An investigation of Millennial leadership in the information technology industry in Vietnam

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Abstract

The purpose of this research is to investigate the leadership characteristics and traits of Millennial managers in the information technology industry in Vietnam. In the scope of this study, Millennials are defined as people who were born from 1986 to 2000. A mixed-methods case study was chosen for this study to give a comprehensive understanding of the research subjects and answer the research questions. The data for this study was collected through interviews with Millennial managers and a questionnaire-based survey of employees working in information technology organisations in Vietnam.

Findings from both questionnaire-based survey and interviews show a consensus in employees' preferences and managers' performance towards the transformational leadership style. The interview-based findings show that more than 50% of Millennial managers are exposing the transformational leadership style, while some are playing with the transactional one. The most effective leadership behaviours, according to employees' expectations, revolve around the transformational leadership style alongside the blending of form with transactional features. Although there are certain gaps in perceptions, expectations, and behaviours of leadership styles being found, the congruency between employees' perceptions and managers' behaviours is towards the dominance of transformational leadership styles with mixed features of transactional, participative, and democratic styles. Besides, the findings show the insignificance of charismatic and autocratic leadership styles. The discussion also suggests how the generational factors of Millennial managers are influenced by the unique cultural and industrial characteristics of Vietnam's information technology. The findings support the Millennial managers practicing a personalised approach of combining leadership features to maximise their values in management and adapt unique features of internal and external challenges as per the given context of the workplace by different managers.

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Chapter 1 : Introduction

1.1   Overview

This research aims to investigate the leadership characteristics and traits of Millennials managers in the information technology industry in Vietnam. The emergence of Millennials in leadership and managerial positions presents numerous questions for business scholars and organisations. Businesses must have a knowledge of the Millennial generation, especially in leadership positions, as well as prepare this generation to attain its full potential and cultivate them into effective leaders. Also, taking leadership and managerial roles brings many challenges to Millennials in the workplace and in relationships with employees. Recent research has examined the distinct features and behaviours of Millennials as well as their approach to work. However, there is a shortage of scholarly research on Millennial leadership. By performing this study, the researcher hopes to discover new knowledge regarding Millennial leadership, contribute to the literature in this field, and provide a better understanding of the Millennial generation in leadership and managerial positions. This study will be conducted in Vietnam, and the main players are Millennial managers and employees working in the technology industry in Vietnam.

Chapter one provides the background, statement of the problem and significance of this study. This chapter also presents the research objectives and research questions, the nature of the research, delimitations and limitations, and the definition of key terms.

1.2   Background

Millennials generation refers to the generation following Generation X and preceding Generation Z. Although there are no precise dates for the start or end of this generation that were officially set, researchers roughly define *Millennials* as people who were born from 1980 to 2000. The number of people in the Millennials generation is increasing and is expected to outnumber the Baby Boomers in 2019 (Pew Research, 2018). Millennials have been entered to workforce nearly a decade ago, and the number of Millennials in the workforce continues to increase. Millennials will account for 75 per cent of the workforce of America by 2025 (Brooking Report, 2014). With many differences from the previous generation, the Millennial generation has created many changes in the workplace. Now, this generation has started taking leadership and management positions as they get older, and Boomers are leaving the workforce.

Millennials have received much attention because of their unique characteristics. Many ideas are given to explain the formation of special characteristics of Millennials, including significant

social life, historical events and influences from previous generations. Being born and raised by Baby Boomers and Generation X, this generation is very much influenced by their parents. Most of the emerging literature about Millennials' learning and their incorporation in the workplace and society accepts the generalised idea that they were brought up as a special group, receiving enormous care and attention from their parents, making them very self-confident, empowered, and optimistic to undertake major personal projects (Cole, Smith, & Lucas, 2002). In addition, the technology explosion event also influenced Millennials, as this generational cohort is the first generation that genuinely grew up entirely immersed in the digital age (Lancaster & Stillman, 2010). Being raised with technology such as computers, the Internet, and email almost from birth is one of the aspects that makes Millennials unique (Zemke et al., 2013). Therefore, they are considered tech-savvy and can process and understand digital information more quickly than other generations (Espinoza et al., 2010; Taylor, 2014), which brings them an advantage in competing with preceding generations of positions and jobs that require the use of information technology (Shaw & Fairhurst, 2008; Zemke et al., 2013). As a technology generation, Millennials have plenty to contribute, such as efficiency, a wide range of computer abilities, and a desire for personal growth. However, the downside of this reliance on technology is that they will likely get bored quickly and become inefficient and lazy when deprived of technology and gadgets (Dlodlo & Mahlangu, 2013). Besides, the event of the 9/11 terrorist attack has strongly influenced Millennials. Because of the ubiquitous presence of mobile communication technology and the impact of violent social events, Millennials have a stronger desire for security and work-life balance than Generation X (Adam Murray, 2011).

In addition to the unique personalities of Millennials and the factors that influence them, researchers also study the impacts and changes that Millennials bring to the workplace. As Millennials make up the majority of today's workforce, organisations are trying to understand this generation's specific motivations, needs, and expectations to attract, engage and keep them. In the workplace, Millennials are described as ambitious, entitled, self-assured, well-educated, technologically savvy, flexible, requiring mentoring and training, able to work successfully in groups, inexperienced in dealing with complex interpersonal difficulties, and goal-oriented (Murphy, 2007; Murray, 2011; Tolbize, 2008). Millennials demand work-life balance, flexibility, opportunities to give back to the community and society, non-financial rewards, technology gadgets and instant feedback. In addition, they seek out career advancement opportunities and expect to receive training and mentoring. To recruit and retain talent, leaders and managers should understand and meet the expectations of this generation.

According to Nielsen, 27 million people belong to the Millennial generation, accounting for 30% of Vietnam's population (Nielsen, 2017). Vietnam is one of eight "Millennial Majors" countries that stand out for its substantial Millennial population (E. R. Peterson, C. R. McCaffrey, A. Sillman, 2015). In research about leadership and generations in Vietnam, Anne Cox, Zeenobiyah Hannif, and Chris Rowley (2014) identified three generational cohorts which are defined based on historical events of the country: Resilience (pre-1975-born generation), Adaptability (1975–1986-born generation), and Arrival (post-1986-born generation). In the scope of this report, the researcher defines the "Millennial generation" as the "Arrival generation", which includes people who were born between 1986 to 2000 due to the historical event in 1986 they shared. The term "Millennial generation" still be used to keep consistent with the report. Differences in context and impact of life and social events raise the question of whether Millennials in Vietnam differ from Millennials in other parts of the world. Anne Cox, Zeenobiyah Hannif, and Chris Rowley (2014) investigated generation cohorts in Vietnam and their work-related characteristics. The authors pointed out some major traits of Millennials in Vietnam and concluded that Millennials in Vietnam are not very different from their Western counterparts because this generation embraces the values of Western culture.

In Vietnam, the information technology (IT) industry is considered one of the nation's key industries. The sector receives a lot of domestic and foreign investment as well as government support. There are 14,000 businesses operating in the technology industry, with the main workforce being young people. In fact, many Millennial people are involved in this field and hold leadership positions.

Vietnam just connected to the Internet in 1997, but the information technology market is growing rapidly. Vietnam's IT industry has been growing steadily at an impressive rate in the past few years. Stephen Wyatt, country head of JLL Vietnam, said: "There is no better place to witness the growing demand from technology firms and co-working operators than Vietnam." With a large Millennial population, Vietnam is defined as "a growing population of young coders, engineers, entrepreneurs, and students driving economic growth and technological innovation" (Rob Marvin, 2015). Fifteen years ago, Vietnam barely had any IT companies, but now about 14,000 businesses are operating in software, hardware and digital content areas. The Vietnamese government has invested heavily in infrastructure and changed policies to encourage more domestic and international organisations to start businesses in the technology sector, as the government considers this sector as the vital sector of the economic growth of Vietnam. Thanks to low labour costs, supportive tax and investment policies and

geographically strategic location, Vietnam is becoming an ideal destination for multinational technology companies.

The IT market in Vietnam is expected to continue growing in the coming years. Vietnam has around 250,000 engineers working in the technology industry, but it is still in high demand for IT professionals, with the requirement for more than 400,000 by the end of 2018 (Oxford Business Group, 2017). It can be said that more and more young people are joining this industry. Indeed, fresh blood is really welcomed because Vietnam has shown potential signs in the growing start-up culture in general and in the hardware and software market.

Being raised with technology such as computers, the Internet, and email almost from birth, Millennials are likely to be skilled in technology and understand programming languages. Compared to non-Millennials, Millennials are more likely to have superior IT/software programming abilities, including C/C++, application development, and computer design. Therefore, it is no surprise that this generation makes up the majority of the information technology industry. Even if Millennials do not have programming skills, growing up with technology has equipped them with the knowledge and tech acumen to work in the technology industry in non-technical roles like salespeople, marketing, and operations. Besides, this industry has properties that match Millennials' personality traits and expectations in the workplace. Many information technology companies offer their employees flexible hours and working conditions, as well as opportunities to achieve and maintain an effective work-life balance. In addition, the information technology industry is seen as a growing industry which offers opportunities for growth, promotion and skills development.

The IT industry is divided into three major groups: software and services, technology hardware and equipment, and semiconductors and semiconductor equipment. In the scope of this research, the researcher focuses on the software and services sector. In 2020, the worldwide business software and services industry achieved a valuation of approximately USD 352 billion. The industry is expected to experience a compound annual growth rate (CAGR) of 10% over the forecast period from 2023 to 2028. Vietnamese software and information technology service sector has made significant progress in establishing itself as one of the leading economic sectors in the country. According to a report published on April 27 by the Vietnam Association for Software and Information Technology Services (Vinasa), Vietnam's software and IT service industry has annual revenues of roughly $9 billion.

The software and services industry encompasses a collection of organisations engaged in the provision of internet services, as well as those involved in the delivery of software and IT

services. Internet services include enterprises that offer online databases or interactive services, such as search engines or social networks. IT services encompass organisations that offer IT consulting or data processing services to other businesses. Software involves a wide range of applications designed for both corporate and consumer purposes, spanning from business software and systems software to video games. The study will focus on conducting research and collecting data on organisations working within the aforementioned categories.

In conclusion, for the reasons above, the information technology industry in Vietnam, particularly the software and services sector, is chosen for the context of the research to investigate the leadership characteristics and traits of Millennials. Literature on Millennial leadership in general and in Vietnam's information technology context is limited. By conducting this study, the researcher expects to explore new knowledge about Millennial leadership, contribute to the literature of this area and provide a better understanding of the Millennial generation under leadership and managerial roles. This study will be conducted in Vietnam, and the main players are Millennial managers and employees working in the information technology industry in Vietnam.

1.3   Statement of the problem

The fact that Millennials start holding leadership roles and managerial positions raises many questions for business researchers and organisations. Businesses need to have an understanding of the Millennial generation, particularly in leadership and managerial roles, as well as be well prepared for this generation to reach their potential and develop them into effective leaders or managers. Also, taking leadership roles brings many challenges to Millennials in the workplace and in relationships with employees. The different characteristics and behaviours of Millennials and their style of work have been studied recently. However, there is an absence of academic studies related to Millennial leadership. There have been several pieces of research about the Millennial generation in recent years. Most studies focus on the literature of the Millennial generation, investigating their characteristics in social life and the workplace, the similarities and differences between this generation with other generations, and Millennials' work motivation, values, job satisfaction, and organisational commitment. In terms of leadership, researchers have been trying to investigate the Millennial generation under employee roles, for example, define which leadership styles are effective with Millennial employees, how to manage and leverage Millennial employees' talents or Millennials' perception of leadership (e.g., S Long, 2017, C Thompson & Jane Brodie Gregory,2012, T Maier, M Tavanti, P Bombard, M Gentile & B Bradford, 2015). There are few surveys on

Millennial leadership, and the articles on this field are mainly from business newspapers. Millennials in leadership have not yet been clearly and adequately explored. Now that Millennials comprise about half of the workforce, the focus must change from how to lead them to how they may succeed as leaders or managers in their own right. Similar to the world, Vietnam is facing the questions of Millennial generation leadership. Therefore, this research will focus on Millennial leadership in the Vietnam information technology industry to add more knowledge to the current literature review of Millennial leadership in general and in the Vietnam information technology sector particularly.

Besides, most of the research on the Millennial generation is conducted in the Western contexts. The number of studies in non-Western places is still minimal compared to those in Western countries. Similarly, despite an increase in the number of leadership studies in different regions of the globe, most of the research on leadership theories and practices is conducted in Western contexts. In research about Millennial leadership in the financial industry, Medyanik (2016) suggested future studies may include differential values based on ethnicity and family history, and cultural factors can be helpful in separating the Millennials generation. The study of Millennial leadership in Vietnam, where cultural values are specific and different from the West, will fill the gap in the amount of research on Millennial leadership beyond the Western context and emphasise the role of context in research.

1.4   Significance of the study

This research will contribute to the current literature on Millennial leadership in general and in Vietnam's information technology sector context particularly. This research responds to the call for Millennials leadership, which is so limited at the moment. The study of Millennial generation leadership is necessary and urgent as more and more Millennials hold leadership or managerial positions in organisations, and in the future, this generation will take more control and run the businesses. This research on the leadership of Millennials will give this generation a voice to express their opinions, feelings and difficulties in leadership positions, providing insights and a deeper understanding of traits of Millennial leadership and their issues. Also, this study investigates employees' perceptions of Millennial managers, giving suggestions to improve their leadership capacity within the given context. Moreover, the research made some recommendations for organisations about how they should support Millennial managers to reach their potential leadership capability and become effective managers, which bring enormous advantages for the organisations for now and future.

Besides, context is an essential but often overlooked factor in leadership and generation studies. This research paper was conducted in a specific context: the information technology industry in Vietnam. Vietnam is a country in Southeast Asia and holds different cultural values compared to the West, such as Confucianism and collectivism. Research in non-Western cultural contexts will contribute to answering the question about the applicability of leadership styles developed in Western contexts elsewhere, for example, Eastern contexts, and whether there are differences in the definition and division of generations in other regions of the world. In addition, doing research in the information technology industry also brings much practical value because this is a massive industry and has a significant impact on the world economy. This industry affects almost every other industry in the modern economy and will continue to grow and receive much investment. The information technology industry attracts a lot of Millennials because Millennials are tech-savvy, and the information technology sector offers many attractive job opportunities and meets this generation's expectations about the workplace. Conducting research in the context of the technology industry in Vietnam is expected to contribute to the literature on Millennial leadership in a non-Western context, which is still limited at present and brings practical value to people working in the technology industry.

According to Strauss-Howe's Generational Theory, new generations receive the most significant influences from earlier generations (Strauss & Howe, 1991). This means Millennials are influenced by their previous generations and inherit traditional cultural values. Besides, Mannheim's Theory of Generations emphasises the role of major historical events in the definition of generations. DeChane (2014) argues that both theories have a cause-and-effect foundation; hence, two theories may be utilised concurrently to describe how a 'generation' originates and is determined by previous generations and historical settings. The idea of Mannheim's Theory is well supported by other researchers and has further expanded over time as there were some researchers proposing more factors that influence generations besides major historical factors, such as significant social, political and economic events (Kupperschmidt; Lancaster & Stillman, 2002; Zemke et al.). Thus, previous generations and historical, social, economic, and political events all have a certain influence on the formation of attitudes and beliefs of generations. Being born and raised by Baby Boomers and Generation X, the Millennial generation is very much influenced by their parents. However, Vietnamese society has changed over time with significant historical and social events, and at the same time has also received Western cultural features under the impact of globalisation trends, the development of the Internet, technology and travel. Thus, the young generation of Vietnam is

influenced by different values, including traditional cultural values and cultural values derived from the West. This cross-cultural mix can create differences in a generation's personalities, attitudes, and beliefs.

Moreover, performing both quantitative and qualitative research creates a more holistic view of the studied problem. In a holistic, qualitative case study regarding the leadership traits and styles of the Millennial generation, Medyanik (2016) collected data based on interviews with participants, arguing that additional insights should be obtained from the perspectives of subordinates, colleagues or supervisors to determine the authenticity of personal self-assessments collected from interviewees. Similarly, in quantitative research on Millennial generation employee perceptions of leadership style, David J. Brand (2020) suggested that, while quantitative studies are useful for determining how individuals feel about a topic, there is a need for qualitative research, and studies might also investigate behaviours from the leader's viewpoint. Thus, it can be said that when studying the perception of a topic, specifically leadership style here, it is necessary to consider both the views of the leader and the individuals being led to have an overall view. In this mixed-methods case study, quantitative and qualitative data are collected simultaneously and analysed separately. After analysing, the qualitative and quantitative results are combined and compared to see if they converge or diverge and then draw overall conclusions.

1.5 Research objectives and research questions

This study is used to investigate the leadership characteristics of Millennials, the challenges of Millennial managers, and employees' perception of Millennial leadership in the Vietnam information technology industry context, then provide some recommendations for Millennial managers themselves and organisations to achieve leadership effectiveness. Accordingly, there are four main objectives in this research as the following:

- Investigate leadership characteristics of Millennial managers in the Vietnam information technology sector.

- Identify difficulties faced by Millennial managers in the Vietnam information technology sector.

- Investigate employees' perception of the leadership of Millennial managers in the Vietnam information technology sector.

- Provide recommendations for organisations to support Millennial managers and create leadership effectiveness in the Vietnam technology sector.

To achieve the objectives of the research, the following research questions need to be answered:

- What are the leadership characteristics and traits of Millennial managers?

- What are the difficulties faced by Millennial managers?

- How do employees perceive Millennial leadership?

- What should organisations do to support Millennial managers and create leadership effectiveness?

1.6 Nature of the study

This study used a descriptive research design to examine the leadership characteristics and attributes exhibited by Millennial managers within the information technology sector in Vietnam. A mixed methods case study that combines qualitative and quantitative research approaches was chosen to address the research questions. "A mixed methods case study design is a type of mixed methods study in which the quantitative and qualitative data collection, results, and integration are used to provide in-depth evidence for a case(s) or develop cases for comparative analysis" (Creswell & Plano Clarke, 2018, p.116). In a single investigation, qualitative and quantitative research methods complement each other by yielding deeper and broader results (Roberts, 2010). To answer "how" and "what" questions, a multiple case study is considered an appropriate application (Garcia & Gluesing, 2013). In addition, case study research is applicable when the phenomenon is occurring in the real world (Yin, 2009). Both mixed methods research and case study research offer distinctive methodological advantages for investigators attempting to address challenging research topics (Plano Clark, Foote & Walton, 2018).

Primary data is collected through individual interviews and questionnaires. Secondary data is cited from published research from various sources such as books, journals, articles, newspapers, and magazines. The primary data for this study was collected through interviews with Millennial managers and a questionnaire-based survey of employees working in information technology organisations in the Vietnam context. The purpose of the interview was to explore leadership characteristics and difficulties Millennial managers are facing from their perspectives. The purpose of the questionnaire-based survey was to understand employees' perceptions and expectations about an ideal leader model within the practical context of their work. More specifically, a qualitative semi-structured interview will be conducted with 12 Millennials in managerial positions in the information technology sector in Vietnam. In the scope of this study, Millennial includes those who were born between 1986 to 2000. Participants for the interviews were recruited through advertising on social media,

recommendations from friends and acquaintances, and emails Millennial managers whom the researcher knew. Manual transcription and coding are utilised to explore the self-assessment of Millennial managers about their own styles of leading. To obtain quantitative data, a questionnaire will be designed and distributed to 150 participants who are employees working under the direct management of Millennials managers in the Vietnam information technology industry. Quantitative data will be collected, verified, validated and recorded before conducting statistical analysis. Statistical Package for the Social Sciences (SPSS) with reliability, validity, and correlation analyses is used to measure the perception and expectations of employees.

1.7   Delimitation

This study is limited to the information technology industry in Vietnam. A select group of Millennial managers working in the information technology industry with similar qualities comprised the population for this study. There are no precise dates for the start or end of the Millennial generation was officially set. However, in this study, the researcher defines the Millennial generation as people who were born from 1986 to 2000 due to the social and historical events in Vietnam they shared. As this research aims to make a practical contribution to leadership in the technology industry, participants for qualitative research must currently work under leadership positions in the technology industry. They must have at least a bachelor's degree and hold a managerial position in technology organisations for at least one year. For qualitative research, participants are employees working in information technology companies under the management of Millennials.

1.8   Limitations

There are some limitations of this study. First, all interviews with participants were conducted in Vietnamese and translated into English, which may lead to some inaccuracies in translation. The researcher endeavoured to translate as accurately as possible, taking contextual and semantic aspects into account in order to select the most authentic and apparent translation. Besides, because the research context is the information technology industry in Vietnam, which is a highly technical and specific industry, there are some specialised terms in the participants' answers that the interviewer sometimes finds difficult to understand fully. The interviewer sought the participant's assistance in clarifying complex or technical phrases, as well as reading more documents containing technical terms in the information technology sector in order to better comprehend and translate words accurately. Second, the sample size of this study (12 Millennial managers and 150 employees) is relatively small compared to a large number of Millennials. A small sample size can impact the transferability of a study (Yin, 2011). Third,

this study focuses on one single industry in one country that may not apply to all Millennial generation in other industries and countries. Future research could conduct the same study in a different industry or geographic location and on a larger sample size to get more accurate results and achieve transferability.

1.9 Definition of key terms

Generation X. Generation of people born between 1961 and 1980 (Zemke et al., 2000)

Generation. Generation was defined as a group of individuals who have similar ages and have experienced a remarkable historical event in the same set period of time (Mannheim, 1952).

Leadership styles. Leadership style is the collection of traits and patterns of behaviour that leaders exhibit while engaging with individuals and groups (Dimitrov & Darova, 2016).

Leadership. Leadership is a process in which an individual uses their skills to convince and inspire others to achieve a common objective. (Norhouse, 2010).

Millennials. Generation of people born from 1986 to 2000 (Anne Cox, Zeenobiyah Hannif & Chris Rowley, 2014) (referred to as "Arrival generation" in the original research).

Participate leadership. Participative leadership is the practice of involving subordinates in the decision-making process. (Lang, Szabo, Catana, Kinečná, & Skálová, 2013).

1.10 Outline of the study

Chapter one presents the introduction and overview of the research. Chapter two through five will cover the rest of the research. Chapter two contains a review of the literature, and Chapter three outlines the method and methodology used to perform this study. The data analysis and findings will be given in Chapter four. Finally, the conclusion and recommendations will be presented in Chapter five.

1.11 Summary

At present, Millennial leadership in general and in Vietnam's information technology sector context in particular has not yet been clearly and adequately explored. The study of Millennial generation leadership is necessary and urgent as more and more Millennials hold managerial positions in organisations, and in the future, this generation will take more control and run the businesses. The purposes of this research are to investigate Millennial leadership based on views of Millennials working under managerial roles about themselves and the perception of their employees. The context of this research is in the information technology sector in Vietnam, which has a significant number of Millennials and also is considered one of the nation's key industries of Vietnam. To achieve the research objectives, the research questions are as follows. First, what are the leadership characteristics and traits of Millennial managers?

Second, what are the difficulties faced by Millennial managers? Third, how do employees perceive Millennial leadership? Last, what should organisations do to support Millennial managers and create leadership effectiveness?

For this study, a mixed-methods case study was utilised in order to give a comprehensive understanding of the research subjects and answer the research questions. The data for this study was gathered through interviews with Millennial managers and a questionnaire-based survey of employees working in information technology organisations in the Vietnam context. The data can be analysed by descriptive analysis tools. After analysing, the qualitative findings and quantitative results are combined and compared to see if they converge or diverge and then overall conclusions will be drawn.

This research is expected to add new knowledge to the literature on Millennials leadership and contribute to the literature on Millennials leadership in the Vietnam information technology sector that has not previously been explored. Also, the research is expected to provide a better understanding for organisations about Millennial leadership to have suitable strategies to support Millennial managers within the given context.

2.1 Overview

Recent research on leadership started to focus on leadership amongst Millennials as this generation began taking positions in leadership and managerial roles. The distinctive characteristics that Millennials bring to the workplace also receive much attention because it affects how they will lead. The purpose of this research is to investigate the characteristics and traits of Millennials working in managerial roles. To serve this purpose, literature about generations and Millennials as a specific generation and their behaviour will be discussed, followed by Millennials in Vietnam, and then Millennials in the workplace will be presented.

First, it is important to understand generation theories for the context of this study because the primary focus is on Millennials as managers. Millennials are one specific generation, and their distinct traits and characteristics are formed and affected by previous generations and historical contexts, as DeChane (2014) suggested. Millennials are likely to bring those traits and characteristics into their leadership roles; in other words, personality and characteristics will influence how Millennials lead. Therefore, before investigating this generation as leaders/managers, it is important to understand them in a generational context. The review of generation theories will present a definition of generation cohorts and descriptions of current generational cohorts in the workforce with characteristics of each group and the influence of previous generations and significant historical events on them. Next, the Millennial generation with their characteristics will be presented. Some typical Millennial characteristics with the impact of historical events and previous generations will be discussed to give a better understanding of this generation before investigating their leadership. Because the research was conducted in the Vietnam context, there will be an explanation of how generations are divided and named in Vietnam and the birth year of Millennials in Vietnam based on historical events. The question of whether Millennials in Vietnam differ from Millennials in other parts of the world is also answered; then, literature about Millennials in the workplace will be presented. Millennials will likely bring their motivations and tendencies as employees into their leadership traits. For this reason, it is important to evaluate the work attitudes, demands, and expectations of Millennials as employees in order to comprehend this generation as prospective leaders. It is also essential to understand Millenials' motivation, as what motivates them will affect how they make their decisions (Medyanik, 2016).

A foundation for leadership theory will be introduced conversely. This section tends to provide different definitions of leadership as well as theories and a framework for leadership styles and traits that are related to Millennials. Millennials' perspectives on leadership and other generations' views on how Millennials will work under leadership and managerial roles will be discussed. It is important to understand the different philosophies of leadership styles and how Millennials respond to these styles. Previous research conducted concerning Millennial leadership styles is also reviewed. From the results discovered, there is still no consensus on the leadership styles that Millennials exhibit when they work in leadership roles. It is difficult to conclude which specific leadership style Millennials pursue. Therefore, the purpose of this research is to concentrate on the leadership characteristics that Millennials exhibit in managerial positions rather than trying to define their specific leadership style. The leadership style of Millennials will still be concluded if possible. The context that is important but often overlooked is also covered in this chapter, along with details about the specific context of this research paper. The questions for the interview and survey are formulated based on the topics reviewed in this chapter.

2.2   Generation theories

It is important to understand generation theories for the context of this study because the primary focus is on Millennials as managers. Millennials are one special generation, and their individual traits and characteristics are produced and shaped by preceding generations and historical settings, as DeChane (2014) noted. Millennials are likely to bring those traits and characteristics into their leadership or managerial roles; in other words, personality and characteristics will impact how Millennials lead. Therefore, before examining this generation as managers, it is necessary to comprehend them in a generational context. The review of generation theories will provide a definition of generation cohorts and descriptions of current generational cohorts in the workforce, including features of each group and the influences of prior generations and key historical events.

In 1923, Karl Mannheim published his essay "The Problem of Generations", which was one of the earliest works on the definition of a generation. According to Mannheim (1952), a *generation* was defined as a group of individuals who have similar ages and have experienced a remarkable historical event in the same set period of time. Some contributors to generational analysis proposed that *cohort* is a more appropriate term than *generation*. A *cohort* is defined as the members of a certain population who experienced the same event over the same time frame. (Ryder, 1965; Glenn, 1977, Rosow, 1978). The generational theory states that major

historical events significantly influence individuals' social consciousness and perspective. Mannheim (1952) emphasised that those historical events have to occur and involve people at a young age, as the meaning from experiences in early life tends to be passed on to later experiences, thereby shaping their lives. The author also noted that individuals could not belong to the same generation simply because they have the same birth year. He proposed the concept of "generation as an actuality" when people share a unique social and biographical experience of a specific historical event. Although Mannheim recognises that generations are influenced by people who preceded them, the main idea of Mannheim's theory of generations is that "people resemble their times more than they resemble their parents" (McCrindle, 2007). Despite Mannheim's theory of generation received much criticism, the theory was the foundation for many later studies about generations.

