit.edu> Fri, Feb 26, 2016 at 6:41 PM
To: permissions@hbsp.harvard.edu

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vr

William "Mike" Park


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To: William Park <wpark2011@my.fit.edu>

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William Park
Feb 26, 19:42

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To: William Park <wpark2011@my.fit.edu>

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Title: Emotional intelligence: New ability or eclectic traits?
Author: Mayer, John D.; Salovey, Peter; Caruso, David R.
Publication: American Psychologist
Publisher: American Psychological Association
Date: Sep 1, 2008

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Appendix G: APA 2001 Permissions



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AMERICAN
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Title: Emotional intelligence as a standard intelligence.
Author: Mayer, John D.; Salovey, Peter; Caruso, David R.; Sitarenios, Gill
Publication: Emotion
Publisher: American Psychological Association
Date: Sep 1, 2001

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Appendix H: APA 2003 Permissions



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Title: Measuring emotional intelligence with the MSCEIT V2.0.
Author: Mayer, John D.; Salovey, Peter; Caruso, David R.; Sitarenios, Gill
Publication: Emotion
Publisher: American Psychological Association
Date: Mar 1, 2003

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Appendix J: APA 1977 Permissions



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Title: Intermediate linkages in the relationship between job satisfaction and employee turnover.
Author: Mobley, William H.
Publication: Journal of Applied Psychology
Publisher: American Psychological Association
Date: Apr 1, 1977

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Title: Reviewing employee turnover:
Focusing on proximal
withdrawal states and an
expanded criterion.

Author: Hom, Peter W.; Mitchell, Terence
R.; Lee, Thomas W.; Griffeth,
Rodger W.

Publication: Psychological Bulletin

Publisher: American Psychological
Association

Date: Sep 1, 2012

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Appendix M: P-ISQ Participant Interview Responses

| | | Pre-Interview Screening Questions (P-ISQ) | | | | | | | | | | | | | | | |
|------------------------------|--------|---|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------------|--|
| Interview | | P-ISQ1 | P-ISQ2 | P-ISQ3 | P-ISQ4 | P-ISQ5 | P-ISQ6 | P-ISQ7 | P-ISQ8 | P-ISQ9 | P-ISQ10 | P-ISQ11 | P-ISQ12 | P-ISQ13 | P-ISQ14 | | |
| Pilot | Int 1 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Qualifier | |
| | Int 2 | Y | Y | Y | N | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Qualifier | |
| | Int 3 | Y | Y | N | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Qualifier | |
| Study Interview Participants | Int 4 | Y | Y | Y | Y | Y | Y | N | Y | Y | Y | Y | Y | Y | Y | Social skills | |
| | Int 5 | Y | Y | Y | Y | N | Y | Y | Y | Y | Y | Y | Y | Y | Y | Social skills | |
| | Int 6 | Y | Y | Y | Y | N | Y | N | Y | Y | N | N | Y | Y | Y | Social skills | |
| | Int 7 | Y | Y | Y | Y | Y | Y | Y | N | Y | Y | Y | Y | Y | Y | Empathy | |
| | Int 8 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Empathy | |
| | Int 9 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Empathy | |
| | Int 10 | Y | Y | Y | Y | N | Y | Y | Y | Y | Y | Y | Y | Y | Y | Empathy | |
| | Int 11 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Empathy | |
| | Int 12 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Empathy | |
| | Int 13 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Empathy | |
| | Int 14 | Y | Y | Y | N | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Empathy | |
| | Int 15 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Empathy | |
| | Int 16 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Empathy | |
| | Int 17 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Empathy | |
| | Int 18 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Empathy | |
| | Int 19 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Empathy | |
| | Int 20 | Y | Y | Y | N | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Empathy | |
| Study Only | % Y | 100% | 100% | 100% | 88% | 82% | 100% | 88% | 94% | 100% | 94% | 100% | 94% | 100% | 100% | Qualifier | |
| | % N | 0% | 0% | 0% | 12% | 18% | 0% | 12% | 6% | 0% | 6% | 0% | 6% | 0% | 0% | Qualifier | |
| Question Focus | | | | | | | | | | | | | | | | | |