In 1991, the book *Generations* was published by William Strauss and Niel Howe. In this book, the authors developed the generational theory with a general idea is there were distinct cohorts throughout history that had common characteristics and values, and those cohorts were viewed as cyclical (Strauss & Howe, 1991). They developed a framework for the generational cohorts in the US. According to the theory, the population of the country consists of four cohorts. Each cohort, or generation, goes through different phases of their life, having a cycle of 18-20 years. Social cycles repeat themselves every four cohorts. Each of the four generations exhibits fundamental characteristics which repeat themselves throughout history. According to William Strauss and Niel Howe, new generations receive the most significant influences from earlier generations. Based on the perspective of Strauss-Howe Generational Theory, Hoover (2009) states that the characteristics of the next generations are predictable. However, DeChane (2014) has a different view when he points out that the limitation of the theory is that it does not take into account the role of historical events. The author states that major historical events create unpredictable reactions which influence the next generation.

While Mannheim's Theory of Generations focuses on the influence of historical events on generations, Strauss-Howe's Generational Theory is mainly about the influence of the past generation on the next generation. DeChane (2014) suggests that both two theories have a cause-effect relationship; therefore, two theories can be utilized concurrently to describe how a 'generation' emerges and is defined by preceding generations and historical events.

The role of major historical events in the definition of generations in Karl Mannheim's theory is well supported by other researchers. Kupperschmidt (2000) defined generations as a distinguishable group that "shares birth years, age, location and significant life events at critical

developmental stages". Significant life events have a certain influence on the formation of generations' attitudes and beliefs (Meriac, Woehr & Banister, 2010). Shared historical events occur during the young age of individuals, linking them to their cohort (Mannheim, 1972; Meredith and Schewe, 1994). Such linking leads to the formation of distinct values, attitudes, thoughts, behaviours and interests that generate commonalities among individuals in the cohort (Meredith and Schewe, 1994). Cohesion is created and reinforced through those similarities shared by members of a cohort, which tend to bind them together (Zemke et al., 2000). The theory of generation is further expanded over time as there were some researchers proposing more factors that influence generations besides major historical factors. The prevailing conditions in society during the youth of individuals, such as politics, society, economics and sociological forces, also contribute to the establishment of a cohort's attitudes and prospects (Kupperschmidt; Lancaster & Stillman, 2002; Zemke et al.). In like manner, Fisher & Crabtree (2009) highlight that significant social, political and economic events in the adolescence period lead to the shaping of a generation's identity, which remains relatively stable throughout the life of that generation. The personality, values, and expectations of a generation are formed by significant life and social events such as wars and major changes in economics or new technologies (Hauw & Vos, 2010).

2.3   Generational cohorts

Adam Murray (2011) notes that "a consistent definition of different generations will vary across cultures and societies, as each generation is defined in large part not by the year range of births but by the large, society-changing events taking place during the formative years of an individual generational member." These types of events are different across cultures and countries, creating differences in generations across societies (Adam Murray, 2011). However, there is an analogy in defining and delineating generations across Western culture due to the global economy and the global impact of events such as World War II, along with the worldwide implications of rapidly changing communications technologies (Edmunds and Turner, 2005).

In the popular literature, there are four primary generational cohorts: Silent Generation, Baby Boomer, Generation X and Millennials. Each cohort shares similarities in characteristics, motivation, work styles and attitudes. Some researchers have used various terms to describe these generations, for example, Veterans/Traditionalists for the Silent Generation, Baby Busters for Generation X, and Generation Y for Millennials. These generation labels are sourced from the United States but are widely used not only in the U.S. but also in other

countries. There is no consensus among social scientists on the cohorts' birth years. Researchers have used different boundaries to define generation because historical events, experiences and social changes are much more important than exact boundaries defining a generation (Lyons and Kuron, 2014; Parry and Urwin, 2011). According to Strauss and Howe, The Silent Generation includes those born between 1925 and 1942; the Baby Boomers, 1943 to 1960; Generation X, 1961 to 1981; and the Millennials, 1982 to 2004. Zemke et al. (2000) classified the generations as follows: Silent generation (1922-1943); Baby Boomers (1944-1960); Gen X (1961-1980); Gen Y (1981-2000). Gursoy, Maier, and Chi (2008) list the birth years as follows: Traditionalists (Silent Generation) (1930–1949), the Baby Boomers (1946–1964), Generation X (1965–1981) and Millennials (1982–2000).

As many researchers stated, distinct traits, behaviours, and values associated with each cohort are influenced by significant social and historical events. In fact, each generation is shaped by different significant events, for example, Silent generation by the Great Depression and World War II, Baby Boomers by the Vietnam War, the Cold War, the assassination of U.S. President John F. Kennedy, and Dr Martin Luther King, Jr., civil rights activist; Generation X by Watergate, divorce, single parents, latchkey kids; and Millennials by technology, AIDS, 9/11 (Strauss & Howe, 1991).

Apart from the Silent Generation and Baby Boomer, which members may already be retired or prepared to retire, there are two generations dominating the workplace: Generation X and Millennials.

Individuals belonging to Generation X were born between 1961 and 1980 (Zemke et al., 2000). This generation marks the period of birth decline after the Baby boomers. Members of Generation X were raised in an era of divorce, poverty and crime (Cahill & Sedrak, 2012). They grew up in the turbulent social and economic period left by the previous generation, and they must strike out on their own in a period of economic difficulties and challenges (Sessa et al., 2007). Generation X experienced an unstable economy, financial, family and societal insecurity, and rapid change (Codrington & Grant-Marshall, 2006), which made them develop a stronger sense of independence and individuality than its predecessor (Drago, 2006) and being flexible and able to adapt to changing situations. Generation X, compared to the Baby Boomer generation, are believed to demonstrate substantially less company loyalty and to be risk-takers. (Clark, 2017; Murray & Chua, 2014). This generation is also likely to seek jobs in the desire for flexibility and balance between work and life.

Millennials was born between 1980 and 2000, entering the workforce nearly a decade ago, and the number of Millennials in the workforce continues to increase. Millennials, as of 2019, are between the ages of 19 and 39. This generation will account for 75 per cent of the workforce in America by 2025 (Brooking Report, 2014). Now, they start taking leadership and management positions as they get older, and Boomers are leaving the workforce.

The generational labels and descriptions are applied widely not only by Western scholars but also in research in the Asian context, even though many significant events mentioned in the Western context are not relevant in Asia (Turner et al., 2011; Yu and Miller, 2005). Some studies outline the significant differences in generation in the Eastern context. Egri and Ralston (2004) described four generation cohorts in China from 1911: the Republican generation, the Consolidation generation, the Cultural Revolution generation, and the Social Reform generation. Cennamo and Gardner (2008) and de Run and Ting (2013) pointed out that the cohort labels and characteristics from the Wester sources are not applicable to the Malaysian population. There are five generation cohorts in Malaysia: Battlers (?), Reformers (born during the 1940s–1960s), Strivers (born early 1960s to late 1970s), Pursuers (late 1970s to early 1990), Inheritors (born after 1990) (H. Ting, T. Y. Lim, E. C. de Run, H. Koh, and M. Sahdan, 2018). These differences in the generational division between Western and Eastern contexts raise a question of whether generational division in Vietnam differs from other parts of the world. This question will be discussed later in this study.

2.4 Millenial generation

The term Millennials was used by Howe and Strauss (2000) to refer to a particular generational cohort following Generation X and preceding Generation Z in the United States born between 1982 and 2004. There are no precise dates for the start or end of this generation was officially set. The Pew Research Center defines Millennials as people who were born between 1986 and 1996. A generational cohort consists of people born within the same birth year range and share the same historical or social events (Gibson & Sodeman, 2014); therefore, those years are chosen based on critical political, economic and social factors that happened in this period, including 9/11 attack, the Great Recession, and the Internet explosion (Dimock, Michael, 2019). Millennials are also referred to as Echo Boomer, Gen Y, Why Generation, Net Generation, Gen Wired, We Generation, DotNet, Ne(x)t Generation, Nexters, First Globals, iPod Generation, and iYGeneration. The number of people in the Millennials generation is increasing and is expected to outnumber the Baby Boomers in 2019 (Pew Research, 2018). Millennials have been entered to workforce nearly a decade ago, and the number of Millennials

in the workforce continues to increase. Millennials will account for 75 per cent of the workforce of America by 2025 (Brooking Report, 2014). This cohort is distinct because of not only its large size but also its unique features in terms of demographics, tastes, and lifestyles. With several distinctions from the preceding generation, the Millennial generation has significantly altered the workplace. They are the focus of special attention because they represent the future of the workplace and because they tend to live their lives and conduct business in quite different ways than prior generations (Stevenson, 2008). Now, this generation has begun to assume leadership and managerial roles as it ages, while the Baby Boomer generation is departing the workforce.

As mentioned above, the formation of personality, values, and expectations of a generation are influenced by significant social life, historical events and previous generations. Some typical Millennial characteristics with the impact of historical events and previous generations will be discussed to give a better understanding of this generation.

Some key characteristics of Millennials that Howe and Strauss (2000) listed include diverse, realistic, optimistic, tolerant, confident, avid consumers, and well-educated. Abram and Luther (2004) discussed nine characteristics of the Millennial generation: Format Agnostic, Nomadic, Multitasking, Experiential, Collaborative, Integrated, Principled, Adaptive, and Direct. Most of the emerging literature on Millennials' learning and their integration into the workplace and society accepts the generalization that they were raised as a particular group, receiving a great deal of care and attention from their parents, making them extremely self-confident, empowered, and optimistic about undertaking large-scale personal endeavours. (Cole, Smith, & Lucas, 2002).

Millennials were born by Baby Boomers and Generation X; therefore, this generation is very much influenced by their parents. As a result of their parents' economic success, Millennials have grown up in a generally middle-class society. The Millennial generation was impacted by computers and the Internet since they were raised in a more digital environment. Due to the dependence of this generation on technology, researchers have been using various terms to describe this cohort, including the terms "Dot.Com Generation" and "Net Generation" (Tapscott, 1998). In this point, Karl Mannheim's theory of generations and Strauss-Howe's Generational Theory are both can be used to define Millennials. Firstly, technology, computers and the Internet were invented. This is a significant event that influences everyone, including Millennials. However, this event has a stronger influence on Millennials than other generations because this generational cohort is the first generation that truly grew up entirely immersed in

the digital age (Lancaster & Stillman, 2010). Secondly, because of growing better economic conditions thanks to their parents, Millennials were exposed to technology early on. Moreover, Millennials are "the most wanted generation of children in American history" Twenge (2014), meaning that their parents do not hesitate to invest in getting the best for their children. Therefore, it can be said that both the technology explosion event and the preceding generation have had huge influences on Millennials.

Millennials were brought up in a child-centred social context. They receive enormous care and attention from their parents. However, besides being cherished and nurtured by their parents, they are also under pressure from their parents' expectations. Millennials' parents seem obsessed with preparing the future for their children. Growing up with this kind of parenting, Millennials are known as a pressured and achieving generation (Cathy Sandeen, 2008). This generation has an expectation not only to do well but to be excellent at every goal (Kaifi et al., 2012; Kowske et al., 2010). Millennials are likely to appreciate ongoing learning opportunities due to their concentrate on learning and achieving throughout their lives (Lancaster and Stillman, 2002). Besides being achievement-focused, Millennials also have a sense of accountability for their actions, which Kowske et al. (2010) believe was created by the education system.

Being raised with technology such as computers, the Internet, and email almost from birth is one of the aspects that makes Millennials unique (Zemke et al., 2013). They "never known a world without technology and have spent their entire lives exposed to higher-level communication devices, such as video conferencing, cellular phones, interactive white boards, email and social networking" (Walmsley, 2011). Mobile technology permits the completion of various tasks in any location, hence encouraging the Millennials to multitask more than prior generations (Adam Murray, 2011; Espinoza et al., 2010; Zemke et al., 2013). Early exposure to and use of technology can have far-reaching implications on Millennials' future in school and the job (Langford, 2011; Taylor, 2014). According to Kirkwood & Price (2005), technology affects the way Millennials students approach higher education and their expectation of curriculum and transfer knowledge. Millennials are likely to prefer distance learning and expect to receive education via wireless devices (Cathy Sandeen, 2008).

The event of the 9/11 terrorist attack has strongly influenced Millennials. Because of the ubiquitous presence of mobile communication technology and the impact of violent social events, Millennials have a stronger desire for security and work/life balance then Generation X (Adam Murray, 2011). The trends affecting Millennials and their Boomer parents, such as

the high divorce rate, a significant number of women participating in the workforce, and rapid technological change, also have a strong influence on them (Lancaster and Stillman, 2009). This generation grew up in better economic conditions and had a higher education level than the previous generations. Therefore, Millennials are more likely to ask questions about everything and have higher expectations of themselves (Twenge and Campbell, 2008b).

Psychologist Jean Twenge researched Millennials and described this generation in depth in her book Generation Me, published in 2006 and updated in 2014. Twenge wrote this book based on her research, data, and statistics from 11 million young American respondents. In this book, Twenge (2014) describes Millennials as Generation Me because they have been taught to put themselves first. The author stated, "Reliable birth control, legalized abortion, and a cultural shift toward parenthood as a choice made them the most wanted generation of children in American history." The book also revealed some of the author's different perspectives about Millennials from Strauss and Howe's. According to Strauss and Howe (2014), Millennials are well-educated, team-oriented and have a high civic duty. However, Twenge (2014) stated that students in the 2000s and 2010s had less civic engagement and less trust in government than previous generations, and fewer young people wanted to join the army. The author also argued with Strauss and Howe's perspective that Millennials are optimistic. Twenge (2014) agreed that optimistic exists in young people, but it presents in their childhoods and often fades when they grow up. To explain this fact, the author said that this generation spent their childhoods with compliments and self-esteem, leaving them unprepared for the more competitive profession and tightening economy, together with the harsh realities of adulthood (Twenge, 2014).

Howe and Strauss (2000) described that Millennials are confident. Numerous studies support that confidence is one of the most notable characteristics of Millennials. This generation has been educated that their opinions matter, and they have confidence in their abilities to succeed (Vanmeter et al., 2013). This characteristic is created by their trust and optimistic (Guha, 2010; Kowske, Rasch, & Wiley, 2010). Due to the confidence shown by Millennials, it is likely that members of this generation will be considered for leadership positions at a very early age (Codrington & Grant-Marshall, 2006). Studies show that compared to previous generations at the same age, this generation has higher self-esteem and assertiveness (Deal, Altman, & Rogelberg, 2010). According to Twenge and Campbell (2008), self-esteem and narcissism shared by Millennials have both good and bad aspects. The positivity of these traits increases

self-love and the perception of self-worth; the negative side includes overconfidence and an attitude of entitlement (Kelan, 2012).

Besides some positive qualities, Millennials also share some other negative qualities and values. According to Myers and Sadaghiani (2010), Millennials are overconfident and concerned about their own interests, making them also called the "Look at me" generation. The authors also proposed that this generation's members are considered impatient, lack work ethic and self-importance, and disloyal. This generation is considered disloyal due to job hopping (Ferri-Reed, 2012). However, Kelan (2012) stated that this action is no longer viewed negatively.

Baby Boomers complain that Millennials are self-centred and lazy (Myers & Sadaghiani, 2010), entitled, overly service-focused, and challenging to interact with (Deal et al., 2010). They also doubt Millennials' commitment, dedication to the organization and sacrifices for careers (Myers & Sadaghiani, 2010).

Millennials expect to get instant everything as a result of the negative value that technology provides (Behrens, 2009; Cahill & Sedrak, 2012), for example, instant answers and instant feedback. Millennials appreciate instant and continuous feedback and feel unsatisfied with their work if it is not provided (Cahill and Sedrak, 2012). Because of the expectations of immediate feedback and regular mentorship from supervisors and managers, Millennials are labelled as needy. This may generate surprise and frustration in an organisation (Cahill & Sedrak, 2012). Feedback demand of Millennials is a product of "helicopter parenting," when the parents are constantly at their child's side (Behrens, 2009; Cahill & Sedrak, 2012) and outcome-based education (Thompson & Gregory, 2012). Standardized testing also has made both teachers and parents put pressure on their children and give constant feedback for improvement (Thompson & Gregory, 2012)

2.5   Millennials in Vietnam

The assessment and analysis of Millennials in Vietnam largely from business magazines lacking academic values. According to Nielsen, 27 million people belong to the Millennial generation, accounting for 30% of Vietnam's population (Nielsen, 2017). Vietnam is one of eight "Millennial Majors" countries that stand out for its substantial Millennial population (E. R. Peterson, C. R. McCaffrey, A. Sillman, 2015).

In Vietnam, there are also differences in the categorisation of generations compared to Western cultures. There is little research on the division and naming of generations in Vietnam. In

research about leadership and generations in Vietnam, Anne Cox, Zeenobiyah Hannif, and Chris Rowley (2014) identified three generational cohorts which are defined based on historical events of the country: Resilience (pre-1975-born generation), Adaptability (1975–1986-born generation), and Arrival (post-1986-born generation). According to the authors, the generational cohorts are separated by 1975 and 1986, as these years are the key historical milestones that play a significant role in defining the features of today's economy and society. In 1975, the Vietnam war ended, and the country grew according to a socialist-centralised economic structure modelled after the Soviet Union. In early 1997, Vietnam's economy suffered from a decline in the production of important industries, which clearly showed that the socialist-centralised economic system was not working effectively. The country's economic situation worsened by the mid-1980s and was sustained because of considerable Eastern Bloc backing. In 1986, a historical event changed Vietnam's economy entirely. Vietnam's government launched the Doi Moi economic reforms to transition towards a market-oriented economy. The strategy's results were sustainable high economic growth, constant changes and economic opportunities. Therefore, Anne Cox, Zeenobiyah Hannif, and Chris Rowley (2014) conclude that "1975 and 1986 are the turning points of contemporary Vietnamese history".

As mentioned before, in Vietnam, there are three generational cohorts: Resilience (pre-1975-born generation), Adaptability (1975–1986-born generation), and Arrival (post-1986-born generation). In the scope of this report, the author defines the "Millennial generation" as the "Arrival generation", which includes people who were born between 1986 to 2000 due to the event in 1986 they shared. The term "Millennial generation" still be used to keep consistent with the report.

The historical event called Doi Moi in 1986 changed Vietnam's economy entirely. Millennials in Vietnam who were born after 1986 had experienced a good economic time and were mostly unaware of their parents' difficult childhood and struggles. 'Highly individualistic' is a common perception about Millennials of older generations and Millennials themselves (Anne Cox, Zeenobiyah Hannif & Chris Rowley, 2014).

Differences in context and impact of life and social events raise a question of whether Millennials in Vietnam differ from Millennials in other parts of the world. Anne Cox, Zeenobiyah Hannif, and Chris Rowley (2014) investigated generation cohorts in Vietnam and their work-related characteristics. The authors pointed out some significant traits of the Arrival generation (which is referred to as the Millennial generation in this report). Millennials in Vietnam "are characterised by their optimism for the future, newly found excitement for

consumerism, materialism and entrepreneurship". They admit the influence of Western capitalistic ideologies on their values and behaviours and have gradually shifted away from traditional social order and values. Millennials consider their career an integral part of their identity, which differs from previous generations that generally prioritise family over work. Similar to Western, members of this generation have higher education levels and are increasingly well trained. They are tech-savvy, eager to update their knowledge, and seeking learning opportunities and work challenges. Millennials prefer personal freedom and flexibility and are less concerned with corporate loyalty.

Anne Cox, Zeenobiyah Hannif, and Chris Rowley (2014) highlight the significance of embracing Western values, concepts, and modes of thinking and the subsequent impact this has had on the evolution of personal beliefs and attitudes of the generation's members. The author's conclusion posits that Millennials have been acclimated to a state of constant changes and opportunities and are predominantly shaped by Western beliefs, resulting in a significant departure from the established norms of old societal structures. The authors concluded that because the Millennial generation embraces the values of Western culture, they are not much different from their counterparts in Western nations.

The concept of embracing Western culture is also mentioned in discussions and research on generations in non-Western countries to prove the similarities among Millennials from different countries. The characteristics of Millennials vary among nations; nevertheless, due to the influences of globalisation, social media, the dissemination of Western culture, and the rapid pace of societal transformations, Millennials from different countries exhibit greater similarities among themselves than with older generations within their respective societies (Stein, 2013). The author also mentions China, a country where the significance of familial lineage surpasses that of individual identity, the advent of the Internet, urbanisation, and the implementation of the one-child policy have contributed to the emergence of a generation that is overconfident and self-centred as the Western one (Stein, 2013).

Regarding China, generational studies in this nation are worthy of consideration for the following reasons. In fact, there is a shortage of research papers on Millennials in Vietnam, with the majority relying on prevalent theories regarding Millennials that have been widely applied in Western contexts. Moreover, the investigation of personality traits of Millennials is not the primary focus of most studies conducted in Vietnam. Some popular research topics related to Millennials in Vietnam are: Purchase intention (*A Qualitative Study of Facebook Advertising's Influences on Purchase Intention: The Case Study of Millennials in Vietnam*

(Nguyen, C., & Nguyen, N.,2020), *The theory of planned behavior and food choice questionnaire toward organic food of Millennials in Vietnam* (Hoang, H. C., Chovancová, M., & Hoang, T. Q. H., 2022), *Predictors of fast-fashion-oriented impulse buying: The case of Vietnamese Millennials* (Nguyen, S & Ha, T., 2021), *Millennials and repurchasing behaviour: a collectivist emerging market* (Lee, Y.-I., Vu, A. and Trim, P., 2022), *Factors influencing continuance intention of online shopping of generation Y and Z during the new normal in Vietnam* (Nguyen Thi, B., Tran, T. L. A., Tran, T. T. H., Le, T. T., Tran, P. N. H., & Nguyen, M. H., 2022), Booking intention (*Sharing Economyin Vietnam: A Case Study of Airbnb's Booking Intention Among Millennials Travelers* (Nguyen, C., 2022), Leadership (*A Qualitative Study Regarding the Leadership Traits and Styles of the Millennial Generation in the Manufacturing Industry* (Thi Huynh Do, N., Van Nguyen, P., & Uyen Dinh, P., 2018)). The aforementioned research predominantly omit the examination of personality traits specific to the Millennial generation. In the rare instances where such features are addressed, they tend to rely on generalised assertions derived from Western studies. The study conducted by Anna Cox and her colleagues in 2014 is an exception, as it focuses on investigating the characteristics of different generations in Vietnam, including the Millennial generation. Confronted with the absence of available reference data sources, the author consulted research conducted in China and Thailand due to their shared historical background and cultural proximity to provide predicted results (Anne Cox, Zeenobiyah Hannif & Chris Rowley, 2014). This approach can also be employed in the present study to deal with the lack of research on Millennials' characteristics in Vietnam.

Millennials in China exhibit stereotypical characteristics, including selfishness, self-importance, rebellion, and irresponsibility (Xiang Yi Barbara Ribbens Linna Fu Weibo Cheng, 2015). Nevertheless, individuals of this generation are also distinguished by their notable self-assurance, broad range of interests, and unwavering drive for personal growth (China Youth Press, 1986). Inconsistent with the Chinese tradition, the Millennial generation places significant emphasis on notions of differentiation and individualism (Liu, 2005). Based on the aforementioned criticism, it can be said that Millennials in China are quite similar to their Western counterparts in terms of their personality features.

In a study of Millennials from the perspective of Baby Boomers and Gen Xers in Thailand of Ngotngamwong (2019), the findings indicated that individuals belonging to the Millennial generation exhibited traits such as creativity, assertiveness, and the ability to generate innovative ideas. Furthermore, they were perceived as a fresh and dynamic addition to the

organisation. Additionally, they have a deep understanding of the market and played a crucial role in driving the organisation forwards through their technological capabilities. The presence of Millennials in the workplace has resulted in notable transformations, characterised by the establishment of a more vibrant and dynamic working environment, as well as the introduction of a beneficial equilibrium within the organisation. On a less favourable note, it has been stated that these individuals exhibit diminished levels of organisational loyalty and commitment, a reduced capacity for enduring labour, a limited tenure in their employment, a tendency towards irresponsibility and unreliability, obstinacy, impatience, excessive self-assurance, frequent engagement with their mobile devices, and a lack of attentiveness towards their superiors (Ngotngamwong, 2019). The author concludes that the observations confirm the notion that Thai Millennials exhibit similar characteristics and behaviours as their counterparts in other regions.

As mentioned before, because Vietnam shares some historical and cultural similarities with China and Thailand, similar results may be expected in comparison of Millennials in non-western and western countries. Based on the findings of the research by Anne Cox, Zeenobiyah Hannif, and Chris Rowley (2014) and the conclusions drawn from the studies on Millennials in China and Thailand, it can be concluded that Millennials in Vietnam are quite similar to their counterparts in Western nations in term of characteristics and behaviours.

2.6   Millenials in workplace

As the number of Millennials in the workforce increases, and the promotion of Millennials into leadership positions has become more widespread (Adam Murray, 2011), it is necessary to understand the characteristics, motivations, and expectations of Millennials, which have an effect on the leadership traits of this cohort, in order to begin to comprehend them in leadership roles. Millennials will likely bring their motivations and tendencies as employees into their leadership traits. For this reason, it is essential to consider Millenials' work attitudes, demands and expectations as subordinates to start understanding this generation as potential managers (Medyanik, 2016). Moreover, it is essential to comprehend Millenials' motivation, as their motivation influences their decision-making (Medyanik, 2016).

In the popular literature, researchers describe Millennials as needing work–life balance (Boyett et al. 2001) and wanting flexibility in how and when they work (Sujansky and Ferri-Reed 2009; Erickson 2008). Twenge et al. (2010) proposed that Millennials much more value leisure time than prior generations, as they said that it was crucial to have a job with ample vacation time, which allowed them to have time for other stuff in their lives and work at an easy pace. Ng,

Schweitzer, & Lyons (2010) found that Millennials focus on their personal life instead of their jobs because of economic layoffs and divorces that their parents went through. "Flexible schedules, more balance for work and life, were among the top three characteristics Millennials want out of a job", Twenge et al. (2010) reported. Those demands can be explained by the family-focused attitude of Millennials and the violent social events like the September 11th terrorist attacks (Smith, Travis & Nichols, Tommy, 2015; Adam Murray, 2011).

Millennials are sometimes referred to as the Echo Boomer because this generation shares common behaviours and attitudes with the Baby Boomer, particularly in the workplace, with typical traits like demand for work-life balance, flexibility, ways to give back to the community and society, and non-financial rewards (Hewlett, Sherbin, & Sumberg, 2009). The difference between these two generations is that the competitiveness of the Baby boomer has been replaced by a demand for cooperation (Adam Murray, 2011). Millennials are team-oriented, as Strauss and Howe (2000) described. Through group activities in schools, such as sports teams and group learning, Millennials value teamwork and enjoy working in teams, and it is no surprise that this would extend to the job (Kowske et al., 2010). Millennials are also said to be more tolerant than the previous generation, which was created from the value of teamwork (Behrens, 2009; Smith, Travis & Nichols, Tommy, 2015). Increasing tolerance combined with growing up in a varied society and working in groups can produce new insights to complete a job (Andert, 2011; Kaifi et al., 2012).

According to Twenge (2010), the demand for social acceptance has diminished with the Millennials generation. Millennials workers are not impressed with workplace titles or positions (Caraher, 2015; Winograd & Hais, 2011). On the contrary, they have high expectations about wages and conditions (Richardson, 2010). Besides being paid in a way worth the value and skills they bring to the workplace, Millennials also want to get respect from their coworkers (Caraher, 2015; Taylor, 2014). Smith (2008) found that Millennial workers are less likely to tolerate boredom and want an exciting and fun career. Therefore, although the wage is still significant in determining success, meaning and enjoyment in work are more important than financial gains (Hauw & Vos, 2010). Research also showed that Millennials embrace new challenges relatively easily. Hauw & Vos (2010) found that Millennials desire meaningful and challenging jobs that are likely to further their career. Because Millennials have many choices about the workplace, they must consider several factors of the organisation where they choose to work (Murphy & Raines, 2007; Sunjansky & Ferri-Reed, 2010). Deloitte (2015) listed the top priorities that Millennials consider when they

choose an organisation to work for, in which treatment of employees is the most significant consideration, followed by overall impact on society, financial success, a track record of developing new goods or services; and if the organization has a clear and authentic mission.

Millennials can process and comprehend digital information faster than previous generations (Espinoza et al., 2010; Taylor, 2014), which brings them an advantage in competing with preceding generations of positions and jobs that require the use of information technology (Shaw & Fairhurst, 2008; Zemke et al., 2013). As the technological generation, Millennials have plenty to contribute, such as efficiency, a wide range of computer abilities, and a desire for personal growth. However, the downside of this reliance on technology is that they will likely be bored quickly and become inefficient and lazy when deprived of technology and gadgets (Dlodlo & Mahlangu, 2013). Technology influences not only how leaders lead but also how people learn and how businesses may function and will continue to transform the workplace (Avolio et al., 2014). Because of their immersion in technology, Millennials have some specific expectations in the workplace. Kaifi et al. (2012) proposed that more integrated technology will be in work processes as the number of Millennials in the workforce continues to increase. Technology allows Millennials to multitask more than the previous generation, so they do not want to focus on only one job or profession and are likely to want to build multiple careers, which leads to the continuous job changing of Millennials (Cathy Sandeen, 2008). Although Millennials change jobs very frequently, research shows that this generation values job security more than other generations (Twenge, 2010).

Because of confidence and achievement-focused, members of the Millennial generation are more likely to look for prospects for professional progression inside an organization (Hauw and Vos, 2010). The authors also discovered that Millennials appreciate mentoring and training highly. Millennials proposed that mentorship is a significant aspect of their career (Al-Asfour & Lettau, 2014; Pfeffer, 2015; Streeter, 2014). They expect to receive training and development sessions as an investment (Lancaster & Stillman, 2010), which can satisfy their need for learning opportunities and also create greater job satisfaction and productivity (Smith, Travis & Nichols, Tommy, 2015). Twenge (2010) suggested that Millennials may commit to an organisation longer if they see opportunities to grow and develop within the organisation. Millennial workers appreciate instant and continuous feedback, as well as clear expectations from their supervisor (Lancaster & Stillman, 2010). Millennials also want to create a more personal connection with their supervisors (Andert, 2011) and receive mentorship from them.

Besides some positive attributes that Millennials contribute to the job market, such as technological advance, confidence, learning and accepting challenges to growth, and being very well networked, this generation also shares some other negative qualities and values in the workplace. Myers & Sadaghiani (2010) stated that Millennials' expectation of work-life balance leads to some negative stereotypes of Baby Boomers co-workers about them, such as selfish and lazy. They also doubt Millennials' commitment, dedication to the organisation and sacrifices for careers (Myers & Sadaghiani, 2010). These stereotypes and the different personal values created conflict between Millennials and older generations. The Baby Boomers also complain that Millennials might be challenging to connect with, entitled, and service-oriented (Deal et al., 2010). Tolbize (2008) suggested that Millennials appreciate feedback and mentorship, but only if it is positive in nature. Medyanik (2016) claimed that Millenials seem resistant to any feedback that is not positive. Therefore, the Baby Boomer supervisors are afraid to approach Millennials with negative feedback or mentorship, as they worry that this generation may shut down and not fully dedicate their skill set to the organisation (Tolbize, 2008). Millenials also may create surprise and frustration in an organisation as they expect immediate feedback and regular mentorship from supervisors and managers (Cahill & Sedrak, 2012).

In summary, Millennials are likely to bring many personality traits to work. Millennials are described in the workplace as ambitious, ambitious, confident, highly educated, technological savvy, flexible, needing mentoring and training, working effectively in a group, inexperienced in dealing with challenging interpersonal difficulties, and goal-oriented (Murphy, 2007; Murray, 2011; Tolbize, 2008). Millennials demand work-life balance, flexibility, opportunities to give back to the community and society, non-financial rewards, technology gadgets and instant feedback. In addition, they seek out career advancement opportunities and expect to receive training and mentoring. Organisations should consider those demands as if organisations cannot fulfil the needs of Millennials in the workplace, this generation tends to change their jobs. Generational differences also lead to a negative view of Millennials by other generations, which creates conflict between them and different generations in the workplace.

2.7 Leadership

This section aims to give a framework for leadership theories, leadership styles and traits. It is crucial to comprehend the different philosophies of leadership styles and how Millennials respond to these styles.

There are many different definitions of leadership due to the attempts of different people to define the concept (Bass, 1981). Among scholars, the definition of leadership may differ

depending on their area of interest and focus (Kim, 2009). The most common definition of leadership is a process of influence (Stogdill, 1950; Hollander, 1978; Tannenbaum, Weschler & Massarik, 1961; Cribbin, 1981; Rauch & Behling, 1984; Hersey & Blanchard, 1988, Bunmi Omolayo, 2007) between leaders and followers. As a process of influence, leadership enables leaders to influent the activities of followers (Donelly, Ivancevich & Gibson, 1985; Hersey & Blanchard, 1988; Rauch & Behling, 1984) through communication process to make them willing to participate in achieving the goals. Global Leadership and Organizational Behavior Effectiveness (GLOBE) project defines leadership as "the ability of an individual to influence, motivate and enable others to contribute towards the effectiveness and success of the organisations of which they are members" (House, Javidan, Hanges & Dorfman 2002, p. 5). Drath and Palus (1994) viewed leadership as a tool used by leaders in the relationship between leaders and followers in an organisation context. According to Yukl (2002, p.7), leadership is "the process of influencing others to understand and agree about what needs to be done, how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives". Cohen (1990) stated that leadership is the art of influencing others to maximise their performance to achieve any objectives or goals. Similarly, Gardner (1990) argued that leadership is the process through which a leader uses persuasion to attain a group's shared goal. A similar idea was reflected by Norhouse (2010), as the author defined leadership as a process in which an individual uses their persuasive and inspirational skills to assist others to achieve a common goal.

Leadership is regarded as one of the most important factors affecting the success or failure of organisations (Bass, 2008), enhancing organisational performance, maintaining and increasing an organisation's competitive advantage over its rivals (Zhu et al., 2005; Rowe, 2001; Riaz and Haider, 2010). Furthermore, leadership has a crucial role in establishing an organizational environment; hence, study on this subject is an ongoing endeavour (Bass, 1990; Jensen, Vera & Crossan, 2009). Leadership impacts organisations at both organisation level and individual level. Leadership can shape the characteristics of organisational culture, values and behaviour, direct organisation forward missions and visions, as well as influent individual's performance, satisfaction and efficacy (Alimo-Metcalfe & Nyfield 2002). Different leadership styles create different outcomes for organisations. Bass (1990) suggested leadership effectiveness depends on contextual factors, as leadership relies on "physical proximity, social and organizational propinquity, and networks of open channels of communications". The author also stated that leadership depends on the perception of followers.

2.8 Generations and leadership

Research revealed that distinct generations have different preferences when it comes to types of leadership and demonstrate leadership in distinctive ways (Arsenault, 2004; Conger, 1997; Sessa et al., 2007; Zemke et al., 2000). Generational differences in values, beliefs, interests, and attitudes impact on leadership perspectives of each generation, which is recognised through different preferred leadership styles (Zemke et al., 2000). Generation X values equality and lack of regard for authority; nonetheless, this generation appreciates integrity, fairness, competency, and straightforwardness and welcome change (Arsenault, 2004; Zemke et al., 2000). Millennials want to interact with authorities respectfully; they favour group efforts and anticipate collaboration from their leaders (Arsenault, 2004; Zemke et al., 2000). Leaders who are willing to guide and listen to their concerns are favoured by this generation (Dulin, 2008).

Each generation has obvious distinctions in leadership characteristics, which substantially influence how leaders of a given cohort would lead in a multigenerational workforce (Al-Asfour & Lettau, 2014). Generation X leaders are often fair, knowledgeable, and trustworthy. They advocate for a variety of work styles and feel that granting people autonomy in the workplace creates superior results (Green, 2007; Hackman & Johnson, 2009). Millennial leaders think they are distinct from leaders of other generations currently employed in the workforce. This generation prefers to share responsibilities and has a more collaborative and inclusive style than prior generations (Fore, C. W, 2013). Regarding the leadership style of millennials, there is no consensus among research papers. This will be discussed in more detail in another section.

The differences in leadership perceptions, behaviours, and styles of different generations in the workplace bring challenges for Millenials leaders. It is critical to provide Millennial leaders with the essential leadership training, tools, and techniques, as well as interpersonal and conflict resolution skills, in order for them to be effective leaders in a multi-generational workplace (Gabriel, Arneil G. et al., 2020).

2.9 Leader-Member Exchange

Leader-Member Exchange (LMX) theory has been described as the stages that exist between leaders and followers. Most existing leadership theories concentrate on the effectiveness of leaders with specific characteristics and predicting the ability of a leader in a given situation (Powers, 2014). Contemporary leadership theorists often approach leadership from leaders' perspectives and the influence of leaders' behaviour on their followers (Blanchard, Welbourne, Gilmore, & Bullock, 2009). Medyanik (2016) suggested that predicting leaders' effectiveness

in an organization is invaluable, and subordinates play a significant part in organisational success. The theory of leader-member exchange assumes that the leader and each follower have a unique relationship (Burns, J. Z., & Otte, F. L., 1999). While leader-centered theories suggest that leaders treat subordinates equally, LMX concentrates on the specific existing and growing relationship between leaders and each subordinate, believing that leaders treat their subordinates in different ways and create varying degrees of ties with each subordinate (Lunenburg, 2010). According to LMX, several degrees of relationships develop according to the chemistry and characteristics of both the leader and the subordinate (Caruso, D., 2018). Leader–member exchange (LMX) theory is a relationship-based, dyadic theory of leadership. The ideas of LMX may be applied particularly to Millennials, who appear to flourish under relational rather than task-focused leadership (Medyanik, 2016). Prior research proposed that Millennials are more receptive to relationship-based leadership than task-based leadership (Blaine, 2008). "The future of LMX should be to begin to understand the building blocks for more meaningful relationships in the workplace in an effort to develop training which could truly prepare any type of person to lead through relationship management", Medyanik (2016) suggested. This author also pointed out that LMX can be applied is generational leadership approaches. The multigenerational work environment presents challenges for Millennial leaders, especially in relation to other generations in the workplace. LMX theory could be further developed to uncover relationship development approaches across generations (Medyanik, 2016).

The leader-member exchange theory suggests that the quality of the relationship between a leader and a follower determines how effective the leader is, and the quality of this relationship is determined by how the leader and follower negotiate (Graen & Scandura, 1987; Graen & Uhl-Bien, 1995). Therefore, by guaranteeing the quality of the leader-member relationship, organisations and leaders may enhance the effectiveness of leadership. LMX aims to focus on how the interaction between leaders and followers impacts the contribution of organization members (Spector, 2008). It is possible for leaders to have strong interpersonal skills with some of their subordinates but weak ones with others. (Caruso, D., 2018). The difference in the way leaders treat their followers will lead to different consequences, which can be positive or negative.

2.10 Follower's perspective

The most common definition of leadership is leadership is a process of influence (Stogdill, 1950; Hollander, 1978; Tannenbaum, Weschler & Massarik, 1961; Cribbin, 1981; Rauch &

Behling, 1984; Hersey & Blanchard, 1988, Bunmi Omolayo, 2007) between leaders and followers. Although both leader and follower are leadership factors, most leadership studies and theories focus on leaders' points of view and give little attention to the perspective of followers. Contemporary leadership theorists often approach leadership from leaders' perspectives and the influence of leaders' behaviour on their followers (Blanchard, Welbourne, Gilmore, & Bullock, 2009). Researchers usually predict followers' attitudes, behaviour and motivation based on the influence of leaders and ignore the fact that leaders can also be influenced by followers. Recognising this limitation, Meindl (1995) emphasised the function of followers in the leadership process and that there should be a balance between the leader factor and the follower factor in leadership studies. The author introduces The romance of leadership theory and then The follower-centric approach. The romance of leadership indicates that people generally believe that a leader is someone who is directly responsible for the outcomes of the organisation (Meindl et al., 1985). Meindl et al. (1985) pointed out that when organisational outcomes are extremely good or extremely bad, people tend to attribute the cause to the leader rather than equally likely alternative sources (i.e. followers and external causes). The author suggested there should be a more complete approach to leadership as a relational, context-based phenomenon. From this perspective, he proposed the follower-centric approach to put equivalent weight on the follower's perspective to balance the leadership equation. Although there are some criticisms that the romance of leadership undermines leaders and their significance, Meindl (1995) maintained that it is "an alternative to theories and perspectives that place great weight on "leaders" and the substantive significance to their actions and activities".

The follower-centric approach concentrates on the role of followers as this approach suggests that in the establishment and growth of the leadership process, both leader and follower are co-participants and co-protagonists (DeRue and Ashford 2010; Uhl-Bien et al. 2014). Leadership is considered a social construction, and the role of followers includes being actively involved in co-building leadership as much as leaders do (Uhl-Bien, Riggio, Lowe, & Carsten, 2014). Other researchers also emphasised the role of followers in organisations, such as Medyanik (2016) suggested that predicting leaders' effectiveness in an organisation is invaluable and followers play a major part in organisational success; Bass (1990) stated that leadership depends on the perception of followers. Therefore, the understanding of leadership will not be completed without clarifying the influence of followers and the relationship between leader

and follower on the leadership process (Carsten et al., 2010; Dvir & Shamir, 2003; Hollander, 1993; Howell & Shamir, 2005; Sy, 2010).

The leader-member exchange theory suggests that the quality of the relationship between a leader and a follower determines how effective the leader is, and the quality of this relationship is determined by how the leader and follower negotiate (Graen & Scandura, 1987; Graen & Uhl-Bien, 1995). By guaranteeing the quality of the leader-member relationship, organisations and leaders may enhance the effectiveness of leadership. The quality of the leader-follower relationship becomes even more important for Millennials, who are team-oriented and are more responsive to relational leadership than task management. Because followers have particular expectations of a leader, it is important to examine followers' perceptions of the leader's behaviour. Once these expectations are discovered, leaders can know how to meet them and thereby build a better mutual relationship with followers. Therefore, besides the leader's point of view, the follower's perspective is also a factor that should not be ignored when studying leadership.

2.11 Millenial leadership

There have been several pieces of research about the Millennial generation in recent years. Most studies focus on the literature of the Millennial generation, investigating their characteristics in social life and the workplace and the similarities and differences between this generation with other generations. In terms of leadership, researchers have been trying to investigate the Millennial generation under employee roles, for example, define which leadership styles are effective with Millennial employees, how to manage and leverage Millennial employees' talents or Millennials' perception of leadership (e.g., S Long, 2017, C Thompson & Jane Brodie Gregory,2012, T Maier, M Tavanti, P Bombard, M Gentile & B Bradford,2015). Within the next 10-15 years, the Baby Boomer generation will completely leave the workplace, meaning that there will be a need for a large number of Millennials to become senior leaders (Gilley et al., 2015; dPrewitt & Weil, 2014; VanMeter et al., 2013). Current members of the organisations that Millennials are entering question this young generation as future leaders and how they fit into leadership roles (C. Martin & Tulgan, 2001). Now that Millennials comprise roughly half of the workforce, the focus must change from how to lead them to how they may flourish as leaders in their own right. Although recent research on leadership started to focus on the leadership of Millenials, as this generation starts taking positions in leadership and managerial roles, the number of research papers on this generation under leadership is still relatively insignificant.

Lindsey Pollak reported that 78 per cent of Millennials considered themselves leaders (Pollak, 2014). Similarly, Graybill (2014) proposed that Millennials tend to perceive themselves as leaders, want to take leadership roles and are willing to face the challenges of these roles. Previous studies have shown that Millennials wish to advance their jobs pretty quickly (Kaifi et al., 2012; The Hartford, 73, 2014). Millennials seek out leadership positions where they can contribute to the organization's success and advance their own careers (Rebore & Walmsley, 2010). Besides focusing on achieving their personal and professional goals, Millennials also aspire to leadership positions, although, according to Al-Asfour & Lettau (2014), Haynes (2011), Myers & Sadaghiani (2010), they are not adequately prepared or have the experience necessary for management and leadership positions. A study by The Hartford (2014) also revealed that although Millennials possess admirable career ambitions, they still lack the skills to be effective and successful leaders. This lack of leadership experience and skills leads to the distrust of other generations towards Millennials in the workplace and impacts gaps in organisational leadership, leading to negative consequences on the economy and business succession (Balda & Mora, 2011; Erickson et al., 2009; Kaigh et al., 2014; Myers & Sadaghiani, 2010; The Hartford, 2014). However, this generation still believes they have the abilities and confidence to assume leadership responsibilities without any previous experience (Murray, 2011). Millennials believe a lack of leadership experience is not an obstacle to becoming leaders (Myers & Sadaghiani, 2010; The Hartford, 2014, 2015). This perspective consistents of general literature that labels Millenials as confident and entitled. Other generations have asserted that Millennials believe they are entitled to leadership positions while lacking actual leadership experience and are overconfident and narcissistic when evaluating their abilities, especially their own leadership skills (Murray, 2011; The Hartford, 2014, 2015). Whether we want Millennials to lead or not, whether this group has the skills to lead or not, Pollak (2014) proposed that they will take leadership roles anyway, and organisations need to prepare and offer them the necessary tools to be effective. Therefore, it is essential to understand how Millenials lead and their expectations from the organisation when they work in leadership roles. In addition, organizations need to focus on building the talents and leadership skills of Millennial leaders in readiness for the retirement of leaders from older generations (Dulin, 2008).

As opposed to some popular views that Millennials may not be able to assume leadership roles, some researchers still believe that this view can be misleading and that Millennials still have the qualities to be effective leaders. According to Chou (2012), Millennials exhibit specific

personality traits that make them effective leaders in the future. A study by Onorato et al. (2018) concentrated on defining whether the Millennial cohort possessed the possible leadership attributes to become effective leaders. The study concluded that although Millenials' ability to take on leadership roles is questioned or even biased, they obtain many valuable traits that imply they have the potential to become qualified leaders.

Millennials hold certain perspectives regarding leadership. Research by Graybill (2014) revealed that the most mentioned leadership attributes that Millennials use to define leadership are group/teamwork (41.6%), vision (25.0%), influence (14.5%), respect (12.5%), and communication (8.3%). The leadership statements that Millennials rated as most important are "a leader considers the impact of his/her decision on employees," "a leader works well with others," "a leader communicates clear expectations," "a leader treats everyone with respect," and "a leader recognizes that there is more than one way to do a job" (Graybill, 2014).

The top leadership quality was group/teamwork, consistent with the overall literature on Millennials, as this generation is "team-oriented" (Graybill, 2014). Graybill (2014) suggested that those mentioned leadership attributes (group/teamwork, vision, influence, respect, communication) should be reviewed when planning leadership development programs for Millennials leaders as traditional leadership programs emphasizing individual abilities may be less effective with this generation. Millenials should be prepared for leadership roles by developing successful teams, advancing communication skills, and fostering positive organizational values such as respect for others (Graybill, 2014).

There are a few recent studies that have explored the leadership style of Millennials. However, there is still no consensus on the leadership styles that Millennials exhibit when they work in leadership roles. A study by Zemke et al. (2000) concluded that Veterans' primarily autocratic, traditional, directive, and hierarchical leadership characteristics are more likely to be exhibited by Millennials (Arsenault, 2004). Another study on leadership traits and styles of the Millennial generation of Medyanik conducted in 2016 revealed that Millennials would approach leadership with a more democratic mindset and are more inclined to adopt a participative, shared leadership style (Medyanik, 2016). This author also stated that Millennial leaders could be defined as transformational as this generation displays specific traits related to transformation leadership style (Medyanik, 2016). Onorato et al. (2018) suggested that Millennials tend to exhibit transformational leadership traits. Chou (2012), by reviewing Millennials literature and Lewin's Theory of Leadership Styles, claimed that in the workplace, Millennials exhibit a high level of participative leadership. Before conducting any interview,

Churchill, G. D. (2018) expected Millennials to exhibit adaptive leadership. However, the results of the interview revealed that Millenials described their leadership style as servant leadership. Other research on leadership theory and Millennials proposed that servant leadership is the most strongly associated with Millennial leaders (Balda & Mora, 2011; Noll, 2012). Millennial leaders frequently display a democratic leadership style, which is characterized in the literature as demanding regular feedback, motivation, and engagement (Hackman & Johnson, 2009). In research about Millennials leaders in the Philippine workplace context, Gabriel A. G. et al. (2020) explored the Millennial leadership style by comparing, contrasting, and analyzing their characteristics with the existing leadership styles. The authors concluded that "no participant has been observed to be consistent with a particular leadership style, and all leadership attributes identified can only be linked to the similar behavioural patterns and descriptions with transformational and transactional leadership styles." To explain this, the authors stated that due to the lack of significant leadership experiences, the leadership competencies formation of Millennials is mainly based on previous leadership experience and skills learned from their mentors (Gabriel, A. G. et al., 2020). It can be seen that it is not easy to conclude which specific leadership style millennials pursue. Therefore, the goal of this study is to focus on the characteristics that Millennials exhibit in leadership positions rather than trying to define their specific leadership styles. The leadership style of Millennials will still be concluded if possible.

2.12 Leadership styles

Numerous pieces of research have been undertaken to investigate the antecedents of specific leadership styles, the emergence of such leadership styles, and the related effects on organizational performance (Bass & Stogdill, 1990; Ogbonna & Harris, 2000; Bass et al., 2003; Eagly et al., 2003). Leadership style is the collection of traits and behaviours leaders exhibit when working with individuals and teams (Dimitrov & Darova, 2016). Leadership style represents the sort of interaction that exists between leaders and followers in order to achieve mutual objectives (Al Khajeh, 2018). Each leadership style has its traits and impacts employees and the organisation differently. The section below will present a review of some popular Millenials-related leadership styles.

Classical leadership styles, such as autocratic versus democratic and task-oriented versus relationship-oriented, are what leaders used to focus on. Bass (1985) said it was necessary to shift away from traditional theories centred on exchange and build leadership theories emphasising high-performance levels. Organizations that continue to use traditional leadership

concepts could limit the development and success of the new generation (Anderson et al., 2017). However, there are still opinions that favour the classical leadership approach, as not everything traditional is obsolete, and not everything new is good. Instead, different situations require different styles, and each leader must know when to employ a specific approach (Khan et al., 2015).

2.12.1 Participative and Democratic leadership

Participative and Democratic leadership will be discussed together as these leadership styles share some similar traits. Participative leadership is the practice of including subordinates in the decision-making process. (Lang, Szabo, Catana, Kinečná, & Skálová, 2013). Participative leaders encourage their subordinates to contribute opinions and ideas during decision-making processes. The leaders provide information for employees, encourage discussion, and gather input to make the final decision. There are two key characteristics of participative leadership: first, subordinates are consulted before decisions are made so that problems can be solved collaboratively; second, subordinates are provided with resources to aid them in the work process (Kahai et al., 1997; Lam et al., 2015; Li et al., 2018). However, there are some factors that limit the full participation of employees. For example, all subordinates are given information regarding company decisions, which is a challenge for leaders. Some information may be too sensitive to share for all, and sharing information is also related to turning over power (Yukl, 2012). As Millennials enter leadership positions, there will be changes in transparency due to their exposure to information and their tendency to disclose information (Ng, Gossett, & Lyons, 2010). In addition, effective communication is required, as improper communication could cause conflict and affect the flow of information. Prior research shows that Millennials are equipped to improve organisational communication practices (Balda & Mora, 2011). The effective communication that Millennials bring to the workplace ensures that ideas can flow seamlessly without conflict of opinions.

Participative leadership can bring some positive outcomes for organisations, such as better employee retention, stronger commitment, increased initiative and stronger optimism (Yukl, 2012). Participation is one of the key components to achieving employee commitment on an overall basis (Griffin et al.,2007). Including subordinates in decision-making aims to foster a feeling of recognition and belonging, which may boost morale, as they will see their own importance in the organization (Hartong & Koopman, 2011). This always results in an increase in employee productivity (Goodnight, 2011). There are some downsides to participative leadership worth noting. Participative leadership may not work with unskilled employees;

therefore, it requires more employee training and education, leading to costs for the organisation. However, participative leaders can create longer-term satisfaction through support (Medyanik, 2016). Time-consuming is another downside of participative leadership, as gathering input from all subordinates takes time and can reveal new issues that require leaders' attention. Participative leadership also requires the contribution and participation of employees in decision-making with less guidance than autocratic leadership, which may create difficulties for employees. Research reveals that Millennials expect mentoring and coaching and may feel unsupported if they do not receive enough guidance and instruction. Participative leadership may fail to fulfil this expectation of the generation.

Democratic leadership is a process that allows group members to contribute ideas and make decisions together. This leadership style has been found to be more effective than others for managing Millennials (Ng et al., 2010). In contrast to autocratic leadership, democratic leadership is more subordinate-oriented. Democratic leaders keep their subordinates informed about everything related to their work and share responsibilities for solving problems and making decisions. Although leaders are still the ones who make the final decision, staff members are always highly motivated to participate in the process (Amanchukwu et al., 2015). Under this leadership style, team members are more motivated and innovative and have a greater sense of engagement with the process. Literature reveals that democratic leadership positively impacts job performance, satisfaction and productivity of employees. Although democratic leadership is considered one of the most effective leadership styles, it still creates some challenges for leaders. Sharing information is one of the challenges, as not all information can be shared with subordinates, which leads to difficulty in solving problems and making decisions (De Hoogh et al., 2015).

2.12.2 Charismatic leadership and Transformational leadership

Bryman (1992) characterised Charismatic leadership and Transformational leadership theory as the "new leadership", which helped shift traditional leadership models to contemporary ones (Antonakis, Cianciolo, & Sternberg, 2004; Conger, 1999; Hunt, 1999; Lowe & Gardner, 2000). "Transformational and charismatic leadership theory has had a massive impact on leadership as a scientific domain", Antonakis (2012) stated.

Charismatic leadership inspires and influences subordinates by using communication skills, persuasiveness, and charm. Charismatic leaders have a deep connection with others on an emotional level and can communicate clearly. With their powerful personality and excellent communication skills, charismatic leaders can persuade subordinates and keep them engaged.

Instead of relying on the method or structure, charismatic leadership depends on the personality and behaviours of the leader. Although charisma is inherent and cannot be learned, most experts believe that individuals can learn and train to gain the qualities of charisma. Richard Arvey (2011) reveals that the charismatic leadership style is two-thirds "made" and one-third "born". Charismatic leadership is tightly connected to charisma, which comes naturally to some individuals, while others improve their communication and interpersonal skills to become more charismatic over time. Winning the trust of employees and persuading them to follow is really a process that takes time, and through this process, leaders can improve their skills and gain more experience.

However, charisma has to be perceived by the followers, which suggests that followers play an essential role in determining who is a charismatic leader. According to research by Prasad Balkundi (2011), the charisma of leaders is a product of their social interactions. The researchers found that through regular social interaction with subordinates, leaders can develop socially relevant personalities and create positive experiences for the followers, leading followers to perceive the leaders as charismatic. It can be said that the dyadic relationship between leaders and followers is a key component of charismatic leadership style.

Transformational leadership theory builds on the foundations of charismatic leadership (Bass, 1997). Similar to charismatic leadership, transformational leadership focuses on the characteristics of the leaders. The dimensions of transformational leadership include (a) idealised influence, (b) individualised consideration, (c) intellectual stimulation, and (d) inspirational motivation (Ghasabeh et al., 2015). In transformational leadership, leaders empower their followers by using inspirational motivation and intellectual stimulation, build trust through an idealised attribute, and build cooperation through idealised behaviour. A leader who adopts a transformational style can create a commitment, loyalty, and convey a vision towards the organisation's overall goals (Baker, 2013; Bass, 1985; Wilford, 2020). Transformational leaders motivate and inspire their subordinates to achieve the organisation's goals by offering necessary support and guidance to maximise their subordinates' potential and acting as mentors and role mode. Transformational leadership Encourages employees to establish lasting relationships of trust and respect with their leaders. Transformational leaders tend to develop closer relationships with subordinates by minimising power distance between them and focusing on the followers' needs and capabilities (Puni, Mohammed, & Asamoah, 2018), creating a positive work environment where subordinates and the leader can openly communicate with each other (Rawung et al., 2015).

Both charismatic leadership and transformational leadership emphasize the relationship between leaders and employees. The dyadic relationship between leaders and followers is emphasized in the Leader-Member Exchange theory, which is suggested to apply particularly to Millennials, who appear to flourish under relational rather than task-focused leadership (Medyanik, 2016). Prior research proposed that Millennials are more receptive to relationship-based leadership than task-based leadership (Blaine, 2008). Therefore, Millennials could be more likely to exhibit leadership styles related to the relationship and interaction between leader and subordinate, such as charismatic and transformational leadership.

2.12.3 Transactional leadership

While transformational leadership focuses on the growth of their followers, regarded as the key to productivity, transactional leadership concentrates on the fundamental functions of the organization (Dartey-Baah, 2015). Transactional leadership is considered a traditional leadership approach, which describes an exchange relationship between leaders and followers. Transactional leaders focus on specific tasks and encourage subordinates through rewards and punishments. Dartey-Baah (2015) pointed out that transactional leadership is successful in emergencies and crises and ensures the accomplishment of a set of goals through strict control and policies. Transactional leaders tend to maintain the status quo, and followers are not encouraged to change or innovate. Transactional leadership has two key factors: contingent reward and exception management. The contingent reward provides rewards for followers depending on task fulfilment and outcome. Management by exception could be active or passive. Active leaders always monitor to evaluate the performances of employees and take corrective actions when problems happen, while passive leaders only assess after the task has been finished and wait for the problem to occur before taking any corrective actions (Bass, 1996). One of the primary benefits of transactional leadership is that it establishes roles and responsibilities that are clearly defined for team members. This leadership style also works well for people who are ambitious or who are motivated by external rewards. While transactional leadership can be effective in some cases, it is considered insufficient in many situations and may hamper both leaders and followers from achieving their full potential. Kark et al. (2018) pointed out that transactional leadership can prevent creativity because this leadership style focuses on employees' mistakes and required tasks.

Medyanik (2016) indicated that Millennials likely adopt the leadership characteristics of those they have preferred being led. Recent research reveal that Millennials prefer a degree of transactional leadership, which means they may take on some leadership qualities of this

leadership style. Being relationship-oriented, Millennials may not prefer the goal-oriented aspect of transactional leadership. However, Millennials workers appreciate instant and continuous feedback and clear expectations from their supervisors (Lancaster & Stillman, 2010). Transactional leadership can work well when transactional leaders plan goals and objectives, clarifying roles, task requirements, and expectations. Team members know their duties and leaders' expectations. Millennials may take on this leadership attribute from transactional leaders because it is compatible with their characteristics in the workplace.

2.12.4 Autocratic leadership

Autocratic leadership is considered a classical leadership approach where an individual has control over all decisions with no or very little input from their subordinates. An autocratic leader makes decisions based on their own ideas and does not open up to followers' ideas because it makes it easy for them to control how they want to get things done. In autocratic leadership, followers have little opportunity to grow within the organisation or to be involved in the decision-making process (Amanchukwu, Stanley, 2015). An autocratic leader provides a transparent chain of command and directions to their followers, and the followers obey the leader's instructions without questioning or requesting an explanation for such instructions. The leader does not trust their follower's ability and adopts one-way communication. An advantage of this leadership style is that it allows employees not to worry about making complex decisions but to focus on performing specific job duties and become adept at performing certain tasks (Chukwusa, 2018). Under a clear chain of command and the leader's instruction, subordinates know what and how the jobs should be done. Subordinates also know clearly the expectations of the leader and what may happen if they fail to perform as expected. However, by making decisions alone without consulting employees, autocratic leadership may not exploit the full potential of employees as well as discourage creativity and individual personality, which will demotivate employees to reach maximum productivity (Gill, 2014). In addition, the autocratic leader may feel overwhelmed and burned out because of being the only person who makes decisions and strategies. When this happens, work can be delayed because no one makes decisions and distributes work, and no one on the team is equipped to step on and take on leadership. Autocratic leadership receives much criticism because of its negative effects on employee morale and satisfaction as well as limits on employee contribution and creativity at work, especially in an age of delegation, a better-educated workforce and modern organisations. However, autocratic leadership still could be beneficial in certain situations, such as when the employees are new, untrained, unskilled and do not know which task to

undertake or which processes to follow, when group decision-making time is limited, or when the leader is the one with the most knowledge (Khan, 2015).

Based on the literature review about Millennials and autocratic leadership, it can be predicted that this generation does not prefer leaders who display autocracy. Millennials dislike working under an autocratic leadership style because they take empowerment very seriously and want the chance and support to make independent judgments (Maier et al., 2015). In addition, this generation does not respond well to hierarchy-type power as they do not believe that hierarchy produces effective leaders (Pratama, Nasution & Absah, 2019). Recent research shows that Millennials tend to respond to an autocratic leader with less enthusiasm than a more participative leader (Gursoy, Maier & Chi, 2008).
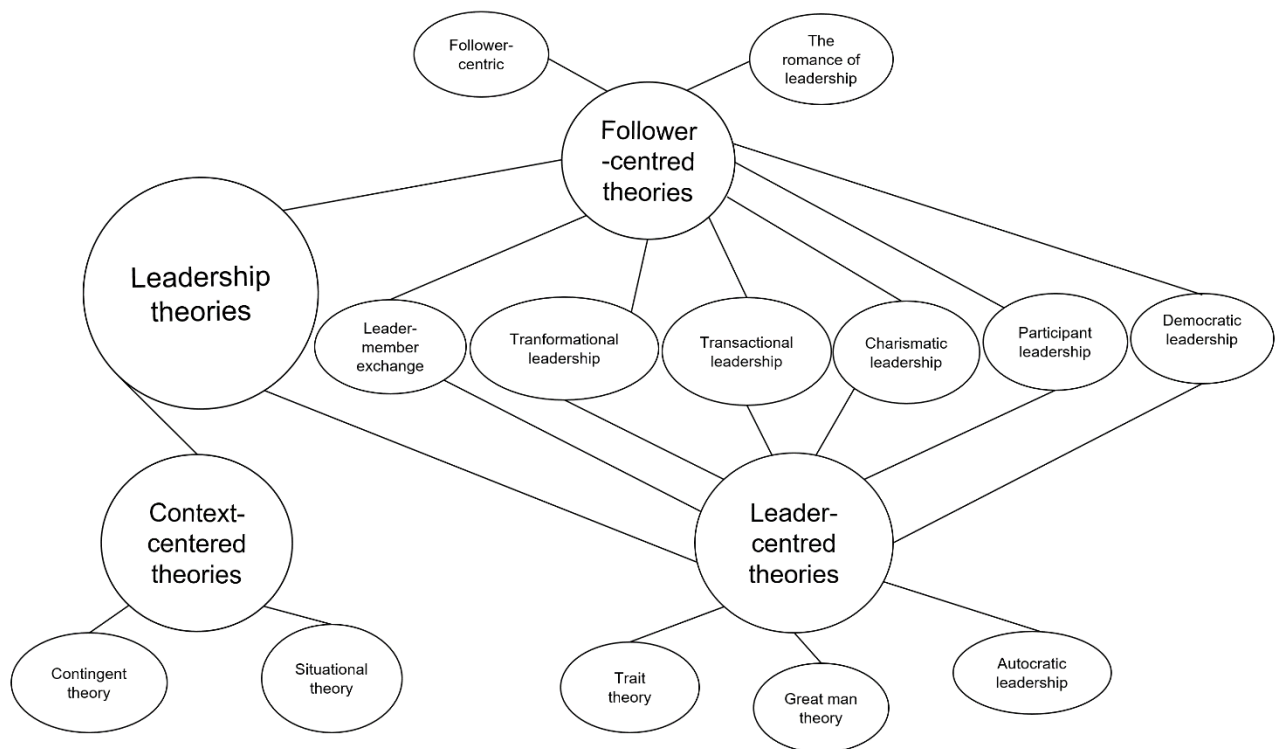
Figure 2.1 Leadership theories

2.13 Importance of context

Although the importance of context in leadership has been recognized for decades, only recent empirical studies have paid greater attention to this factor (Ito et al., 2020). Looking back at the historical evolution of leadership theories, it can be seen that there has been a shift from concentrating on the innate traits of a leader and attempting to identify personality traits and other qualities of effective leaders (for example, the Great Man theory (the 1840s) and Trait theories (1930s–1940s)) to focusing on the situation as this element plays a significant role in

determining the effectiveness of leadership (for example, Contingent and Situational theories (1960s)). The contingency theory emphasizes the importance of both the leader's traits and the situation in which that leader operates. According to this theory, an individual can succeed in one setting and be ineffective in other circumstances. This theory proposed that there is no one best leadership style, and leadership effectiveness depends on how leadership style matches the context. The situational theory supports this belief as it suggests that there is no ideal leadership style, and the best option for leaders is to consider the situation they are operating in and change their behaviour according to the situation. Although there are some differences between those theories, both contingency and situational leadership theories emphasize the importance of the situation in leadership effectiveness, and there is no ideal leadership style; there is only the leadership style that best fits a specific situation.

Bass (1990) stated that contextual variables determine leadership effectiveness since leadership depends on "physical proximity, social and organizational propinquity, and networks of open channels of communications". Different situations require different styles, and each leader needs to know when to exhibit a particular approach (Khan et al., 2015). Meindl (1993) suggested that leadership studies should take a more comprehensive approach to leadership as a contextually based, relational phenomenon. Equal weight should be given to leaders, followers, and context in leadership studies (Ito et al., 2020). The GLOBE project led by Robert House indicates that context plays a significant role in measures of leadership effectiveness (House, Hanges, Javidan, Dorfman, & Gupta, 2004). Scholars used to put too much attention on the characteristics and behaviours of leaders. However, then, with the recognition of the importance of other factors, they began to consider leadership as a collective social process involving the interaction of many factors, including leaders, followers, and context.

Context plays a significant role in leadership studies and is important in examining generations. Based on the ideas of Strauss-Howe's Generational Theory and Mannheim's Theory of Generations, it can be said that previous generations and historical, social, economic, and political events all have a certain influence on the formation of attitudes and beliefs of generations. Adam Murray (2011) notes that "a consistent definition of different generations will vary across cultures and societies, as each generation is defined in large part not by the year range of births but by the large, society-changing events taking place during the formative years of individual generational member." These types of events are different across cultures and countries, creating differences in generations across societies (Adam Murray, 2011). In other words, different contexts may create differences in generations.

Despite an increase in the number of leadership studies in different parts of the world, most of the studies on leadership theories and practices are conducted in Western contexts. The number of studies in non-Western places is still very limited compared to those in Western countries. There is a question about the applicability of leadership styles developed in Western contexts elsewhere, for example, in Eastern contexts (Huang et al., 2006; Tsui et al., 2004). Similarly, generational studies focusing mainly on the United States and Europe also raise the question of whether there are differences in the definition and division of generations in other regions of the world. Thus, there is a need to study leadership and generations in contexts other than the West.

Generally, context is defined as "The circumstances that form the setting for an event, statement or idea and in terms of which it can be fully understood and assessed." (Oxford Dictionary). Within the scope of this research, the main topic is conducted in a specific context: the technology industry in Vietnam, which includes two parts: the national context (Vietnam) and the industrial context (information technology industry).

2.13.1 Vietnam national context

Vietnam is a country in Southeast Asia with a population standing at approximately 99.5 million people in 2022. In 1975, the Vietnam war ended, and the country was developing according to a Soviet-style socialist-centralised economic system. In early 1977, Vietnam's economy suffered from a decline in the production of important industries, which clearly showed that the socialist-centralised economic system was not working effectively. In 1986, the Vietnam government launched the economic reforms called Doi Moi to transition towards a market-oriented economy. In one generation, Vietnam has progressed from being one of the world's poorest countries to a middle-income economy as a result of economic reforms undertaken since the implementation of Doi Moi in 1986 (World Bank, 2022). Between 2002 and 2021, GDP per capita increased 3.6 times, reaching about $3,700 (World Bank, 2022). The poverty rate (US$3.65/day, 2017 PPP) decreased from 14 per cent in 2010 to 3.8 per cent in 2020 (World Bank, 2022). According to Nielsen, there are 27 million people belonging to the Millennial generation, accounting for 30% of Vietnam's population (Nielsen, 2017). Vietnam is one of eight "Millennial Majors" countries that stand out for its substantial Millennial population (E. R. Peterson, C. R. McCaffrey, A. Sillman, 2015).

Because of being colonized by China and France and invaded by the US, Vietnamese culture is influenced by both East and West cultures. Especially, 1000 years of Chinese domination have made Vietnamese traditional culture have many similarities with Chinese culture,

typically Confucianism and collectivism. Vietnam is inclined toward Confucius and collectivist orientation, where premeditated distance toward superiors, valuing collective goods above individuals, and the oxymoron of showcasing modesty are the norms (Lam et al., 2021). Confucianism was introduced into Vietnam early during Chinese rule, and the impact remains strong in Vietnamese culture. Vietnam's philosophy, culture, society, economy, and politics continue to be influenced by Confucian principles, as its basic principles are still strongly embedded in Vietnamese society (Ashwill and Diep 2005; Jamieson 1993). Confucianism emphasizes the importance of right behaviour, loyalty and obedience to hierarchy. In Vietnamese society, social order, which is determined by age, gender, education, and status, is important. Vietnamese people often expect the younger members to show respect, submission and unquestioning obedience to their superiors (Quang and Vuong, 2002). In the Confucius archetype, the source of power rests naturally with the leader without he/she having to showcase his/her strengths and credibility (Selvarajah & Meyer, 2020). Young people's ideas, opinions or criticisms are rarely accepted by the elderly, and they anticipate receiving respect for the experience, expertise, and wisdom that they possess (Aswill & Diep, 2005; Lan, 2002). These values also exist in the business environment (Anne Cox, Zeenobiyah Hannif & Chris Rowley, 2014). Traditional Vietnamese enterprises possess long-standing characteristics such as respect for authority, hierarchy, collectivism, consensus, cooperation and long-term attachment (Anne Cox, Zeenobiyah Hannif & Chris Rowley, 2014).

"The resilient struggle to natural challenges through thousands of years has been tempering the unyielding character and closely-united spirit within communities of Vietnamese people." (Trần, 2006). In addition, the long history of constructing and protecting the nation against more strong foreign invaders has led to the development of collectivism in Vietnamese society. (Luong, 2021). Besides, Confucian norms and values also emphasize collective community, in which an individual does not exist independently of others but is bound to the group. Therefore, collectivism is recognized as a typical feature of Vietnamese culture. In a collective-oriented society, common goals are put above individuals' interests, and harmonious relationship is quite important. Everyone behaves according to the standards to maintain the harmony of the community and prepare to sacrifice individual interests for the common good. Collectivist communities are viewed as being more responsive to transactional and authoritarian leadership styles than transformational and participative ones, which tend to be more applicable in individualistic, Western societies (Bass, 1998; Gerstner and Day, 1994).

In fact, Vietnamese society has changed over time with significant historical and social events, and at the same time has also received Western cultural features under the impact of globalization trends, the development of the Internet, technology, and travel. New cultural values are adopted, while traditional cultural values are maintained and preserved. Thus, the young generation of Vietnam is influenced by different values, including traditional cultural values and cultural values derived from the West. This cross-cultural mix can create differences in a generation's personalities, attitudes, and beliefs.

2.13.2 Information technology industry

The information technology industry or information technology sector is broadly defined as including all companies in the computer hardware and software, semiconductor, electronics, telecom equipment, Internet services, and e-commerce sectors. The IT industry is divided into three major groups: software and services, technology hardware and equipment, and semiconductors and semiconductor equipment. The information technology industry is known for rapid change, innovation, and invention. This industry hugely impacts the world economy, as almost every sector in the contemporary economy depends on technology to increase quality, productivity, and/or profitability. The industry is massive and will continue to offer new employment opportunities. According to the U.S. Bureau of Labor Statistics, employment in the computer and information technology sectors will grow by 13% between 2020 and 2030. Besides technical positions, this industry also offers many career opportunities for those who do not have a technical degree, like software engineers. People with non-tech backgrounds are still welcome in the tech industry to work in positions like marketing, sales and promotion. The working environment in the information technology industry is said to be often stressful and high-pressure. The complicatedness of IT tasks and the requirement of high accuracy in results can explain it. The way to work in the IT industry is to maximize the exchange of ideas and share information to facilitate innovation and improve efficiency. Many IT companies offer their employees flexible hours and working conditions, as well as opportunities to achieve and maintain work-life balance. In addition, the information technology industry is seen as a growing industry that offers opportunities for growth, promotion and skills development for employees. Those benefits match the expectations of Millennials in the workplace, as mentioned before, so information technology is an attractive industry to Millennials.

In Vietnam, the information technology industry is considered one of the nation's key industries. Vietnam just connected to the Internet in 1997, but the information technology (IT) market is growing rapidly. Vietnam's IT industry has been growing steadily at an impressive

rate in the past few years. Stephen Wyatt, country head of JLL Vietnam, said: "There is no better place to witness the growing demand from technology firms and co-working operators than Vietnam." With a large Millennial population, Vietnam is defined as "a growing population of young coders, engineers, entrepreneurs, and students driving economic growth and technological innovation." (Rob Marvin, 2015). Fifteen years ago, Vietnam barely had any IT companies, but now there are about 14,000 businesses operating in software, hardware and digital content areas. The Vietnamese government has invested heavily in infrastructure and changed policies to encourage more domestic and international organisations to start businesses in the technology sector, as the government considers the technology sector the vital sector of Vietnam's economic growth. Besides, Vietnam invests significantly in education, especially science, technology, engineering and math subjects. This creates a highly qualified and specialized technical workforce. Thanks to low labour costs, a highly skilled workforce, supportive tax, investment policies and a geographically strategic location, Vietnam is becoming an ideal destination for multinational technology companies. Apple, LG, and Samsung are big names investing heavily in Vietnam.

The IT market in Vietnam is expected to continue growing in the coming years. Vietnam has around 250,000 engineers working in the technology industry, but it is still in high demand for IT professionals, with the requirement for more than 400,000 by the end of 2018 (Oxford Business Group, 2017). It can be said that there are more and more young people joining this industry. Indeed, fresh blood is really welcomed because Vietnam has shown potential signs in the growing start-up culture in general and in the hardware and software market. Besides attractive careers like medicine and law, young people in Vietnam are also attracted to professions like software engineers, especially when Vietnam offers many incredible career opportunities for them in the information technology field.

The contradictions in traditional cultural characteristics and the nature of the information technology industry, such as Confucianism and collectivism, focus on relationships while the nature of the information technology industry is task-focused, creating interest in exploring how this contradiction will affect Millennial leadership styles. Cultural and industrial characteristics of Vietnam-based information technological organisations can be used as a lens to understand Millennial leadership characteristics.

2.14 The theoretical framing of the problem

Distinctive features Millennials bring to the workplace have challenged the current leadership framework and, thus, have attracted much attention to investigating how Millennials can lead

the game. In order to obtain insights on the issue, the theoretical framing starts with the base of generation theories to define who are Millennials and what are their common traits before putting them into the context of Vietnam and the situational landscape of leadership. Thus, to make sense of which leadership styles are truly adopted in the real world within the context and scope of this study and through the literature review in Chapter 2, this study utilizes existing discussions on leadership styles and reflects them through the lens of employees and Millennial managers in the Vietnam context with the information technology industry. Scientifically, it is the mixture of social constructionism and a practical lens to explore the insights of the phenomenon.

Accordingly, the conceptualisation of leadership styles is established from three sources of perceptions – social acceptance, which is reflected through theories, a contextual situation, which is defined in the scope of this study, and practical reflection, which is achieved through the practical data acquired from employees and Millennial managers. It is appropriate to ask about the thoughts and feelings of parties who are directly involved in the new relationship, as the practical reflection offers an actual lens of what leadership styles are dominant the others and what features of leadership can bring effectiveness in managing and leading to produce expected results as organizational goals. Thus, instead of forming leadership traits (extracted from the literature review), the research examines how leadership characteristics emerge from the practice. This approach opens a fresh look at what is truly happening and thus can reflect situation-specific factors that form an ideal leadership style in the technology context of Vietnam.

This approach of researching highlights the participation of justified viewpoints on generations and leadership across literature that generally indicates shapes of leadership styles in concern. Much like other studies, the theoretical background for the fundamental understanding and rational acceptance of generational gaps and leadership styles is acquired from previous studies. Generation theories presume the rationality of grouping the Millennial generation into one unified group with representative attributes being distinguished from their parent generations, although they are strongly influenced by historical and life events (Kupperschmidt, 2000; Meredith and Schewe, 1994; Meriac et al., 2010). Thus, the characteristics of Millennials can be predicted (Hoover, 2009). This helps the anticipation of Millennials' traits in the Vietnam context and extends the knowledge to the workplace landscape. Therefore, the study examines Millennial-related practices at work to clarify the concerns about their distinctive traits that challenge the meaning of existing leadership theories.

Many scholars and practitioners in the field exemplify practical cases and theorize specific practices that can be combined to read the expectations of how Millennial managers look like and how their employees perceive them. The literature review in chapter 2 has defined the theoretical framing with 06 leadership styles – autocratic, democratic, transactional, transformational, participative, and charismatic. These practices establish the primary themes for empirical investigations of experimental data to figure out real-time insights and opinions. In fact, these leadership styles are not involved by the meaning of describing leadership styles in combination, forming a new theory or generating new styles to prove the properness of empirical reflection. Extracting these leadership styles from the literature provides valuable inputs of themes and attributes for examining what is truly happening in real life without any disorders of perceptions. It is reasonable to expect that Millennials can perform different angles of different leadership styles without a high consistency of behavioural expression from one style owing to their own working conditions and individual perceptions. Thus, literature-based inputs were transformed into practice-based findings that reflect the influences of leadership styles on actually leading and managing practices.

Further conceptualising the theoretical framing, constructionism allows the investigation and participation of leadership practices adopted in specific workplaces from the intersection viewpoint of employees and Millennial managers to formulate practical implications of application and adjustments. This theoretical framing allows the examination of behaviours and feelings with the assumption that those behavioural expressions are the reflective outcomes under certain influences of constraining factors and influencers, both objective and subjective. The argument on the rationality of this approach, in theory, framing in this study declares the under-examination of practical literature on Millennial leadership in Vietnam.

In deference to this gap, the study adopted six leadership styles as aforementioned and turned to the critical points of identifying characteristics of all styles. The wide availability of discussions in this field supports the collection and critical analysis to compile a list of characteristics that can be translated into questions to acquire practical data. Although each discussion was examined in their specific contexts, the combination version accepted the presence of those noises as the natural part of research and findings. Thus, it can be inferred that employees and leaders who participated in the empirical research process were likely to engage their own situations in the content of questions and, thus, influenced the construction of exercises and practices of Millennial leadership in a way that reflected their engagement to the case.

Using the voice of employees as the critical input to understand the current shape of the Millennial leadership style performed by the managers (questionnaire), and the reflection of Millennial managers to capture their insights of how and why they are performing in specific ways of leading (interview), the research does not automatically manage differences or gaps in the literature or the practice (owning to the nature of differences in perceptions between employees and leaders under or beyond influences from situational factors). The final shape that can satisfy the benefits and expectations of both parties in a participatory development workplace was structured by a list of connected features of leading. The list has significant implications for improving leadership performance, including the contentedness of employees. It also has an important meaning in understanding how future practices should be built and shaped.
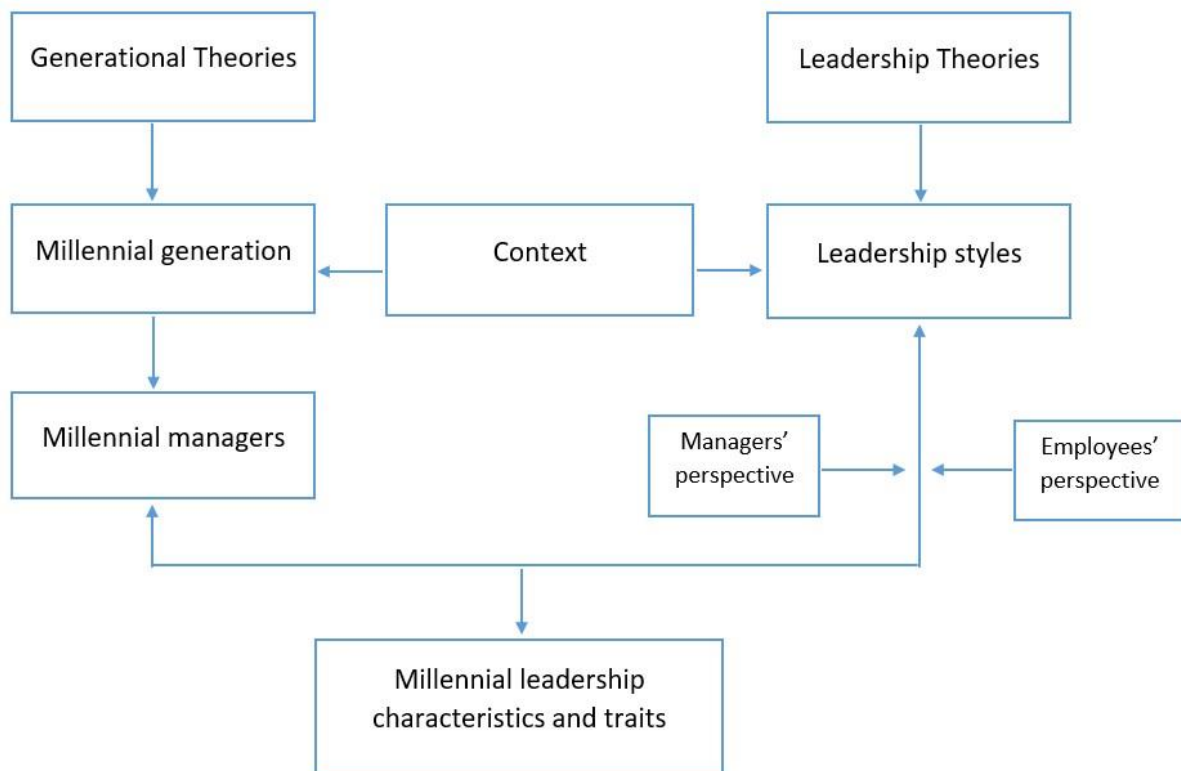
Figure 2.2 Theoretical framework

2.15 Conceptual framework

The formation of a conceptual framework was derived from the study's aims and the knowledge obtained from the literature review. The literature review demonstrates that there is a substantial amount of scholarly research available on the subject of Millennials' behaviour in subordinate roles. Nevertheless, there is a lack of comprehension regarding the leadership

characteristics and leadership approaches demonstrated by individuals belonging to the Millennial generation. The literature review has provided a comprehensive overview of several generational concepts, leadership theories, and in-depth analysis, specifically focusing on the Millennial generation. The conceptual framework of this study includes six distinct leadership styles, namely autocratic, democratic, transactional, transformational, participative, and charismatic. These practices establish the fundamental themes for empirical enquiries into experimental data in order to derive real-time insights and perspectives. The examination of these leadership styles by a comprehensive review of scholarly literature yields significant insights into the underlying themes and features that may be used to analyse real-life situations objectively, free from any biases or distortions in perception.

Moreover, the majority of current research focuses on examining the issue from either the leaders/managers' standpoint or that of the employees rather than integrating and contrasting both perspectives. The primary aim of this study article is to examine the leadership traits and characteristics of Millennial managers from both the managers' and employees' perspectives. By comparing and combining these two different perspectives, a comprehensive and precise understanding of the subject under investigation, namely the leadership traits exhibited by Millennial managers, may be attained. In order to effectively answer the research questions and achieve the research objectives, it is imperative to employ a mixed methods strategy that integrates both qualitative and quantitative research methodologies. The viewpoints of managers will be captured using qualitative research methods, namely interviews, which will provide a deeper understanding of their perspectives. On the other hand, the perspectives of employees will be gathered through quantitative research techniques, specifically the use of questionnaires, enabling the collection of numerical data for analysis. By incorporating research findings from both techniques, a comprehensive understanding may be achieved on the leadership characteristics and attributes exhibited by Millennial managers.
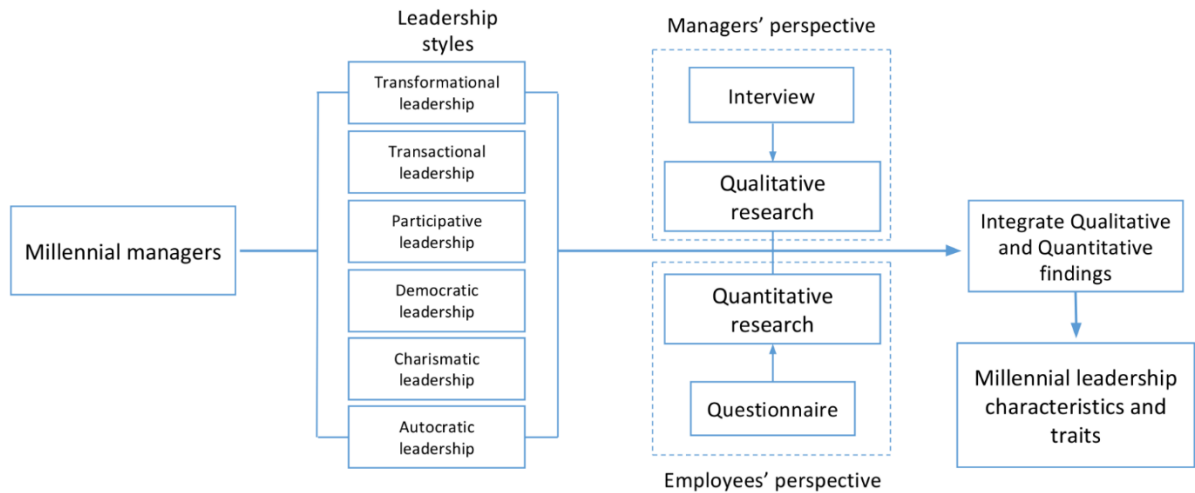
Figure 2.3 Conceptual framework

2.16 Summary

Chapter 2 reviews theories related to the Millennials generation and leadership as this research aims to investigate the characteristics and traits of Millennials in managerial roles. Because Millennials are investigated as a specific generation, generational theories and factors influencing the formation of personality, values, and expectations of a generation are reviewed. The chapter outlines generation theories with a definition of generation cohorts and descriptions of current generational cohorts in the workforce with characteristics of each group and the influence of previous generations and significant historical events on them. Distinctive personality traits of Millennials are also presented. This generation is likely to bring many personality traits to work, which may significantly impact the workplace. Millennials are the focus of special attention because they represent the future of the workplace and because they tend to live their lives and conduct business in quite different ways than prior generations (Stevenson, 2008).

In the workplace, Millennials are described as ambitious, entitled, self-assured, well-educated, technologically savvy, flexible, requiring mentoring and training, able to work successfully in groups, inexperienced in dealing with complex interpersonal difficulties, and goal-oriented (Murphy, 2007; Murray, 2011; Tolbize, 2008). They have plenty to contribute to the workplace, including efficiency, a wide range of computer skills, a desire for self-improvement, and strong communication skills. However, this generation has too great expectations from the workplace. The literature revealed that Millennials demand work-life

balance, flexibility, opportunities to give back to the community and society, non-financial rewards, technology gadgets and instant feedback. In addition, they seek out career advancement opportunities and expect to receive training and mentoring. Organisations should consider those demands as this generation tends to switch occupations if their needs are not met at work.

This chapter also presents a review of some popular Millenials-related leadership styles, as it is crucial to comprehend the different philosophies of leadership styles and how Millennials respond to these styles before understanding this generation in leadership roles. Organizations need to understand how Millennials lead and their expectations, then focus on building the talents and leadership skills of Millennial leaders in readiness for the retirement of leaders from older generations. In addition, the context that is important but often overlooked is also covered in this chapter, along with details about the specific context of this research paper.

Perceived disloyalty of this generation is a consequence of their frequent employment changes. Millennials have demonstrated a tendency to transition between jobs at a frequency of around every two to three years (Espinoza et al., 2010; Lynch, 2008). Individuals of this generation demonstrate a limited inclination to maintain long-term employment with a single organisation, instead exhibiting a willingness to explore alternative prospects that may offer superior benefits or advantages. This behaviour poses a significant challenge for organisations that are making investments in the leadership of their organisation. Understanding this generation's expectations as managers and implementing an appropriate strategy to meet those expectations may help businesses in retaining Millennials over the long term. The research expects to contribute to a novel comprehension of the Millennial generation leadership, perhaps yielding practical insights for organisations to design leadership initiatives and suitable strategies that effectively leverage the unique qualities and strength of this generation within the given context.

The literature review reveals that there exists a considerable body of knowledge regarding the behaviour of Millennials as subordinates. However, there is a dearth of understanding when it comes to the leadership attributes and leadership styles exhibited by Millennials. Besides, insights about Millennials and leadership largely come from research conducted in Western societies, which may not be applicable in non-Western contexts. The research was conducted in the context of the technology industry in Vietnam with expectations to add new knowledge to the literature on Millennial leadership in a non-Western context and contribute to the

literature on Millennial leadership in the Vietnam information technology sector that has not previously been explored.

Chapter 3 : Research methodology

3.1 Overview

The purpose of this descriptive research is to investigate the leadership characteristics and traits of Millennials managers in the information technology industry in Vietnam. Chapter three presents a detailed explanation of the research methodology applied to collect data and answer the research questions. This chapter begins with a discussion of the research approach and research design, followed by the research strategy and research method. Then, it provides a detailed summary of the data collection and analysis processes.

This study used a descriptive research design to examine the leadership characteristics and attributes exhibited by Millennial managers within the information technology sector in Vietnam. A mixed methods case study was chosen as the most appropriate method for this study. Using both quantitative and qualitative methods can provide a holistic view of the topic under study, aiding in answering the research questions and achieving the research objectives. To collect qualitative data, the semi-structured interview will be applied. Questionnaires will be designed and distributed to respondents to obtain quantitative data. The purpose of the interview was to explore leadership characteristics and difficulties that Millennial managers face from their perspectives. The purpose of the questionnaire-based survey was to understand employees' perceptions and expectations about an ideal leader model within the practical context of their work. Thematic analysis and Statistical Package for the Social Sciences will be used to analyse the collected data.

3.2 Research approach

There exist two different research approaches: the inductive approach and the deductive approach. Inductive research is an empirical research methodology that entails the systematic collection and analysis of data in order to generate a theory or hypothesis. Deductive research is a research approach characterised by the formulation of a theory or hypothesis as a starting point, followed by the systematic collecting and analysis of data to assess its validity. The primary distinction between the inductive and deductive approaches is in their respective objectives. The inductive approach seeks to construct or develop a theory, whereas the deductive approach seeks to evaluate or verify an existing theory. The lack of existing research on Millennial leadership, both in a general sense and specifically within the context of Vietnam, has resulted in limited availability of theories and notions pertaining to the subject matter being investigated by the researcher. Hence, the deductive approach was deemed unsuitable for this research, leading to the adoption of an inductive strategy. The process of induction begins by

making observations and collecting data, which are then used to formulate new theories or draw general conclusions (Gabriel, 2013). The inductive approach will be utilised to derive bigger generalisations and theories. By analysing gathered data and observing patterns in the data, the research can explore new knowledge about Millennial leadership, specifically within the context of the information technology industry in Vietnam. These recent findings will make a valuable addition to the current body of literature on the leadership of the Millennial generation within the given context.

3.3   Research design

The research begins by addressing its objectives, which are to investigate the characteristics and identity of Millennial managers, analyse employees' perspectives and expectations for Millennial managers, and determine what organizations can do to prepare and support Millennial leadership in the context of the information technology industry.

In order to achieve these objectives, this study utilised the descriptive research method. Descriptive study is a method of study employed to ascertain the characteristics and features of a population or specific phenomenon. Descriptive research is intended to provide an overview of the participants' perspectives (Leavy, 2017), aligning with the aims of this research paper. Descriptive research does not aim to investigate specific correlations between variables; rather, its purpose is to provide a comprehensive description of observed and measured behaviours and traits, either in a general or specialised context.

The researcher considered several methods and mixed methods case study best suited for this research. "A mixed methods case study design is a type of mixed methods study in which the quantitative and qualitative data collection, results, and integration are used to provide in-depth evidence for a case(s) or develop cases for comparative analysis" (Creswell & Plano Clarke, 2018, p.116). Both mixed methods research and case study research offer distinctive methodological advantages for investigators attempting to address challenging research topics (Plano Clark, Foote & Walton, 2018).

A mixed methods approach, which combines qualitative and quantitative research approaches, is necessary for this study to address the research questions. Johnson and Turner (2003) stated that mixed methods produce insights that cannot be attained using either qualitative or quantitative methods. Qualitative approach allows a researcher to obtain data from a large number of participants and provides breadth to the research. On the other hand, the qualitative approach gives credit to the voice of participants and offers a deeper understanding of the

research issue. Qualitative and quantitative research approaches in a single investigation complement each other by providing deeper and wider results (Roberts, 2010). In other words, combining these two approaches allows researchers to find answers to research problems with sufficient depth and breadth (Enosh, Tzafrir, & Stolovy, 2014). In this study, the researcher attempts to explore the perspectives of Millennial leaders and their followers regarding leadership. Mixed methods approach provides more comprehensive data about the point of view of two groups of research subjects. There are three fundamental mixed methods research designs, including convergent design, explanatory sequential design, and exploratory sequential design. In this study, a convergent mixed methods design is applied. "The intent of integration in a convergent design is to develop results and interpretations that expand understanding, are comprehensive and are validated and confirmed" (Creswell & Plano Clark, 2018). The integration of both data will offer research a complete understanding of research issues that cannot be achieved if using qualitative data or quantitative data alone. In this type of mixed methods research, quantitative and qualitative data are collected simultaneously and analysed separately. After analysis, the qualitative and quantitative results are combined or compared to see if they converge or diverge and then draw overall conclusions. Researchers apply convergent mixed methods design when they want to compare statistical results with qualitative findings to gain a better understanding of research issues or to validate and illustrate qualitative findings with quantitative results.

The main purpose of case study research is to generate an in-depth understanding of a particular topic (Simons, 2009). To answer "how" and "what" questions, a multiple case study is considered an appropriate application (Garcia & Gluesing, 2013). In addition, case study research is an appropriate approach when the phenomenon is happening and in a real-world context (Yin, 2009). "It is more useful to do case studies to document [effects] actually experienced by participants rather than rely on a standard measurement scale of problematic relevance and sensitivity" (Patton, 2013, p. 230). Case study research provides holistic and real-world perspectives. Therefore, case study is an appropriate choice for this research as it allows the researcher to gain holistic and real-world perspectives of Millennial managers and employees regarding leadership.

The research methodology was designed to answer the following questions:

- What are the leadership characteristics and traits of Millennial managers?
- What are the difficulties faced by Millennial managers?
- How do employees perceive Millennial leadership?

- What should organisations do to support Millennial managers and create leadership effectiveness?

The quantitative research technique is a systematic research approach that creates numerical data and examines variables using statistical tests, whereas the qualitative research method emphasizes data interpretation through case studies, observations, or interviews (Choy, 2014; Park & Park, 2016). To serve the purposes of this research, the qualitative method will be applied to gain a deeper understanding of Millennial managers and then discover their characteristics and identity. It is important to not only collect data from Millennial managers' opinions but also from their employees. Therefore, quantitative method is used to quantify attitudes, opinions, and expectations of employees related to Millennial managers. Quantitative data will be collected by survey, while interviews will be conducted to gather qualitative data. More specifically, a qualitative semi-structured interview will be conducted with 12 Millennials in managerial positions in the information technology sector in Vietnam. To obtain quantitative data, a questionnaire will be designed and distributed to 150 employees in the Vietnam information technology industry. After analysis, the qualitative findings and quantitative results are combined and compared to see if they converge or diverge and then overall conclusions will be drawn. The results of the mixed method will help the researcher answer all the questions and achieve the research objectives.

3.4 Research strategy

Saunders et al. (2009) described research strategy as a "broad plan of how the researcher will approach addressing the research questions." Therefore, it is essential to establish an appropriate research strategy. The author will employ interviews and surveys for this study. Interviews and surveys are both commonly employed for data collection. Interviews provide researchers with access to rich data. It is a time-consuming procedure that necessitates a detailed plan. This strategy also necessitates a broad range of skills, including social skills, listening skills, and communication skills. It is simple for problems and biases to arise; thus, researchers must be attentive during the design and implementation phases. The survey enables the researcher to collect large amounts of data from many respondents. The Internet allows for the widespread distribution of surveys, saving time and money for the researcher. The data can be analysed by descriptive and inferential analysis tools. The survey enables the researcher to collect large amounts of data from a large number of respondents. The Internet allows for the widespread distribution of surveys, saving time and money for the researcher. The data are amenable to descriptive and inferential analyses. In order to achieve accurate responses, it is

tough to adopt this method because it is challenging to design a meaningful questionnaire. In order to analyze the results, the researcher must also be proficient with analytical tools.

A questionnaire will be designed for quantitative research. The participants of the quantitative research are 150 employees managed by Millennial managers in the Vietnam information technology sector. This questionnaire will be distributed to these employees with the company's approval. Participants will be asked to express their feelings and thoughts about leadership-related issues in the workplace by responding to scaling questions and open-ended questions. In addition, semi-structured interviews will be performed to gain insight into the topics and explore the respondents' thoughts and ideas. The sample size is 12, and the respondents are Millennial managers in Vietnam's information technology sector. The obtained qualitative and quantitative data will be analyzed and processed to answer the study's research questions.

3.5 Research methods

Based on the objectives of this study, descriptive mixed methods will be employed. The employment of both quantitative and qualitative methods can provide a holistic view of the topic under study, answering the presented questions and achieving the study's aims.

Descriptive research is a systematic approach employed to collect data pertaining to a certain population or phenomenon. In a more precise manner, this method aids in addressing the enquiries pertaining to the what, when, where, and how aspects of the research topic rather than focusing on the why. One prominent characteristic of descriptive research is its limitation to the examination of factual information, without the researcher making any further endeavours to ascertain the underlying reasons for the occurrence of a given reality (Jong & Voordt, 2002). Descriptive research is characterised by the absence of hypothesis testing or treatment control, as its primary objective is to gather information regarding the current state of a symptom or prevailing conditions. The process involves the collection of data regarding existing conditions or circumstances with the aim of providing a comprehensive description and analysis.

The qualitative method allows the researcher to immerse themselves in the field and get an insider's perspective. Instead of statistics, the qualitative method employs a narrative, descriptive language. Although qualitative methods can be used to assess hypotheses and theories, they are typically employed to generate new theories. By employing the qualitative method, the researcher discovers new knowledge in the topic of study, generates theories, or provides further hypotheses-like conclusions. For this study, the author employs a qualitative

approach to contribute new knowledge to the literature on the leadership of the Millennial generation, particularly in the context of Vietnam's IT industry.

In quantitative research, observable phenomena will be investigated utilizing mathematical, statistical, or computational methods. This method is used to construct and test theories, mathematical models, and/or hypotheses pertaining to phenomena. The measurement process is the focus of the quantitative research method. Quantitative data gathered from participant responses or observable phenomena must be numerical data such as statistics, percentages, or other number data kinds. It requires that quantitative research questions be carefully crafted. The collected data will be analyzed using statistical techniques. The quantitative method can provide particular insights into problems through the use of numbers and is a great approach for confirming the validity of hypotheses.

Firstly, in-depth semi-structured interviews with Millennials in managerial roles in the information technology industry in Vietnam will be conducted. Participants for the interviews were recruited through advertising on social media, recommendations from friends and acquaintances, and emails Millennial managers whom the researcher knew. The interview will provide the thoughts, opinions and experiences of Millennials about their managerial roles, the difficulties they are facing and their desires and needs related to leadership.

Secondly, the questionnaire will be designed and distributed to 150 employees managed by Millennial managers in the Vietnam information technology sector. Quantitative data will be collected, verified, validated and recorded before conducting statistical analysis. This quantitative will provide the thinking and attitudes of employees about Millennial managers and the leadership styles and leadership characteristics those managers exhibit.

3.6   Data collection

3.6.1   Data source

The author uses both primary data and secondary data for this study. Primary data is collected through individual interviews and questionnaires. Secondary data is cited from published research from various sources such as books, journals, articles, newspapers, and magazines. Although there is a lack of research related to Millennial leadership, particularly in the Vietnam context, and previous leadership models and theories may not apply to the Millennial generation, it is still useful for the researcher to take knowledge from secondary data from available sources. In addition, as this is a business study related to technology in Vietnam, information and statistics from newspapers and magazines are useful sources of information

for research. Then, with primary data collected by the author, the research may explore new ideas and contribute to the current published theories and concepts about Millennial leadership.

3.6.2 Data collection method and techniques

To answer the study's research questions, the researcher has to select the appropriate data collection method. The selection is based on considering some main factors such as time, ethics, sample, and the researcher's skills. In the scope of this research, the researcher decided to use both qualitative and quantitative as data collection methods to gather primary data for the research. Quantitative data collection methods are based on mathematical calculations in various formats, such as questionnaires, correlation and regression, mean, mode and median and others. Qualitative data collection methods do not involve numbers or mathematical calculations but are closely associated with elements that are non-quantifiable, such as words, feelings, emotions, and subjective perceptions... Typical qualitative data collection methods include interviews, questionnaires, focus groups, observation, etc.

For qualitative research, interviews will be applied. As considered the "gold standard" of qualitative research (Barbour, 2003), the interview may involve an in-depth exchange between the interviewee and interviewer (Barbour, 2008). The data is obtained by asking questions and getting the answers from participants. Interviews can be conducted face-to-face or through phone or the Internet. The face-to-face interview allows for observing emotion and body language and creates a more open relationship between the interviewer and participants. However, the face-to-face interview can be time-consuming and expensive. Phone interview or Internet interview is also efficient as it reduces travel, time or costs for the researcher and allows more time to conduct a greater number of interviews. The author intended to conduct all of the interviews face-to-face. However, under the impact of the COVID-19 pandemic, some interviews were done online based on the respondents' health and safety requirements. In addition, because the interviewees have leadership roles, their schedules are rather busy. It is not easy to schedule an in-person interview, so some participants choose to do interviews online to save time. Still, other respondents agreed to face-to-face interviews.

There are three fundamental types of interviews: structured, semi-structured and unstructured. For the purposes of this study, a semi-structured interview, one of the most common interview techniques, is applied. In a semi-structured interview, the researcher has a particular topic and prepares a set of open-ended questions. According to Smith et al. (2009), researchers who wish to examine how participants make sense of lived experiences are strongly advised to conduct

semi-constructed interviews. This type of interview permits the researcher to engage in a free-flowing discourse and spontaneously ask follow-up questions based on the response.

Before conducting the interview, the interview section cover letter and informed consent were sent to participants. The informed consent explains in detail about the research, researcher, voluntariness of participation, and the procedure for withdrawing from the research. All the participants were informed about the voluntariness of participation, and they could withdraw from the research at any time without penalty. The objectives of the research will be informed clearly to the participants to give them some ideas about what to expect from the interview. After participants agree to take part in the interview and return a signed informed consent, the researcher contacts them to arrange an interview. Interviewees will decide the location and time to conduct the interview to ensure convenience for them. To ensure the quality of the interview, as well as the confidentiality of information, a quiet and private place will be suggested. For face-to-face interviews, the interview session is conducted in the meeting room of the organisations where the interviewees are working. A familiar environment may enable participants to relax and produce a more productive interview. The online interview is conducted over Skype, Zalo (a popular Vietnamese messaging and calling platform), and the telephone. The stability of the Internet connection is a consideration in order to prevent possible lags. To control bias and generate trustworthy data for qualitative research, voice recorders will be utilized during interview sessions, with the knowledge and consent of participants. At the conclusion of the interview, a gift voucher is sent to each participant in appreciation for their participation. After the interview, all collected data is transcribed and stored electronically.

To gather quantitative data, closed-ended or multiple-choice questions can be asked in surveys, polls, questionnaires, and other ways. Survey is a common and effective method to collect quantitative data. Therefore, for the quantitative research of this study, the researcher will use a questionnaire-based survey to collect data. A questionnaire is an efficient way to measure the behaviors, attitudes, preferences, views, and intentions of a large number of individuals (McLeod, 2018). The questionnaire includes scaling questions and open-ended questions. The statements on the questionnaire are extracted from the literature review of six leadership styles that are investigated in this study. The questionnaire contains three parts: demographic information, perceptions about Millennial leadership styles and traits, and expectations on leadership of employees.

The online survey method is chosen since it is more convenient for participants. They can complete and submit the questionnaire on any device (laptop, computer, tablet, or smartphone)

and at any convenient moment. Anonymity is also a benefit of online surveys, as participant identities are kept confidential. The survey was administered electronically through the internet survey platform Survey Monkey. The link to the questionnaire was included in an email created by the researcher and distributed by the leaders to their employees. There was a deadline for responders to submit their completed questionnaires. Before distributing the questionnaire to employees, the researcher sought consent from the organizations.

3.6.3   Pilot study conducted

Prior to collecting study data, a pilot study was conducted to ensure that the questions were understandable and relevant to the requirements of the studied industry (Maxwell, 2013). The researcher conducted a pilot study on three Millennial managers working in the information technology industry, all meeting the required criteria. The participants agreed to take part in this study and signed the study consent form. The interviews were conducted one-on-one in separate office areas. Following the completion of each interview session, the researcher requested the participant to offer any more insights or perspectives they wished to contribute. Participant feedback was carefully reviewed to ensure the questionnaire for the interview section was comprehensive. The phrasing and sequencing of the questions were thoroughly considered to ensure appropriate responses were provided to address the research questions. During the pilot test, it was observed that participants identified two questions that were not in the correct sequence, so affecting the overall flow of the questionnaire. As a recommendation, participants proposed that these questions should be interchanged in the order in which they were presented. In addition, there were two questions that proved perplexing to the participants and failed to significantly contribute to the research objectives. Consequently, it is recommended that these questions be excluded from the questionnaire. The questionnaire was modified by the researcher subsequent to the completion of the pilot study, taking into account the feedback provided by the participants of the pilot study. The knowledge and expertise acquired by the researcher through the pilot study were crucial in facilitating the effective execution of interview sessions with each participant in the research study. The researcher successfully developed the necessary competencies to facilitate an interview session and construct a comprehensive and appropriate questionnaire.

3.6.4   Questionnaire construction

The questionnaire mainly serves to answer the third research question: "How do employees perceive Millennial managers?". Therefore, the main section is designed as a pair of the same set of statements indicating six styles of leadership (autocratic, transformational, transactional,

participative, democratic, and charismatic). For the same set of questions, respondents will be asked to provide both their current perceptions and expectations related to the leadership of their managers to determine how employees perceive their Millennial managers and how far such perceptions deviate from expectations. The questionnaire section is derived from the leader-member exchange theory, where strong emphasis is placed on the two-way context in which leadership is judged. In order for the research to generate a more comprehensive view of Millennial leadership behaviour, it is important to shed light on how such behaviour is perceived by different parties in leadership performance. The tendencies of each leadership style are taken from previous studies relevant to each of the six styles.

Table 3-1 Questionaire construction

Code	Questions	Leadership styles	References
EP1	…supervises employees closely to ensure they do their work	Autocratic leadership	(Amanchukwu & Stanley, 2015; Gill, 2014; Chukwusa, 2018)
EP2	… considers employees passive and lazy at work.		
EP3	… uses punishments or awards to motivate employees to achieve organizational objectives.		
EP4	… asks employees to follow his directions		
EP5	… is the main judge of performance of employees		
EP6	… gives orders and clarifies procedures of how to do them.		
EP7	… keeps employees a part of the decision-making process	Democratic leadership	

Code	Questions	Leadership styles	References
EP8	… provides guidelines with sincerity and a concrete plan.		(Ng et al., 2010; Amanchukwu et al., 2015)
EP9	… provides supportive communication to employees		
EP10	… helps employees to understand their responsibility and complete their work.		
EP11	… helps employees define their passion and positive working morale.		
EP12	… properly assesses individual competence and assigns the right tasks to ensure good results.		
EP13	… always encourages employees to express their own ideas.	Participative leadership	(Lang, Szabo, Catana, Kinečná, & Skálová, 2013; Lam et al., 2015; Li et al., 2018;
EP14	… always listens to employees' suggestions and opinions		
EP15	… integrates and uses employees' suggestions to make decisions		
EP16	… facilitates the open exchange for ideas and gives employees chances to participate in important decisions.		
EP17	… understands individuals' situations to find out good solutions when disagreements exist.		

Code	Questions	Leadership styles	References
EP18	… always shares problems and involves consultation with employees before making a decision		
EP19	… works out agreements with them.	Transactional leadership	(Dartey-Baah, 2015)
EP20	… takes actions to find solutions before problems become more serious or chronic.		
EP21	… takes employees' standards of work quality to perform with a clear expectation.		
EP22	… uses extrinsic motivations to encourage employees to work.		
EP23	… control and monitor employees' performance and keeps track of all mistakes.		
EP24	… puts efforts to push employees to achieve the goals.		
EP25	… spends time and effort to guide and coach employees.	Transformational leadership	(Ghasabeh et al., 2015)
EP26	… emphasizes individual differences and strengths to allocate tasks.		
EP27	… always encourages and motivates employees to go for it.		
EP28	… sets challenging objectives to motivate employees to move forward.		

Code	Questions	Leadership styles	References
EP29	… gets employees to open their mindsets and think new ideas.		
EP30	… listens to employees' concerns and instills confidence in employees.		
EP31	… gives constructive feedback to improve employees' work as much as possible.	Charismatic leadership	(Balkundi; 2011;
EP32	… gives high recognition for employees' achievements.		
EP33	… acts as a friend of employees with big influences on them.		
EP34	… inspires a visionary belief for employees.		
EP35	… always does his best to support and motivate employees to drive for high results.		
EP36	… often makes sure all employees fully understand all points and able to perform through careful listening, effective communication and proper motivation.		

3.7 Population and Sample

3.7.1 Population

"A target population (or the sampling frame) is a group of individuals (or a group of organizations) with some common defining characteristic(s) that the researcher can identify

and study" (Creswell, 2012, p. 142). The target population of this study are Millennial managers and employees who are working in the information technology sector in Vietnam. In this study, Millennials are defined as people who were born between 1986 to 2000. As mentioned in the literature review, in the Vietnam context, due to the historical event called "Doi moi" in 1986, 1986 and 2000 are chosen as the start year and end year of this generation. Vietnam's information technology industry is chosen as the population pool of this study because the information technology industry is considered one of the nation's key industries of Vietnam. This industry has been growing steadily at an impressive rate in the past few years and is expected to continue growing in the coming years. There are more and more young people joining this industry, and fresh blood is really welcomed. There are 14,000 businesses operating in the information technology industry, with the main workforce being young people. In fact, there are many Millennial people involved in this field and holding leadership and managerial positions. This study of Millennial leadership hopes to make practical contributions in leadership to the technology industry that continues to grow and thrive in Vietnam.

3.7.2   Sample

Due to the objectives of this study, the target population are Millennial managers and employees who are working in the information technology sector in Vietnam. A sample is a limited number of participants selected from the target population (Martinez-Mesa, Gonzalez-Chica, Duquia, Bonamigo, & Bastos, 2016). The research cannot gather data from every member of the population as the population is too large. Therefore, the sample will be chosen carefully to accurately present and reflect the population.

There are two groups of samples in this research. For qualitative research, the sample is 12 Millennial managers who are working in the Vietnam information technology industry. As the purpose of this research is to make a practical contribution to leadership in the information technology industry, participants must currently work in managerial positions in the information technology industry. In scope of this research, Millennial managers selected as samples must work in information technology organisations, specifically organisations in the software and services sectors. The software and services sector encompasses a collection of organisations engaged in the provision of internet services, as well as those involved in the delivery of software and IT services. Internet services include enterprises that offer online databases or interactive services, such as search engines or social networks. IT services encompass organisations that offer IT consulting or data processing services to other businesses. Software involves a wide range of applications designed for both corporate and

consumer purposes, spanning from business software and systems software to video games. Samples will be selected from organisations working within the aforementioned categories. They must have at least a bachelor's degree as well as hold a managerial position in the information technology organisations for at least one year. Millennial managers contribute to the findings by providing personal reflections regarding their own leadership characteristics and traits. For quantitative research, the sample is 150 employees managed by Millennials managers in the Vietnam information technology industry. They must be full-time employees to ensure they have sufficient time to experience and acknowledge their Millennial manager's leadership styles. One hundred fifty survey participants are the subordinates of 12 Millennial managers who participated in the interview, so they all work in different companies in the Vietnam information technology industry.

Choosing a sampling method and data collection object is a paramount task for researchers (Etikan et al., 2016). Careful consideration was given to selecting the sampling method that best suits the purposes of this study. In this study, convenience and purposive sampling will be used to recruit participants for interviews. The sample for individual interviews should have characteristics of the overall population and can contribute to gaining a deeper understanding of the topic. Convenience sampling is used because, in this sampling method, participants are willing and available to participate in the research (Creswell, 2012). Besides, purposive sampling is also chosen for this study. Purposive sampling is a non-probability sampling technique in which, based on certain criteria, the researcher intentionally selects cases that together form a sample (Collins & Hussey, 2014). Participants for the interview are selected carefully based on two criteria: be a part of the Millennial generation who were born from 1986 to 2000 and occupy managerial roles in technology organisations in Vietnam. The author purposefully contacts the participants to invite them to participate in a semi-structured interview. Respondents to the survey are employees managed by Millennial managers in the information technology industry. Millennial managers who agree to participate in the interview will help the researcher in finding the respondents for the survey. Since the survey participants are their employees, those managers will help the researcher recruit the desired number of survey participants and distribute the questionnaires.

Numerous researchers have endeavoured to determine the required sample size for interviews in qualitative research. Bernard (2013) asserts that there is an increasing consensus regarding the adequacy of using a sample size of 10-20 research participants to effectively clarify and comprehend the main issues in any study pertaining to lived experience. According to Kuzel

(1992), as cited in Guest, Bunce, and Johnson (2006), a sample size of 6 to 8 interviews is considered sufficient for obtaining a homogeneous sample, while a larger sample size of 12 to 20 interviews is recommended when aiming to acquire maximum variability. Other scholars propose higher figures for participant numbers. For instance, Bernard (2013) cites Morse (1994), who recommends a minimum of 6 participants for phenomenological studies and around 30-50 participants for ethnographies and grounded theory studies. However, Guest et al. (2006) argue that these scholars have not provided sufficient rationale or evidence to support their suggestions. By conducting a total of 60 interviews in the countries of Ghana and Nigeria with a systematic approach, Guest et al. (2006) conclude that in homogeneous studies employing purposeful sampling, as the majority of qualitative studies, 12 interviews should suffice to achieve data saturation. Similarly, 12 is also the number of interviews that Ando, Cousins, and Young (2014) found to be sufficient for generating thematic analysis codes when studying higher-level concepts. However, Guest et al. (2006) note that conducting 6-12 interviews may not always be sufficient to meet the research objectives. This is because the process of purposive sampling requires careful consideration, and if the selected sample is relatively heterogeneous, the data quality is low, or the subject of investigation is complex, then 12 interviews may not be adequate. Yet, if the research objective is to get insight into shared perceptions and experiences among groups of relatively homogenous individuals, a total of 12 interviews might suffice (Guest et al., 2006).

This study employs purposive sampling as the method for sample collection. The sample for qualitative research consists of Millennial leaders employed in information technology companies. These individuals share the same professional position and are affiliated with the same or similar organisations, thus constituting a homogeneous sample. One of the primary objectives of this research is to gain a comprehensive understanding of the points of view and experiences that are collectively shared among the participants included in the research. Therefore, based on the suggestion of Guest et al. (2006), a sample size of 12 interviews is deemed sufficient for this research study.

All participants and organisations in the study will remain anonymous. Both samples were collected simultaneously, using semi-structured interviews for Millennial managers and surveys for the employees.

3.8   Data analysis

3.8.1   Analyse qualitative data

After collecting data, the researcher uses a data analysis process to reduce data to a story and its interpretation (LeCompte and Schensul, 1999), revealing patterns and themes in the data. There are several ways to analyse qualitative data, and thematic analysis, which is a process of identifying patterns or themes, will be applied to the qualitative data of this study. Specifically, analysis was carried out following Braun and Clarke's six-phase framework for qualitative thematic research using axial coding systems. Braun and Clarke (2006) provide a six-phase framework for developing codes, themes and, ultimately a report.

In this report, the first step after collecting data is to transcribe all data. The collected data from the interview will be converted into textual form. Because all interviews with participants were conducted in Vietnamese, the researcher had to translate all data from the interview into English. This is a time-consuming procedure, and the researcher must be cautious to prevent translation errors. However, it is also a chance for the researcher to listen to the recordings and read the transcript multiple times and thoroughly, allowing the researcher to become familiar with the data. The transcript was scrutinized at a semantic and latent level of understanding for repeated keywords, semantic clusters, and themes (Swain, 2018). The unorganized data will make it difficult for the researcher to perform the analysis; therefore, before conducting any analysis, the data will be organised in a meaningful and systematic way. Axial codes and themes were labelled and pruned to construct the research paradigm. The axial coding system was developed using priori codes obtained from the literature review and posteriori codes extracted from the interview narratives. Axial codes were exact keywords taken directly from the narratives and also deduced from standout examples, collective experiences and significant metaphors mentioned by the interviewees. The axial coding system was deployed to identify leadership styles that Millennial leaders pursued. In the next phase of analysis, axial codes are also utilized to capture the emergence of major themes. More specifically, after highlighting axial codes in the transcripts, the emergence of themes is marked and crafted by the following techniques: interpreting repeated axial codes, interpreting examples and metaphors, and consolidating and reconciling themes with axial codes. In the final step, a detailed description of the themes combined with extracts from the interviews will be presented and discussed to address the research aims and answer the research questions.

3.8.2 Analyse quantitative data

The first step of analysing quantitative data is to put data in a format that can be analysed. The collected data from the questionnaire will be presented in a spreadsheet in Microsoft Excel. Then, the raw data needs to be cleaned by removing blank responses, duplicates, or any obvious errors. It is important to ensure each variable is in the right number format. The statistical analysis will be performed using Statistical Package for the Social Sciences (SPSS). Descriptive analysis will be applied to measure the perception of employees towards their line Millennial managers' leadership styles.

The first part is descriptive statistics of demographic information, which includes gender, age and working experience of respondents.

The second part is reliability and validity analysis. Cronbach's Alpha values Factor Analysis is used to measure the reliability and validity of the tested dataset. Cronbach Alpha is a reliability test run within SPSS to determine the internal consistency, i.e., the instrument's reliability (Questionnaire). It is utilized most frequently when a questionnaire is constructed using multiple Likert scale statements and, hence, to test the reliability of the instrument. The questionnaire of this study uses a 5-point Likert scale ranging from *strongly disagree (1)* to *strongly agree (5)*; therefore, Cronbach Alpha is appropriate to use to measure the reliability of the dataset. By eliminating some items, the set of measurement items is confirmed to be reliable in measuring the perceived leadership styles. Convergent validity and discriminant validity are also confirmed by using Factor Analysis. The researcher performed Bartlett's Test of Sphericity (Stevens, 1992) and the Kaiser-Meyer-Olkin measure of sampling adequacy (KMO) on the data to determine that the dataset was suitable for factor analysis (Walker & Maddan, 2009).

The third part is a descriptive analysis of leadership styles perceived by employees. The respondents were asked to rank a list of specific measurement items – a description of features and behaviours of certain leadership styles, from *strongly disagree (1)* to *strongly agree (5)*. Then Kendall's W is used to calculate the mean rating of perceived leadership styles of Millennial leaders. Additionally, Kendall's W is also helpful in figuring out common points on ratings of different behaviours of the leadership style. The point is determined by comparing the variability between the mean rank in the data set and the maximum possible variability.

The fourth part is correlation testing of leadership styles. Spearman's is used to test the correlation between styles as perceived by employees to investigate to what extent employees perceive leadership styles in a mixture fashion.

The last part is a descriptive analysis of leadership styles as expectations of employees, using Kendall's W test and Pearson's correlation.

The analysed data will be presented clearly and succinctly, for example, presented in tables and charts, to make it easy to understand. From this point, critical thinking will be applied to export the results. The researcher analysed quantitative data and qualitative data independently. The researcher then compared and combined both analyses and interpreted them in a matrix of significant findings.

3.9 Ethical issues

There are some different ethical issues in research that the researcher needs to avoid by ensuring the conducted research is in an ethical and responsible manner from beginning to publication. The study is conducted with respect to the rights of other people affected directly and indirectly by the research. Before conducting any research activity, an ethical form must be completed and approved. For this research, the author only gathers data from volunteer participants who are willing to spend their time for the interview and complete the questionnaire. Before conducting data collection, an interview section cover letter and informed consent were sent to participants. The informed consent explains in detail about the research, researcher, voluntariness of participation, and the procedure for withdrawing from the research. All the participants were informed about the voluntariness of participation, and they could withdraw from the research at any time without penalty. The objectives of the research will be informed clearly to the participants, and after completing the data analysis, the result of the research will be provided to participants. The collected data will be only used for the purposes of the research. The author must ensure the confidentiality of gathered data by storing data in a computer and setting a password to prevent access from others. Also, a backup version of data will be saved on cloud computing to avoid losing data. The anonymity of participants will be ensured by using an anonymous questionnaire. For people who attend the interview, all names and identifying details will be removed from the report and never published. All information and data will be destroyed after three years.

3.10 Summary

This chapter discusses the research methods employed to gather and analyze the data necessary to answer the research questions and achieve the research objectives of this study. The goal of the data collection was to investigate Millennial leadership from the viewpoints of Millennial managers and employees' perspectives in the Vietnamese information technology industry. Taking into account the research topic, research questions, and the type of data to be gathered, the research design and research strategy were carefully and appropriately formulated. As the main players of the research are Millennials managers and employees working in the information technology industry in Vietnam, data was collected from these two objects through qualitative and quantitative data collection methods. 12 Millennials in managerial positions in the Vietnam information technology industry are interviewed to collect qualitative data, and a questionnaire will be designed and distributed to 150 employees managed by those Millennial managers to collect quantitative data. Participants in the interview and questionnaire surveys are recruited by using convenience and purposive sampling techniques. Collected data will be stored and analysed with the support of suitable techniques. The next chapter presents detailed results and key findings from the analysis of the interview and questionnaire collected data.

Chapter 4 : Data findings and discussion

4.1   Overview

The purpose of the data collection was to explore Millennials leadership from two different perspectives of employees and Millennials managers in the information technology industry in Vietnam. In this chapter, the study sought practical evidence to answer the research questions "What are leadership characteristics and traits of Millennial managers?", "What are difficulties faced by Millennials?" and "How do employees perceive Millennial managers?".

Different instruments are used to measure employees' perceptions through the questionnaire and self-reflection of Millennial managers through the interview. The interview was conducted as a semi-structured interview. The questionnaire used the Likert scale of 5 points; score 4 and 5 translated into a positive perception of the leadership style, score 1 and 2 translated into a less favourable perception of that leadership style, and score 3 translated into a neutral idea without clear cues of explanation.

This chapter has 03 connected parts: Part 1 – discusses findings from the interview, Part 2 – presents the results of questionnaire-based data analysis, and Part 3 – discusses all findings.

4.2   Qualitative thematic analysis

4.2.1   Interpretation of data and axial coding

4.2.1.1   Axial coding system

Analysis was carried out following Braun and Clarke's six-phase framework for qualitative thematic research using axial coding systems (2012). The transcript was scrutinized at a semantic and latent level of understanding for repeated keywords, semantic clusters, and themes (Swain, 2018). Axial codes and themes were labelled and pruned to construct the research paradigm. Figure 4.1 illustrates the reflexive codebook developed using priori codes obtained from the literature review and posteriori codes extracted from the interview narratives. Axial codes were exact keywords taken directly from the narratives and also deduced from standout examples, collective experiences and significant metaphors mentioned by the interviewees. Priori codes that focus on six styles of leadership (autocratic, transformational, transactional, participative, democratic, and charismatic) play a role in determining Millennials' leadership styles, while posterior codes illuminate post-empirical insights that were not previously mentioned in the theoretical context of the literature review. The axial coding system was deployed to identify leadership styles that Millennial managers pursued. In the next phase of analysis, axial codes are also utilized to capture the emergence of major

themes. More specifically, after highlighting axial codes in the transcripts, the emergence of themes is marked and crafted by the following techniques:

- Interpreting repeated axial codes: Axial codes that repeatedly appear in multiple transcripts are connected and interpreted to produce meaningful overall themes using linguistics connector ('due to', 'the reason is', 'because', etc.), and comparing similarities and differences in the narratives.

- Interpreting examples and metaphors: Concrete examples of decision-making in each scenario are benchmarked against theoretical frameworks about leadership styles to separate findings that align with the literature body and those that are different; in the latter case, further analyses of the contexts, environment, and individual characteristics are conducted to identify the potential sources of dissonances.

- Consolidating and reconciling themes with axial codes: The identified themes are once again reviewed and reconciled with the axial codes system to ensure that they are supported by theories in the literature review and post-empirical pieces of evidence.
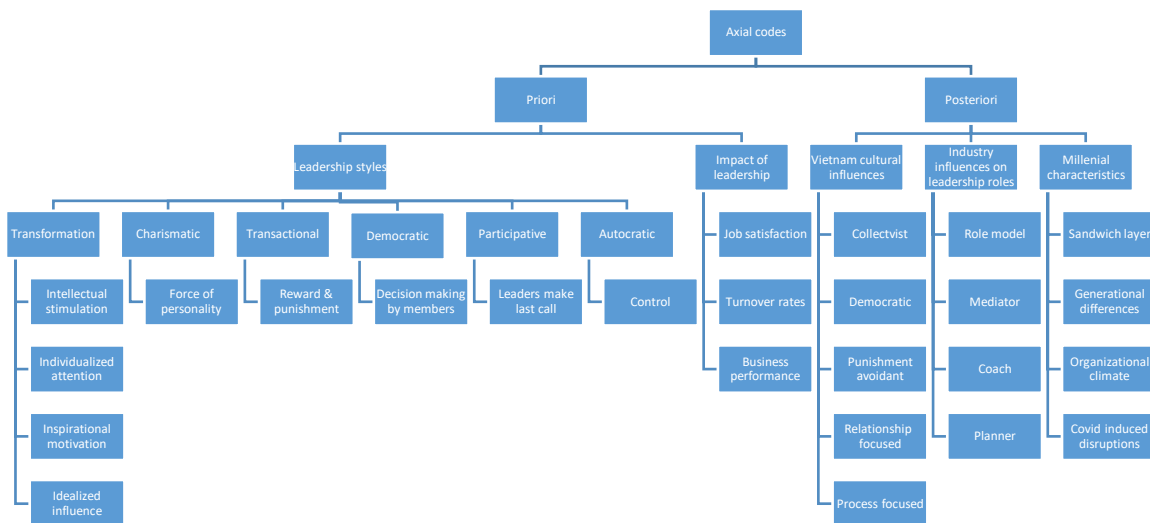
Figure 4.1 Reflexive codebook

The discussion of themes is not only inclusive of Millennial leadership characteristics and the challenges facing Millennial leaders in the Vietnam technology sector but also suggests how

these generational factors are influenced by the unique cultural and industrial characteristics of the Vietnam technology context. For the purpose of clarity, the themes identified are arranged in response to the core research aims and questions as below. More specifically, the analysis phases with reference to Braun and Clarke (2006), quality saturation, and the emergence of themes and subthemes will be discussed in detail in section 4.2.3. before each unit analysis of themes 1 to 6, presented subsequently in section 4.2.4.

Table 4-1 Presentation of themes in response to research aims and research questions

RESEARCH AIM	RESEARCH QUESTION	THEMES
Investigate leadership characteristics of and leadership style of Millennial managers in Vietnam information technology sector.	What are the leadership characteristics and traits of Millennial managers?	+Theme 1: Preference for transformational leadership and exhibition of transformational traits among Vietnam Millennial managers in information technology. +Theme 2: Shift toward transactional leadership style as Millennial managers expanded the scale and scope of leadership. +Theme 3: Exhibition of democratic and participative traits in the decision-making of Millennial-led teams in Vietnam information technology teams. +Theme 4: Punishment avoidance as a generational trait shared by Vietnamese Millennial managers.

Identify difficulties faced by Millennial managers in the Vietnam information technology sector.	What are the difficulties faced by Millennial managers?	+Theme 5: Internal and external challenges to Vietnamese Millennial managers in the information technology sector. +Theme 6: Pressures and supports experienced by Millennial managers at the "sandwich layer" of Vietnam information technology firms.

4.2.2   Summary of insights from semi-structured interviews

4.2.2.1   Introduction

Twelve semi-structured interviews were conducted with Millennial managers in IT organisations in Vietnam, with the full transcript included in Appendix 5. Table 4-2 presents a summary of the interviewees and their respective leadership styles and characteristics. Since the information was immediately anonymized after collection, participants' names and companies were replaced by alphabetical labels and generic descriptions of company types (local vs FDI) and products/services provided. Leadership styles are deduced based on repetitions of priori axial codes (from the literature review) and posteriori axial codes (post-empirical) in the narratives, the choices for which are explained in the section below, analyzing each interview. Additionally, the table also includes the core leadership characteristics, which contain semantic elements of the axial coding system discussed in the next section.

Table 4-2 Summary of participants' details and leadership style

NO.	POSITION	TYPE OF ORGANIZATION / SIZE OF TEAM	LEADERSHIP STYLES	CHARACTERISTICS

A	Project manager	+Local conglomerate in software & digital solutions. +10	Transformational Democratic	+Intellectual stimulation +Individualized attention +Punishment avoidant +Relationship-focused +Protective
B	Team leader	+Japanese FDI firm in software & digital solutions. +20	Transactional Democratic	+Process-focused +Reward-based motivation
C	Senior account manager	+FDI firm in social listening. +10	Transformational Participative	+Intellectual stimulation +Individualized attention +Inspirational motivation +Punishment avoidant +Relationship-focused
D	Sales leader	+Local firm in cloud solutions +10	Transactional Participative	+Reward-based motivation +Systematic decision making +Standardization

				+Relationship-focused
E	Head of IT	+ Local firm in software & digital solutions. +10	Transformational Democratic	+Intellectual stimulation +Individualized attention +Punishment avoidant +Healthy competition
F	Sales manager	+ Local firm in software & digital solutions. +3-4	Transformational Participative	+Individualized attention +Intellectual stimulation +Inspirational motivation +Protective +Relationship-focused +Punishment avoidant
G	Team lead/Product manager	+Local start-up in platformization services. +20	Transactional Democratic	+Reward-based motivations +Process-focused +Outspoken
H	Product manager	+Local conglomerate in software & digital solutions. +7	Transactional Participative	+Reward-based motivations +Punishment avoidant +Result-driven

I	Technical support team leader	+Singaporean FDI conglomerate in e-commerce. +11	Transformational Participative	+Intellectual stimulation +Individualized attention +Inspirational motivation +Idealized influence +Punishment avoidant
J	Sales manager	+Local firm in digital solutions. +7	Autocratic	+Military +Controlling +Punishment
K	Project manager	+Japanese FDI firm in software & digital solutions. +24	Transactional Participative	+Reward-based motivation +Process-focused +Result-driven
L	Project manager	+Local firm in software & digital solutions. +25-27	Transactional Democratic	+Reward-based motivation +Process-focused +Collectivist process +Inspirational

4.2.2.2 Interview with participant A

Participant A is a project manager for a Vietnamese conglomerate in software and digital technology with more than 5,000 employees across the country. He manages a team of ten engineers to work on a cloud migration and integration project for a German client. His core management responsibilities entail monitoring progress and liaising between client and team, while the leadership responsibilities mainly concern motivating and developing young staff. Participant A is relatively satisfied with his team in terms of their performance and his interactions with members.

Participant A's leadership style is best categorized as transformational and democratic. Observable transformational traits include intellectual stimulation and individualized attention while interacting with team members. The manager also seeks to resolve conflicts and problems with individualized and tailored solutions. If members fall behind in KPIs, participant A would seek to understand their personal issues and, subsequently, ways to support them instead of immediately applying punishments. Democratic traits, on the other hand, are evident in efforts to engage members in the decision-making process. Instead of assigning tasks, the leader gives members complete freedom to choose their own tasks from the team's working list. When describing his leadership focus, participant A believes that the most important goal is to "build people" and "to make them able to connect with each other, …have the ability to work on their own and learn from each other in the smoothest way".

Leadership style is also influenced by Vietnam's unique cultural dimensions, from which participant A develops a strong sense of paternalised protection toward team members and also elevates his objective to cultivate internal harmony. As the lead between the local team and German client, participant A acts to protect his team from external stressors, often filtering clients' complaints to team members in a deescalated manner. Participant A values internal harmony among members and implements new processes where members must work together more intensively, of which he is proud of the results: "*At first there was nothing, the new team was disjointed, each person did one thing, and no one connected with anyone. After I joined and helped everyone, I created the rules, then everyone started to become connected, and everyone worked more like a team, rather than an individual*". Lastly, Participant A is punishment-avoidant, which he sees as a weakness because he does not want to appear as "not strict enough".

4.2.2.3 Interview with participant B

Participant B is a team leader in the Vietnam office of a Japanese FDI telecommunications and software solutions firm. She manages an all-male team of twenty engineers to design, develop, and test software used in vehicles that is a joint project between her company and two major Japanese car manufacturers. This is participant B's first assignment since she returned from Japan, where she had been working for five years in the same company. The core responsibility of participant B is to provide oversight and coordinate the project from Vietnam, in conjunction with liaising and reporting to headquarter in Japan.

Participant B's leadership style is transactional and democratic. Transactional traits are highlighted through the leader's focus on process improvement and allocating rewards to

motive team members. Since she took the lead of the team, participant B has utilized a series of tactics to optimize the process and improve efficiency; for example, she implemented a transparent mechanism for all team members to monitor task assignments and structured team meetings in a way that allowed systematic deployment and testing of members' ideas. Participant B also relies on the company's existing compensation and benefits schemes to motivate team members, which she believes adequately rewards best performers, renumerates employees for overtime, and allocates a small budget for team get-togethers. Punishments and disciplines are also applied methodologically, differentiating between work and personal reasons for missing KPIs and appropriate action for each stage of escalation. Participant B is also a democratic leader in that she exercises her moderating and planning capacity instead of having the last say in every discussion. Decision-making in the team is transparent and involves all team members. In fact, the leader will take notes of all opinions mentioned during the meetings and review them together with the team before making a joint decision through voting.

4.2.2.4 *Interview with participant C*

Participant C is a senior account manager in the Vietnam office of an FDI firm specialising in social listening solutions. She manages an all-female team of sales and technical executives to develop accounts and provide customer services. The team is diverse in expertise and also in age, creating challenges for the leader at the beginning of managing the team due to differences in ways of working. Participant C is satisfied with her current team, as team members have developed strong bonds and relationships outside of work, which she values as one of the most important aspects of team management.

Participant C is a transformational and participative leader. She reveals leadership strategies and tactics that focus on individualised attention, intellectual stimulation, and inspirational motivation. Participant C develops a tailored approach to each team member and invests time to coach each member based on their preferences, strengths, and weaknesses. She values individual differences, which, in her view, is a source of creativity to solve operational problems and develop the market. In terms of intellectual stimulation, the team is embedded with the participative mechanisms that foster ideation and learning, including debate and open debates. However, the leader still makes the final decisions in most matters.

Participant C is clearly punishment-avoidant, saying that "*punishment sounds a bit heavy*" before shifting the sources of team motivation to "rewards and personal influence". Even though she thinks that the gravitation away from negative and toward positive reinforcements

is constructive to performance, she is also concerned about her inadequacy in giving tough feedback to team members as a source of weakness and needs to be improved.

4.2.2.5 Interview with participant D

Participant D is the sales leader working in the headquarter of a local firm specialising in cloud solutions with 80 employees across Vietnam. He manages a team of 10 sales staff, aged 23 to 34, with diverse backgrounds. The team's daily operations involve identifying new customers, marketing solutions and subsequently providing training and support to customers in using cloud services. Even though participant D sees his team as young and inexperienced – which required him to focus significantly on training and capacity building, he is satisfied with team members for their willingness to learn and high level of teamwork and cooperation.

Participant D is a difficult case to place clearcut into a single category of leadership style. While he is clearly a participative leader through the description of decision-making – wherein everyone participates, but the leaders make the final calls, he exhibits both transactional and transformational orientations. In fact, participant D would be best described as a transactional leader in transition to exert transformational changes to the team. The transactional traits are too prominent to be dismissed, while transformational characteristics are confounded by cultural and functional archetypes. Even though participant D sees himself as a source of motivation and inspiration for the team, he attributes this to the disparity of knowledge and skills between an experienced leader and a young team. This can either be seen as a transformational characteristic or an archetype of the Confucius culture wherein the leader is paternalised. He also places significant importance on building strong teamwork and bonding in the team, yet the lack of individualised attention between the leaders and team members makes this likely an archetype of the sales function.

The majority of management practices, on the other hand, are indisputably transactional, from the use of reward and punishment to motivate teams to fixed standards and hierarchal systems for decision-making. These practices are not necessarily inducive to intellectual stimulation. Participant D sees the distribution of rewards and punishments benchmarked by KPIs as the key motivation and pressure for employees to perform. When some team members miss their sales goals, in addition to seeking background reasons, he would propose increasing the reward of achieving KPIs for the members to get back on track. In terms of decision-making, even though members are encouraged to participate in group discussions, "*the leader is still the one who makes the final decision*," and members should make decisions only "*within their authorities*", the scopes of which are also determined by the leader. In addition to this hierarchal

system of decision-making, Participant D also establishes stringent standards for performance and sees his inflexibility as a weakness to be improved.

4.2.2.6 *Interview with Participant E*

Participant E is the head of IT in a local software company with more than 200 employees providing software consultancy and solution services across Vietnam. He manages a team of eight members, including testers and technicians. The team's daily responsibilities involve liaising between project teams and customers, providing solutions to the deployment and maintenance departments, as well as setting and monitoring project timelines. The workflow and nature of cooperation in the team are relatively straightforward, with technicians performing assigned tasks and testers providing quality assurance, checking that there is no bug in the solution.

Similar to Participant D, it is also difficult to place Participant E in a clearcut category of leadership style, though to a lesser extent. The management strategies and tactics reflect more distinctive traits of transformational leadership; even though Participant E also relies on rewards to motivate team members, he is much more punishment-avoidant and democratic than Participant D. For the exhibitions of intellectual stimulation and individualised attention, Participant E will be more appropriately characterised as a transformational leader. Participant E is a democratic leader because he lets team members make decisions about their own assignments and also refrains from micromanaging and sidestepping expertise. He also encourages health competition in the workplace for members to arrive at better solutions and improve their skills. He constantly reminds team members to learn more from one another and from people with more experience than them – himself acting as a role model. Intellectual stimulation is arguably the most prominent legacy of his leadership. In terms of individualised attention, Participant E understands his members on a personal level, their preferences, strengths, and weaknesses. Exploring members' individual abilities is seen as one of the key responsibilities and also the areas where he has performed best as a leader. Similar to many interviewees in this sample, even though Participant E is confident about his efficiency as a punishment-avoidant leader, he is certainly not comfortable with his hesitancy to punish team members, which, in his words, makes him seems "*a bit lacking in rigour*" and also too empathetic. This psychological perplexity is rooted in the cultural archetype of the Confucius leader, who is autocratic yet also moderate and benign in the role of a stern but devoted father, teacher, and ruler.

Participant F is a sales manager of a small department in a large local tech firm. Even though the firm has approximately 4,000 employees, her department has only 30 employees, and she manages a sales unit of four female sales staff. All members of the team are very young people, working in an intern or associate capacity, and come from diverse geographical regions of Vietnam. Participant F is the only Northerner, and other members are from the South of Vietnam – these two regions posit distinctive differences in the ways people live and interact. Participant F is "*at a fairly early level of management*", and her daily responsibilities with the team involved developing clients, product consultancy, closing deals, and troubleshooting technical problems for clients.

Participant F is a transformational leader, as her management practices and philosophies clearly anchor in intellectual stimulation, individualised attention, and inspirational motivation. She is also a participative leader, implementing a semi-collective decision-making process with the leader drawing the final decision based on solutions proposed by team members, so in her words, "*everything comes from the [members'] initiative and comes from democracy* ". Because the team is young and inexperienced, Participant F recognizes learning and development as one of her core responsibilities as a leader, providing opportunities for team members to raise their working capacity from product knowledge to soft skills. She tries to help members learn in a way that is nonintrusive: while product training is mandatory, members can take initiative on how to deal with clients and problems. Participant F sees that this approach "has risks" that she is willing to accept because sometimes members are not at the level where they can make decisions on some matters independently. In terms of individualised attention, Participant F invests significant time in coaching and check-ins with team members to monitor their progress and challenges. She also deals with internal conflicts in a tailored approach, considering the personalities of the parties involved.

Participant F is non-apologetically punishment-avoidant. Her preferred mechanism for motivation is reward and inspiration, even though the source of inspiration should come from inner mobility instead of radiating from the leader. Because she believes that "*if [members] are not motivated and inspired by themselves, they will never succeed*", Participant F develops an environment where members can feed on their own achievements and thrive. In her own motivations and achievements as a leader, Participant F is distinctively collectivist-oriented. She is willing to sacrifice KPIs to give team members more room to make mistakes and grow.

Since she is protective of the team and is under performance pressure, Participant S reported getting stressed out all the time.

4.2.2.8   Interview with participant G

Participant G works in the capacity of a product manager at a local start-up that specializes in digital services for real estate and investment, though his official title at the company is still team leader.   He manages a team of twenty, with the core responsibilities of planning and scheduling product deployment, as well as designing and providing technical solutions to CEO's and clients' demands. Because the start-up was established just under four years ago and is still in a product development phase, the organizational structure is highly fluid and turbulent, with employees multi-tasking in different roles. In the case of Participant G, he took over the responsibilities of a product manager who has quit recently.

Participant G's leadership style is categorised as transactional and democratic, with the observable traits of motivations by reward and punishment, standardised and decision-making by participation and equal votes. Even though his leadership practices are currently fixated on product-related goals instead of people development, Participant G also demonstrates a certain level of individualized attention for team members, which marks the gradual transition from transactional to transformational. In the dynamic start-up environment of the company, the social contract of reward and punishment is the binding factor for cooperation. Participant G motivated employees with bonuses, provision of new responsibilities and learning opportunities, and other benefits such as after-hour gatherings and recognition from management. He also disciplines members by fines and public criticism. Even though Participant G also seeks to understand members on a personal level, these attempts at relationship-building are large contributors to his goal of reaching collective goals and optimizing the process. The team is governed by optimised and standardized procedures for cooperation, decision-making, and performance evaluation. These protocols are democratic, which is constructive for the free exchange of ideas and debates that start-ups need. For example, when members disagree with Participant G's solutions, they can pursue their own ways while the rest of the team execution Participant G's solutions and collectively, the team will compare the results to decide which solution should be scaled up.

Participant G is transitioning from transactional to transformational leadership since he has taken on a role with more management responsibilities than his original position of team leader, which anchors on the products. He has established the scaffolding structures for intellectual stimulations and begun to cultivate individualized attention. However, the reliance on reward

and punishment, strict and result-driven rules, as well as unpolished communication skills still make him more transactional than a transformational leader.

4.2.2.9 Interview with participant H

Participant H is a product manager for a local conglomerate in software and digital solutions. She manages a team of seven executives with diverse technical backgrounds to oversee the development, operations, and marketing of a digital product within a messaging platform of the company. Even though Participant H has only taken her position four months ago, and this is her first position that involves managing teams.

Participant H is best categorized as a transactional and participative leader largely because her leadership strategies and practices are result-driven, process-focused, semi-democratic, and contingent on the social contract, which is not necessarily all about reward and punishment but stresses individual responsibilities and collective outcomes. Team interactions and decisions making are free but regulated, with joint discussion and freedom for members to decide how they want to execute the task. Participant H tries not to interfere with methodology but will provide oversight on the result. In team conflicts, she also refrains from acting as a judge but will moderate the conversations to make sure that there is no misunderstanding and that claims are reinforced with data. In her words: "*I just let people argue with each other usually I don't jump in much unless I feel they're misunderstanding, then I just deal with that part, the rest will be able to work together on their own.*" Participant H is extremely result-driven, and she is confident in managing people to achieve collective goals. She provides clear structures and objectives for team members to work independently within the project time frame. In terms of motivation, the social contract between leader and subordinate is apparent, even though it is not based on monetary. Team members are provided with interesting tasks and support tools - such as a flexible working schedule - to maintain their engagement and performance, in addition to small rewards administered sporadically to reinforce behaviours that Participant H wants to reinforce.

4.2.2.10 Interview with Participant I

Participant I is the technical support team leader in the Vietnam business unit of a Singaporean conglomerate in e-commerce. He manages a team of eleven members to resolve customers' complaints and support tickets. Participant I is younger than the majority of his team members, most of whom also have more experience working with the company than he does. Because of his age, Participant I sometimes feel unconfident in disputing his technical decisions with more

experienced members of the team, even though members cooperate well and do not express dissatisfaction with his leadership.

Participant I's leadership style is transformational and participative, with management strategies and tactics reflecting all four of the core transformational characteristics, including intellectual stimulation, individualized attention, inspirational motivation, and idealized influence. Decision-making is inclusive, but the leader still has the last call on most matters. Because team members are experienced in their professional expertise, they actively participate in group work and decision-making by their specific zone of knowledge. Participant I respect individual opinions and do not challenge their professional expertise. Instead, he provides optimized processes and procedures for members to communicate and cooperate more effectively. Improved and documented exchange of knowledge empowers team members to grow vertical and horizontal knowledge, not only focusing on their expertise but also becoming more aware of how they fit into the collective scope of work. Participant I gives tailored and individualized attention to members in assigning tasks and performance evaluation, as he sees one of his leadership strengths to be "[choosing] the right person to assign the specialized work".

Being the young leader of a mature team, Participant I sees his ability to resolve problems and maintain a high work ethic as a source of motivation and influence for the team. Even though he utilizes the company's established scheme of reward and punishment to praise and discipline members, this is inferior to his exercise of soft power and personal influence - acting as a role model and effective problem solver for the team. Even though he is younger and less experienced than members of the team, he builds credibility and influence by "*working to ensure the best [working condition] for the team to progress*" and also "*building people and building bonds in the team*". Participant I has never punished team members and also makes a conscious effort to refrain from punishment.

4.2.2.11 Interview with participant J

Participant J is a sales manager in a local firm that specializes in digital software solutions. He manages a team of seven business-to-enterprise (B2E) sales executives, with the core responsibilities of reviewing contracts, training sales staff, providing sales support, and monitoring performance. The team consists of four males and three females, all of whom are millennials with diverse backgrounds and strong personalities. According to Participant J, team bonding is low at a six on a scale of 10, but this does not concern him too much since competition can be a constructive factor in sales.

Participant J is the only autocratic leader in the sample. His narratives and responses to scenarios clearly illustrate a preference for military-style interactions with team members that are highly confrontational, controlling, and commanding, as well as a stringent set of rules that can escalate punishments from monetary penalties to dismissal. Participant J recalls the turning point in his leadership tenure when he chose to dismiss a member who was well-liked among the team but failed to achieve his KPIs. In his words: "*By letting that person quit, I think I created a bad, cruel image in the minds of other team members. Through this incident, the more I feel that, the more I am a leader, the lonelier I am.*" Participant J's working styles are strict and intentionally aggravating. He sees the team as a military unit and his subordinates as his soldiers; hence, they will be immediately reprimanded upon erring. Participant J also does not shy from igniting conflict to challenge subordinates and expects them to report closely to him about their work on a daily basis. Members are expected to come to work "*automatically followed*" and not ask questions, accepting the leader's guidance as "*a matter of course*" instead of figuring things out by themselves.

In this military-like context, reward and punishment are also clear, even though Participant J discusses them more extensively about punishment than rewards. Participant J lists his military style as his weakness because "*when I'm strict, I'll make the mistake of yelling at unrelated things. When I'm harsh with that person, I'll find anything to criticize them for*". This answer reveals Participant J's inability to contain his anger and provide fair feedback to members.

4.2.2.12 Interview with participant K

Participant K is a project manager in the Vietnam office of a Japanese firm that specializes in software solutions. He worked in Japan for five years before returning to Vietnam and has been working for three years in his current position. Participant K manages a team of seventeen staff, consisting of back-end and mobile developers and executives in quality assurance and business analysis; ten are based in Vietnam and seven in Japan. His daily responsibilities involved managing progress and communications, stakeholder reporting, problem-solving, and forecasting risks.

Participant K's leadership styles are defined by the transactional traits of reward-based motivation, a preference for process over individualism, and a focus on results. Participant K's approach to the core management activities of conflict resolution, task allocation, decision-making, and performance evaluation is systematised and structured. For example, he divides conflicts into three levels of escalation to apply actions accordingly: "*The first is for people to solve on their own, the second is for me to participate in listening to people solve, the third*

level is for myself to participate in the solution". In decision-making, K is a participative leader. His procedures are to let everyone contribute their opinions and preferred methodology; however, Participant K will decide if the time frame allows the team to implement these opinions. If there is time, members can pick and choose their assignments and subsequently execute tasks in their own ways. However, if time does not permit, members will have to work according to the layout that team leaders have organized and Participant K has approved. Concerning rewards and punishments, Participant K holds an individualised approach where he seeks to understand what is important and motivating to each staff and allocate resources accordingly to maximize impacts. Even though he appreciates the effectiveness of exercising these tools, he does not see a one-size-fits-all solution to reward and punishment.

Participant K does not see himself as a role model or a source of inspiration for the team. Firstly, because he believes that being a project manager is a profession with its prescribed responsibilities instead of an opportunity to lead. Secondly, instead of being the source of motivation, as a project manager, he should create the conditions to motivate team members.

4.2.2.13 Interview with participant L

Participant L is a project manager for a local technology conglomerate that specializes in software solutions for appliances. The company is a conglomerate with 17,000-18,000 employees across Vietnam; however, Participant L's department has a flat organizational culture where the distinction between superiors and subordinates is not pronounced. Depending on the project assigned, the team size of Participant L will fluctuate, but currently, he is managing 25-27 staff who mostly have similar educational backgrounds in IT. Participant L's core responsibilities are to manage progress and scope, detect and review issues, and solve problems.

Participant L is a transactional and democratic leader, as observable by his focus on the process instead of individuals, his focus on results, self-independence, and his deploying rewards and punishments to motivate team members. Because of the size and constant rotation of his team members, Participant L will assign members to work in pairs, for one senior staff to coach and train one junior who lacks experience. Similarly, for group decision-making, even though the process is entirely democratic, opinions are filtered systematically from the general meetings to those between Participant L and his team leaders in a way that allows everyone to raise their concerns about issues but also helps the project manager to synthesize effectively. Additionally, due to the flat organizational culture, team members feel empowered to provide feedback directly to Participant L about his way of work. Motivations are solely based on

rewards and punishments in the form of bonuses, promotions, one-on-one support, or disciplinary actions.

Similar to other participants in the sample who manage relatively larger teams of at least twenty staff, Participant L does not seek to be a role model for the team but tries to establish the mechanisms for inspiration and motivation in the work environment. In his case, Participant L cultivates a relaxed and low-pressure work environment where employees are encouraged to participate in team building and bonding activities to release work pressures.

4.2.3   Thematic analysis
4.2.3.1   Phases of analysis

Phase 1: Data familiarization - In this phase, the researcher listened to interview recordings, scrutinized transcripts in the original Vietnamese language, and reviewed notes taken during the interview to become familiar with the data. This process was necessary for signposting any latent or nonverbal indications that the English transcripts failed to recognize. For example, the English transcript cannot reflect tones of voice and choice of words when recounting narratives. Listening to the original interview revealed the participants' emotions or lack of emotions, thus helping the researcher to assess the importance of the specific incident and its reflected values to the participant. General notes and observations taken during this phase also shaped the development of themes in subsequent processes (Bowen, 2008).

Phase 2: Data coding - Data coding is reflexive. The researcher developed an initial codebook using observation in phase 1 and priori literature. The codebook is applied to the entire dataset, with the fluid addition of new codes in "open codes". In this way, the codebook provides a constant framework for data analysis, but it is never fixed. The researcher freely evolved, expanded, removed, and renamed open codes as new insights emerged with subsequent interviews (Braun & Clarke, 2019). Depending on their repetition and connectivity in the dataset, open codes were pruned into axial codes. Axial codes were reviewed and grouped into categories of selective codes, which ultimately formed the basis for detecting themes that addressed the research questions (Bowen, 2008). The coding process is documented in Appendix 5.

Phase 3: Generating themes – Themes were generated by structuring selective codes that described a particular concept observable throughout the dataset (Braun & Clarke, 2006). Emerging themes were determined, relying not only on the frequency of codes but also on the relevance, cohesion, and usefulness of themes in addressing the research questions (Braun & Clarke, 2019).

Phase 4: Theme-check – Themes and subthemes were reviewed step-by-step in their formation through codes and their relations to each other and the whole dataset. By comparison, themes that lacked both a concentrated presence in the data (by repetition of codes) and a meaningful contribution to the research were removed (Braun & Clarke, 2006).

Phase 5: Consolidating theme – Finalized themes and subthemes were properly named and consolidated into a thematic map (found in section 4.2.3.3.). The researcher proceeded to discuss the meaning and significance of themes in relation to the research questions in section 4.2.4.

Phase 6: Reporting - The processes and results of thematic analysis were documented transparently and prudently in this paper, with signposts and step-by-step justifications to ensure the credibility and reliability of qualitative research.

4.2.3.2 Data saturation

Glaser and Strauss provided the first definition for data saturation in grounded theory as the marker criterion for the discontinuation of data collection and analysis in qualitative research (1967). It is defined as the point of information redundancy, where "no additional data are being found" to develop another category in the codebook and also the point of theoretical efficiency, where sufficient data and conceptual density have been achieved for the construction of theories (Bowen, 2008; Saunders et al., 2017). Even though data saturation is often pragmatically associated with sample size, it is not entirely contingent on the quantity of evidence but rather the quality of data and coding system (Braun & Clarke, 2019). The purpose of data saturation in this research is thus to ensure and verify replication in thematic categories, as well as to confirm the comprehension and completeness of data collection for analysis (Bowen, 2008, p. 140). The level of data saturation is determined using Braun and Clarke's saturation criteria for thematic research, including 1) coding reliability, 2) reflexive codebook, and 3) justifications for numerical repetition of themes (e.g., why two instances are sufficient to constitute a theme instead of three) (2019).

More specifically, coding reliability ascertained that the development and categorization of codes were inclusive and relevant – thus, data saturation did not only meet the quantitative requirement of significant repetition in codes but also the qualitative requirement of "meaningful" repetition (Saunders et al., 2017). In this research, coding reliability was safeguarded by a systematic and reflexive approach to coding that registered and weighed the significance of code repetition (Braun & Clarke, 2019). A codebook provided a foundation for

data analysis to consistently flag and dissect patterns in the dataset – using priori literature as signposts, while each new open code that appeared more than twice was also added to reconstruct this codebook in posteriori (Bowen, 2008). The reflexive codebook, in this case, registered new codes associated with Vietnamese culture, generational differences (millennial), stressors and coping mechanisms employed by mid-and high-level IT managers – contextual aspects that were specific to the study and could not be addressed thoroughly with existing theories (Saunders et al., 2017). The categorization of priori and posteriori (post-empirical) codes can be observed in Figure 1, which illustrates the codebook. Lastly, data saturation should also justify why certain levels of code repetition would be accepted as themes while others were rejected (Braun & Clarke, 2019). As demonstrated in Table 1, themes 1-2-3-4 were constructed using priori codes that represented the well-established characteristics of 6 leadership styles, while themes 5-6 relied solely on post-empirical codes associated with the less-defined and more specific concepts about Millennial leadership characteristics in Vietnamese IT firms. Themes that emerged from priori codes were understandably signposted and registered more easily than those that emerged from posteriori codes due to the lack of theoretical backgrounds. Therefore, the research accepted a lower level of repetition for codes that connected themes 5-6 than those comprised of themes 1-2-3-4. The emergence of themes will be discussed in more detail in the following section.

4.2.3.3   *Emergence of themes*

As seen in the coding process in Appendix 5, the codebook constantly evolved with each interview analyzed. Repetition of codes was recognized quantitatively, labelled from their first (1) to third (3) appearances in the dataset. After their third appearance, repeating codes would no longer be counted but instead registered directly into the selective coding column for further categorization and formation of themes and subthemes (Braun & Clarke, 2006). Initial analyses of the first six participants facilitated rapid consolidation of theme 1-2-3, which responded to the question about leadership characteristics, with four (transformational, transactional, participative, and democratic) out of the six proposed leadership styles clearly demonstrated. There would be few changes in the concentration of leadership characteristics found in this first set of data, and the next six interviews, as the majority of managers were found to exhibit either one in four of the abovementioned leadership styles, with only one autocratic leader and no charismatic leader was found. However, data saturation was not achieved for themes 1-2-3-4 until the tenth-eleventh interview because both themes do not only deal with the prominent characteristics of leadership but also the organizational context and cultural and generational

differences that promoted and sustained these unique characteristics. From interviews 1 to 9, there was enough diversity in the contextual backgrounds (size of company, size of team, level of management, sales vs. technical functions), with at least 3 participants describing each contextual feature to establish and justify the arguments of factors influencing leadership styles. There was sufficient data to position factors on opposing ends for comparison and contrast, e.g. between a middle manager in an FDI company and a local company, a middle manager of a large vs. small team, or a junior manager in a small vs. large company. From interview ten onward, these arguments were confirmed to ensure that no new observations or insights could be incorporated into themes 1-2-3-4.

Theme 1 emerged from the consistent repetition of transformational characteristics in the dataset. In many cases, as seen in Appendix 5, even transactional leaders exhibited a degree of hybridity in transformational characteristics. This was also the case for theme 3, wherein the majority of participants also demonstrated a clear preference for either participative or democratic styles in regulating team interaction and participation. Theme 2 focused exclusively on the transformation of leadership styles as managers moved from junior to more senior positions and managed larger teams, for which data was compared between junior vs. senior manager (by title and responsibility) and manager of large vs. small team (less than ten members and over 20 members). This theme demonstrated the generational differences between millennials and older generations, such as Generation X and Baby Boomers, as Millennials were more likely to occupy junior and middle management positions than senior positions. Lastly, theme four also emerged from the overwhelming occurrences of the "punishment avoidant" characteristic in the dataset. This characteristic could only be explained through posteriori codes that combined the cultural factor of Confucius's leadership archetype (the benevolent leader) with the generational difference of Millennials (tolerance toward conformity). Section 4.1.4 will further explain the significance of these themes.

Unlike themes 1-2-3-4, themes 5-6 were not consolidated until the nine-tenth interview because of the lack of priori codes and, thus, the increased uncertainty in coding answers about the leadership challenges and remedies to overcome these challenges. Repetition and confirmation were the key issues for saturating theme 5, as the researcher needed to ensure no new challenges were registered in the codebook before discontinuing data collection. For theme 6, even though the expression of bearing the pressures in the middle (between team-client, team-team, team-superior) repeated throughout the dataset, the term "sandwich" actually arose from a single description which the researcher found appropriate for millennial middle managers who were

progressing toward the peak of their management career: "*I think a good example is a hamburger, and I am filling in the middle*" (participant C).
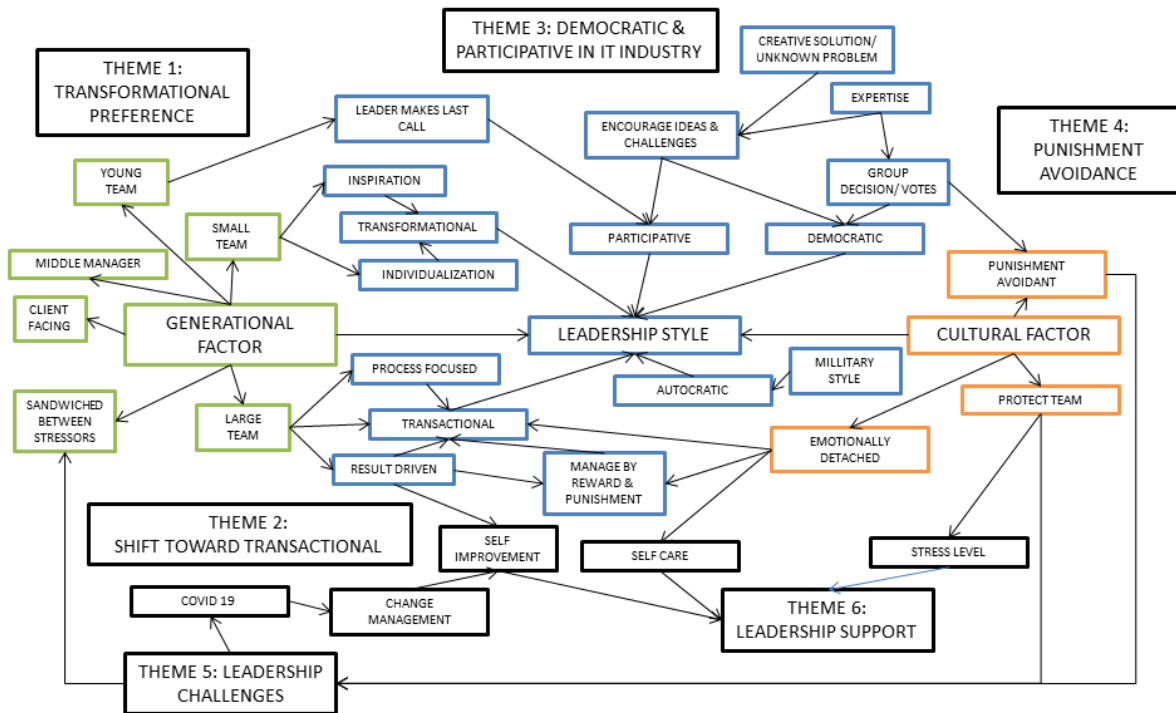
Figure 4.2 Thematic map of theme developments

4.2.4   Discussion of themes and subthemes

4.2.4.1   Introduction

Six themes emerged from the narratives using axial coding analysis and were subsequently categorized using research aims and questions. In addressing the research aim of "investigating characteristics of Millennial leadership and leadership style in Vietnam technology sector" and answering the research questions "What are leadership characteristics and traits of Millennial leaders?", the first four themes describe the most preferred leadership styles pursued by Millennials – transformational, transactional, democratic, and participative leadership – and also explained the observable traits of each style as exhibited by Millennial leaders in Vietnam technology firms. More specifically, themes one and two describe the reasons for Millennials choosing transformational and transactional leadership, which are the epitomes of effective leadership in Bass & Avolio's full-range leadership model (1991). They also suggest how Vietnam collectivist and Confucius cultural archetypes, along with the industry environment for innovation, have influenced the manifested traits of these leadership styles in Vietnamese millennial leaders. The third and fourth themes further expound on other leadership characteristics of millennial leaders that differentiate them from older leaders from Generation

X and Baby Boomers, including their strong preference for democratic and participative decision-making (theme three) and their tendency to avoid exercising punishments as a unique generational trait (theme four).

Concerning the second research aim of "identifying difficulties faced by Millennial managers in Vietnam information technology sector" and the research question "What are difficulties faced by Millennial managers?", the last two themes focus on identifying and explaining the challenges confronted by Millennial leadership, as well as going one step further by outlying the types of supports that Millennial managers in the sample have utilized to overcome these challenges. Theme four illustrates the internal and external challenges to millennial leadership, which are contingent on a combination of factors, including their positions and ranks in the organization, team size and level of expertise, as well as the characteristics of the IT industry and Vietnamese culture. Lastly, theme six suggests the types of support and pressures that millennial leaders experience at the sandwich layer of the organization - a dynamic and transitional stage that is fundamental to shaping the long-term leadership styles and corporate success of Millennial managers.

4.2.4.2 Theme 1: Preference for transformational leadership and exhibition of transformational traits among Vietnam Millennial managers in information technology.

To succinctly answer the research question "What are leadership characteristics and traits of Millennial managers?", transformational, transactional, democratic, and participative leadership are the most commonly observed leadership styles pursued by Vietnamese Millennial managers in information technology organisations. The scarcity of authoritative leadership (only one case) and charismatic leadership (no case) will be explained in detail in this subsection and the following. As in any kind of observation made for categorical purposes, it is important to be able to distinguish manifested behaviours that are cultural or context-based and those that are more related to the individual experiences and backgrounds. In the former aspect, there were striking similarities between the cultural and industrial settings in which interviewees were subjected to lead. Perceptions of leadership in Vietnam are inclined toward Confucius and collectivist orientation, where premeditated distance toward superiors, valuing collective goods above individuals, and the oxymoron of showcasing modesty are the norms (Lam et al., 2021). These cultural influences give grounds to transactional and autocratic leadership – all of which can be observed almost universally in Vietnam's public institutions (Vu et al., 2021). Leaders are modest when speaking about their own power and always put themselves in supporting roles for the institutions, hence the want for charismatic leadership.

Furthermore, interviewees feel responsible for young subordinates who look up to them in learning "the proper way of work". Managers often act as mentors and coaches, especially those who pursue a relationship-focused approach to management and leadership. In contrast to the cultural archetypes, industry influences yield support for transactional and democratic leadership due to the high concentration of experts in teams and more dominantly flat organizational structure. IT managers are not necessarily the most skilful person in the team or even experts on the topic, hence the necessity for joint decision-making. As one interviewee had questioned whether anyone in his company would like to step up to take a management position because being a manager did not necessarily employ a massive increase in pay gap or power but rather more workload that diverged away from the technical expertise and leaned more toward planning and conflict mediation.

In this unique cultural and industrial environment, a slight majority (six in twelve) of interviewees still pursue transformational leadership style that would be best described as "hybrid" to be relevant and effective to the collectivist orientation. More specifically, this type of transformational leadership has shifted the source of influence from the leader's charisma to his/her humility, while the focus on intellectual stimulation, individualised consideration, and idealised vision in the group remains the same. Humility is a striking factor that unfailingly emerged when interviewers talked about themselves or their leadership objectives. Interviewees - especially in technical roles such as project or product management - see themselves as planners to help teams meet project milestones and mediators to resolve the conflict between internal and external stakeholders. They made conscious efforts to embed inspiration in the way of work and the corporate culture instead of anchoring themselves as the source of inspiration. One interviewer said: "…*I think inspiration from an individual will be unstable. I just want them to be inspired by themselves.*", and another:" *I won't make an effort to be the inspiration for the group, but I am the one who motivates everyone, that is what I am trying to do, it is two different things.*". When asked if he/she made a conscious effort to be the source of inspiration for the team, an interviewer answered yes and then moved on to describe not about his/her role modelling but how a happy working environment could inspire teams to bond and perform stronger. Among the seven transformational leaders, only one identified themselves as "the inspiration" for the team by remodelling, stressing his/her unique position as the younger leader of a mature team - a rare admittance of charisma as compared to other interviewees. Age and generational differences only strengthen the practice of modesty and moderation. With only four in twelve are senior managers with either over twenty staff in the

team or titled director and above, the majority of managers interviewed are junior or middle managers with limited management experience. It is only natural for interviewees to attribute the team's achievements more to the company culture and less to themselves.

Without conscious efforts to exert charisma and idealised influence, transformational leaders in a collectivist context still construct the scaffolding mechanisms for intellectual stimulation, individualised attention, and inspirational motivation through enriching the collective working experience and cooperative processes (Bass, 1985; Bass & Avolio, 1994; Whittington & Goodwin, 2009). Considering intellectual stimulation, interviewees proactively encourage members to participate with a significant degree of freedom and truly implement members' opinions in process improvement. There is a universal sense of respect for the intellectual space that each team member needs to carry out his/her work independently, almost to the extent of laissez-faire faire, but the leader, in most case, still seek to provide oversight by maintaining a close relationship with each member. Interviewees value the end results but also cultivate individualised consideration for team members. This is, in part, also a reflection of the Millennial characteristics of pursuing wholistic goals and appreciation for diversity. Especially in performance appraisals, Millennial managers commonly state that they evaluate team members not only on the basis of their KPIs but also their accumulated progress and contribution to the team. Millennial leaders who are known for emotionally intelligent communications also actively seek to understand their backgrounds and circumstances (Tolbize, 2008; Espinoza et al., 2010; Lam et al., 2021). As abovementioned, interviewees also see team cohesion and bonding as one of the priorities to develop within their tenure. Managers of young teams connect the lack of interactions between team members with soft skills development – something they can help team members improve, while leaders of the experienced team consider the synergy among members their "*fortune*" that needs to be maintained and protected.

4.2.4.3 *Theme 2: Shift toward transactional leadership style as Millennial managers expanded the scale and scope of leadership.*

In this theme, the characteristics and traits of the second most preferred leadership style – transactional – will be discussed at length as it is observed in five out of twelve cases. Transactional is also the most common style for Vietnamese Millennial managers in large tech teams of more than twenty members. The observation suggests that managers who move up the corporate ladders to manage larger teams are increasingly result-focused and exhibit a stronger preference for optimizing processes instead of focusing on individuals. This is

partially attributable to the high technical expertise of team members, which increases in conjunction with the managers' depth of management experience. In fact, in a large team, the credibility to lead based on the manager's technical expertise – which has been the key instrument of trustworthiness and respect for a leader in young and inexperienced teams – begins to fade as human resource management capacity becomes the defining leadership criteria. Managers are no longer expected to provide answers to every question, but they must know how to extract answers from team members from consistent and standardised working processes. In essence, when taking into consideration the scale of management and scope of leadership, even though the scale of management multiplies with more people and diversity, the scope of leadership is arguably reduced because the leaders no longer serve multiple roles of educating and coaching team members in conjunctions with their objective duties – which he/she has to carry out when the team is young and inexperienced. It is also possible to assume that diversity grows with the team, which makes it more challenging for leaders to provide individualized attention to each member, and the social contract of rewards and punishments provides a more efficient basis for motivating individuals.

However, in the latter aspect, most transactional leaders in the sample posited high flexibility, sophistication, and customisation in their distributions of rewards and punishment to members, with a ubiquitous rejection of the one-size-fits-all attitude to rewarding and disciplining members. Instead, they prefer to give what is most appropriate and impactful instead of having the same prize for everybody. Generational characteristics play an important part in the hybridity of Millennials' transactional leadership, as in the case of transformational leadership. Compared to older generations, Millennial leaders' ideals and expectations about the workplace are a lot more wholesome, seeking different factors that contribute to fulfilment and satisfaction instead of just isolated goals - not only compensation and benefits but also fast promotions, work-life balance, learning opportunities, and meaningful mentorship up the corporate ladder (Murphy & Raines, 2007; Sunjansky & Ferri-Reed, 2010). Because of their more wholistic viewpoints and the greater variety of options that they are offered - as compared to their parents or grandparents' generation, transactional Millennial leaders can approach problem-solving, conflict management, and performance appraisals with a more tolerant and tailored approach, even when their ultimate goal is not staff development but simply to achieve the team's assigned target and KPIs.

It is also important to revisit the cultural impact of Vietnam's collectivist orientation and its Confucius archetype of leadership as one of the potential causes for increased transactional

inclination as the scale of management expands. In the Confucius archetype, the source of power rests naturally with the leader without he/she having to showcase his/her strengths and credibility (Selvarajah & Meyer, 2020). Similarly, by distancing themselves as the source of motivation, impact, and inspiration, the transactional leaders do not necessarily align with servant leadership but more with the cultural assertion of power, which is not only modest and restrained but also graceful and effortless (Selvarajah & Meyer, 2020). This explains the scarcity of autocratic and charismatic leadership in the sample – both of which require the leader to have an overt display of power and a higher degree of control. In fact, only one autocratic leader is identified, while no charismatic leader is identified. Besides the cultural interpretation of restrained power exhibition, it is important to note that Millennials who grew up at the height of globalisation and were exposed to different contrasting global values of the East and West are arguably the most emotionally sophisticated and articulate generation in the workplace - as supposed to those who come before and after them (Tolbize, 2008; Espinoza et al., 2010; Francis & Hoefel, 2022). This generational characteristic explains not only the comforts that transactional Millennial leaders display in their interaction and proximity with subordinates but also their inclination to focus on the process instead of bureaucracy.

4.2.4.4 *Theme 3: Exhibition of democratic and participative traits in the decision-making of Millennial-led teams in Vietnam information technology teams.*

In addition to their preference for transformational and transactional leadership styles, the Millennial managers in the sample also exhibited prominent traits of participative and democratic leadership, which are inherent in a high degree of freedom that leaders give members over their work assignments and the mechanisms that they put in place to proactively engage members in group decisions. This is partly attributable to the way of work in the IT industry, which maximizes the exchange of ideas and sharing of information in order to facilitate innovations and boost efficiency. The IT industry posits a flatter organisational structure and stronger collaborations and equity among teams, as opposed to a more traditional industry where expertise and production assets are distributed top-down. The ideas that "*people can have different opinions*" and "*there is no single solution to a problem*" proliferate in the interview narrative, mentioned at least once by every leader except for the autocratic sales manager. The autocratic leader is unique and isolated in his viewpoint that there is essentially no better alternative than the solutions that he had preached to subordinates and that open discussion in decision-making actually causes deviation from "*the correct way*" and wastes time. The consensus among the remaining eleven interviewees is that democratic and participative decision-making practices, from open discussion, sharing of evidence, joint

decision-making, and distributed leadership opportunities, lead to better processes and products. They help Millennial managers harvest team members' expertise and maximize leverage to contain errors the products are passed on to other departments or travel downstream to the customers.

In addition to working in an industry that embraces new ideas and levelled playfields for collaborations, millennial leaders also value diverse opinions and contributions from all team members because of their experiences growing up in an increasingly open and globalized world (Francis & Hoefel, 2020). Compared to Gen X, whose leadership styles and work ethics are shaped by the rigours of capitalism, Millennials thrive on the diversity and richness of experiences. They are needle-focused on cultivating an environment where team members can feel comfortable and motivated to contribute and exchange ideas (Lam et al., 2021). Millennials also posit high emotional intelligence to prepare for the internal conflicts that come together with the benefits of democratic and participative decision-making. Working toward the common good is the universal theme that prevails in all interviewees' perceptions. The prevalence of common goals being put above individuals' interests can be attributed to Vietnam's collectivist orientation and the result-driven approach to management in the IT industry. All interviewees but one with autocratic leadership style focus on establishing mutual trust and team bonding. They seek to mitigate conflicts and construct the mechanism for strong social bonds among team members. The autocratic leader sets a singular example wherein no efforts are made to contain conflicts in teams, which he/she attributed to the highly competitive and pressurized environment of working in sales; as he/she put it: "*In these conflicts, it is usually me who starts first. I want to see how that person deals with me… I want to test that person's stamina… there is rarely a win-win.*" The more common pattern for all democratic and participative leaders is to set themselves as the mediator between two confronting parties while others only intervene in later stages to let parties first attempt to solve the conflicts. As the majority of interviewees are transformational leaders, they see conflicts as natural to the working process – labelling them as "daily" or "chronic" between two polarized functions, such as testers and developers. One interviewee succinctly explained the general acceptance and appreciation of conflict: "*In this industry, we accept different opinions and different ways of doing things. If there is only one way, there will be no improvement*". The interviewees believed in the necessity of resolving conflicts to improve the products and identify solutions for the problem. Yet, as compared to the autocratic leader's perception of conflict, democratic

and participative leaders are adept at preventing escalation because it can fracture the collective mechanism of work and erode the "common good".

Another important determinant for democratic and participative leadership is the Millennial leaders' encouragement and guidance for subordinates in the collective decision-making and collaboration processes. The support extends almost to a paternalized level where millennial leaders do not only invest time and efforts in strengthening soft skills for younger employees-many of whom have just joined the workforce straight from university, but also protect them from the negative pressures of departmental infighting and customer complaints. In establishing democratic and participative decision-making for the team, Millennial managers have taken the dual approach of building the mechanisms for universal participation and strengthening individual capacity to benefit from this system and habitually exercise their participative rights. With the exception of one team leader who manages more experienced and older staff than himself, the majority of interviewees are in charge of young, dynamic, and inexperienced teams that consist mainly of young staff. One of the common observations that these Millennial managers made upon inheriting the team is that staff "*lacks soft skills*" and "*does not know how to work in corporations and cooperate with colleagues*". As such, Millennial managers also take on the role of mentors and coaches to their younger subordinates, arranging for them to work in pairs to strengthen collaboration and communications while teaching them about the basics of corporate etiquette. Using scaffolding techniques, managers equip their subordinates with the toolset needed to be engaging collaborators and effective decision-makers. The democratic leaders, in particular, do not hesitate in distributing parts of the decision-making capacity to team members – as in the case of the project manager, who allows different team members to take charge of different stages in the project or the IT director, who shares management responsibilities with his team leaders.

4.2.4.5 *Theme 4: Punishment avoidance as a generational trait shared by Vietnamese Millennial managers.*

Lastly, another theme regarding the question "What are leadership characteristics and traits of Millennial managers?" is the uniquely Millennial characteristics of punishment avoidance. While the previous subsection has illustrated Millennial managers' preference for effective and tailored rewards, it is also important to discuss their punishment-avoidant tendency. The majority of managers rarely practice disciplinary actions against members, and when they do, managers use the company as an excuse for their actions instead of associating the punishment with their own independent decision-making. Except for the autocratic one, Vietnamese

Millennial managers describe punishments as "*too strong*", "*too negative*", or something to be consciously avoided, while their predecessors have preferred punishment as an effective managerial tool to set boundaries, provide oversight, and control performance (Vu et al., 2021). The prevalence of punishment avoidance among Millennial managers can be explained by their own vulnerability toward negative feedback and complaints (Richardson, 2010; Winograd & Hais, 2011). Growing up in increasingly smaller households, Millennials bear more expectations from their families, face more intense competition in school, and are also subjected to more scrutinization in social settings than Gen X and baby boomers. As a result, they are understandably more troubled and acutely aware of the psychological impacts of top-down negative feedback and complaints. Additionally, Millennials' heightened tolerance toward diversity and individual differences also implied that they prefer a customised approach to performance appraisals, which leans more toward patience and accommodation. As mentioned above, when it comes to reviewing performance, Millennials are more wholistic and forward-thinking than the older generations.

The core internal conflict observed is that while Millennial managers are vocal about their punishment avoidance, they also see this decision as a weakness to be improved. It is not uncommon to find statements that equate punishment avoidance with a leadership handicapping trait, such as "*I need to be more direct in providing negative feedback to my team*" or "*It gives the impression that I am too empathetic, too weak*". The oxymoron that plagues virtually all Millennial managers reluctant to punish their subordinates is unfound in the literature regarding Gen X and Baby Boomers' regular exercise of disciplinary actions (Lam et al., 2021). There are a few explanations for this internal conflict. The most accessible and prominent reason is once again linked with the Vietnamese cultural archetype of Confucius's leader, who is stern but affectionate and does not hesitate to use force when disciples and followers need to be steered from right to wrong. Millennial managers who grew up under the shadows of this ideal and who are likely to be trained under autocratic leaders in the early years of their careers are torn by the divergence of their own values. It is also noted that senior Millennial managers are more "matter of fact" in their approach to punishment than junior and middle management - they are either more comfortable with punishment or less apologetic about their avoidance. The evidence argues for the case that punishment avoidance as a source of internal conflict will subside as millennial leaders become more experienced in dealing with disciplinary-required situations.

Theme 5: Internal and external challenges to Vietnam Millennial managers in the information technology sector.

This section and the following address the research question, "What are the difficulties faced by Millennial managers in the Vietnam information technology sector?". A categorical approach to identifying and analyzing the leadership challenges confronted by millennial leaders would separate the issues into internal and external challenges and further distinguish those contingents on contextual differences – such as between FDIs and local firms. Internal challenges mainly concern team cohesion, process efficiency, and organizational climate. Subsequently, the last step would be to identify the types of challenges that are unique to Millennials, as identified in the literature review. These Millennial characteristics include: 1. team orientation and tolerance for individualism as opposed to autocracy and conformity (Behrens, 2009; Hauw & Vos, 2010), 2. preference for work-life balance, diverse, and wholistic fulfilment instead of isolated benefits (Murphy & Raines, 2007; Sunjansky & Ferri-Reed, 2010), 3. psychological vulnerabilities against negative feedback, boredom, and artificial bureaucracy (Richardson, 2010; Winograd & Hais, 2011), and 4. generational strengths of interpersonal relationship, technological savviness, and vocalized articulation (Tolbize, 2008; Espinoza et al., 2010; Cahill & Sedrak, 2012; Taylor, 2014).

Because Millennial managers appreciate diversity and interpersonal relationships, the majority of interviewees are highly occupied with cohesion and cooperation among team members. A quarter of interviewees explicitly identified the state of disintegration and apathy when the teams were first formed or when they inherited them as a "problem" or something they look to improve with leadership. Process efficiency was another issue, especially for project managers and other technical roles. Project managers recounted the need to improve cumbersome or untransparent processes, which they saw as the main obstacle to collaboration among members and the quality of products. Inefficient processes impeded the leaders' communication and role allocation and thus listed under internal challenges. Organisational climate can be either naturally hostile or supportive toward Millennial leadership. In the former, managers cited the need to protect their teams from other departments in the company, with opposition occurring most often between sales and product teams. Interviewers at lower managerial positions tended to cite departmental infighting as a source of stress and challenge more often than those who have progressed further in the organizational hierarchy. This is expected as the majority of Millennial managers are middle managers who have just begun to receive assignments to manage larger or more specialized teams. In addition to these general internal challenges, each organization also bears distinctive organizational characteristics that negatively influence

leadership. For example, in FDI organizations, managers experienced administrative challenges related to managing schedules and teams across different time zones and cultures. In other examples, managers have to manage teams with skewed gender and age distribution: a female manager who struggles to bond with an all-male team, a young manager in a mature team or a mature manager in a young team.

By external challenges, interviewees mentioned various Covid-induced disruptions that forced changes in the way of work, targets, and communications. As in most cases, peak Covid in the period of 2020-2021 was most challenging and disruptive to leaders because it compounded multiple operational issues that organisations had never experienced before, such as workers' safety, remote working, and widespread supply chain breakdown, in parallel with aggravating the chronic problems already existed in organizations, such as communications and process inefficiencies. During the pandemic, managers experienced a breakdown of the mutual working platform and processes accustomed by team members, which delayed deadlines and targets and corrupted morale on top of reduced demands and budget cuts from headquarters and customers. The impact of COVID-19 on leadership capacity was felt ubiquitously across the organizational hierarchy and diverse functions. Since one of the key strengths of Millennial managers, as identified in the literature, is their straightforward vocalization and emotionally intelligent communications, having to adapt to new communications means is a source of stress and opportunity – interviewees feel challenged and vulnerable in managing teams offsite but, in hindsight, are also fluid and more successful in making the switch to Zoom and Zalo (a popular Vietnamese messaging platform) than the older generations (Francis & Hoefel, 2020; Lam et al., 2021). Last but not least, acting as a buffer between the team and the customer also exerted tremendous stress on interviewees, especially for managers of product and project teams who had to juggle between technical commitments with the project and the required exhibition of cordiality in customer-facing roles. Project managers frequently recall challenging moments for them as leaders wherein their team was either confused or intentionally ill-informed about the customers' complaints or changes of directions in the product. The aggravated level of stress is attributable to Millennials' relative vulnerability toward criticism and negative feedback, a trait that is more associated with Gen Z and Millennials than Gen X and Baby Boomers, understandably because of the increased expectations placed on the younger generations as birthrates decline (Richardson, 2010).

The last theme concerns the support and pressure of Millennial managers – particularly those "sandwiched" between subordinates and supervisors, between their team and the customers, at the organisation's junior or middle management level. Millennials at the "sandwich layer" are confronted with multiple challenges at one of the most important stages in their professional career: on the one hand, they have to strengthen the capacity for young and inexperienced subordinates who also require room and opportunities to grow, on the other hand, they lack the negotiating and power to defend for their own opinions and benefits in the organization. On top of these polarized demands, Millennial managers still need to perform on or exceeding a pair to be promoted and trusted with more responsibilities. While Millennials can thrive under pressure by mastering their communications, emotional intelligence, and technical efficiency, they also need to invest time and effort to juggle and prioritise the exhaustive expectations that they have for the team and their own professional careers to avoid burnout.

Millennial managers in the sample have cited mentorship as a source of motivation and support in times of crisis. All interviewees maintain a close connection with their direct supervisors in the company and a friendly relationship with peers who also hold similar positions in the organization. Support and acknowledgement from the direct supervisor significantly bolster psychological stability and reduce stress. Furthermore, Millennials also appreciate the direct and uncomplicated nature of supervision, wherein only one director in the company appraises their performance. Millennial managers also gravitate emotionally toward same-level peers, many of whom have undergone similar experiences. Even though the peers do not provide the kind of guardianship and coaching that leaders receive from their supervisors, they can offer links to internal and external resources that they might not be aware of.

4.3 Quantitative data analysis

4.3.1 Results

The questionnaire answers the question, 'How do employees perceive Millennials managers?'. Accordingly, six leadership styles were tested individually with specific measurement items. The significance level of 95 % or p-value = 0.05 was applied to verify if there was a statistical significance between the measurement items and the variable. It implies the distribution of data is not distorted due to the demographic features as they relate to specific leadership styles. In details of measurement, p-values > 0.5 shows the no statistical significance between examined

variables and measurement; and vice versa, p-values ≤ 0.5 highlights the statistical significance between examined items.

Table 4-3 Codes of questions _Leadership styles as the perception of employees

Code	Questions	Leadership styles
EP1	…supervises employees closely to ensure they do their work	Autocratic leadership
EP2	… considers employees passive and lazy at work.	
EP3	… uses punishments or awards to motivate employees to achieve organizational objectives.	
EP4	… asks employees to follow his directions	
EP5	… is the main judge of performance of employees	
EP6	… gives orders and clarifies procedures of how to do them.	
EP7	… keeps employees a part of the decision-making process	Democratic leadership
EP8	… provides guidelines with sincerity and a concrete plan.	
EP9	… provides supportive communication to employees	
EP10	… helps employees to understand their responsibility and complete their work.	
EP11	… helps employees define their passion and positive working morale.	
EP12	… properly assesses individual competence and assigns the right tasks to ensure good results.	
EP13	… always encourages employees to express their own ideas.	Participative leadership
EP14	… always listens to employees' suggestions and opinions	

Code	Questions	Leadership styles
EP15	… integrates and uses employees' suggestions to make decisions	
EP16	… facilitates the open exchange for ideas and gives employees chances to participate in important decisions.	
EP17	… understands individuals' situations to find out good solutions when disagreements exist.	
EP18	… always shares problems and involves consultation with employees before making a decision	
EP19	… works out agreements with them.	Transactional leadership
EP20	… takes actions to find solutions before problems become more serious or chronic.	
EP21	… takes employees' standards of work quality to perform with a clear expectation.	
EP22	… uses extrinsic motivations to encourage employees to work.	
EP23	… control and monitor employees' performance and keeps track of all mistakes.	
EP24	… puts efforts to push employees to achieve the goals.	
EP25	… spends time and effort to guide and coach employees.	Transformational leadership
EP26	… emphasizes individual differences and strengths to allocate tasks.	
EP27	… always encourages and motivates employees to go for it.	

Code	Questions	Leadership styles
EP28	… sets challenging objectives to motivate employees to move forward.	
EP29	… gets employees to open their mindsets and think new ideas.	
EP30	… listens to employees' concerns and instills confidence in employees.	
EP31	… gives constructive feedback to improve employees' work as much as possible.	Charismatic leadership
EP32	… gives high recognition for employees' achievements.	
EP33	… acts as a friend of employees with big influences on them.	
EP34	… inspires a visionary belief for employees.	
EP35	… always does his best to support and motivate employees to drive for high results.	
EP36	… often makes sure all employees fully understand all points and able to perform through careful listening, effective communication and proper motivation.	

4.3.1.1 *Descriptive statistics of demographic information*

One hundred fifty respondents were asked for two demographic information about their gender and age. These questions are to support further analysis. The allocation of females and males in the study was prone to the side of males, which practically reconstituted the labour structure in the information technology industry in Vietnam.

Figure 4.3 Gender allocation in the sample
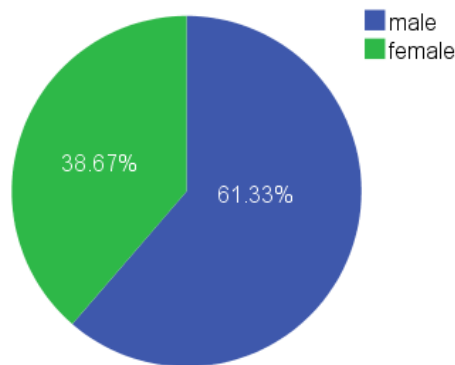
Source: Appendix 6 'Demographic information'

The age range of employees in the sample is 23 to 34. The age range of Millennials is 22 – 36 (ones born 1986 to 2000). It is supposed that the group of employees and the group of Millennial leaders have a not-too-far distance of generation gap. This calculation suggests the high probability of two groups having common sense and sharing similar voices, perceptions and working morale. But it is also noticeable that the respondents are Millennial-centric, as none of the respondents are of the older generations, and none are of Generation Z. Perhaps it is uncommon in Vietnam for the older generations to remain in a junior position while their managers are younger than them. It is also uncommon for older people in Vietnam to be found in the IT sector. Vietnam's IT industry has emerged as a dynamic and rapidly expanding sector, but the sector only started booming in the late 2000s and early 2010s, when the economy rapidly expanded globally. The steady growth of the IT sector explains the high number of IT graduates every year since then, but this is very specific to the Millennial generation. The older generations are more commonly found in more traditional sectors such as agricultural, construction and engineering, or banking. From the figure 4.4, the concentration of age is around 24-29.

Figure 4.4 Age allocation in the sample
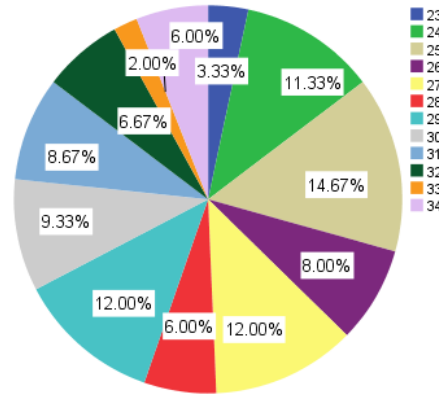
Source: Appendix 6 'Demographic information'

Further, the respondents were asked about their working experience in the current company and with the current position. Generally, the sample involves both fresh employees working for the company for less than one year and senior ones staying for more than four years. The concentration of working experience for the current company is around 2 – 4 years and with their current line managers around 1 – 2 years. While it reflects the nature of labour in the information technology industry in Vietnam, this concentration confirms that employees have sufficient time to experience and acknowledge their Millennial leadership styles. It means the validity of perception is explored in the following tests.

Figure 4.5 Working experience: company and position
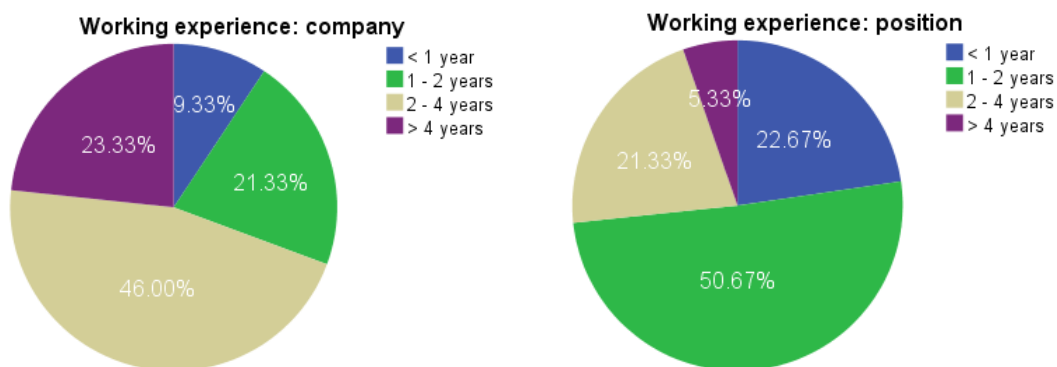
Source: Appendix 6 'Demographic information'

In short, the demographic information of the sample is appropriate for depicting employees' perceptions of their Millennial managers as the research intention of this study. When there is

a coincidence between the age groups of employees and Millennial managers, their reflections may be excluded from biases as generation gaps. Also, employees' working experience indicates a high probability of depth in reflection through their answers.

4.3.1.2 Reliability and validity

The reliability test using Cronbach's Alpha values & Factor Analysis removes the EP3 (autocratic leadership), EP7 & EP12 (democratic leadership), EP13 & EP18 (participative leadership), EP19 & EP24 (transactional leadership), EP27 (transformational leadership), and EP31, EP35 & EP36 (charismatic leadership). With this elimination, the Cronbach's Alpha values of leadership variables are in the range of {.714; .909}, which confirms the reliability of the tested dataset. Accordingly, the total measurement items reflecting the perception of employees towards their line managers' leadership styles is deducted from 36 items to 26 items. Therefore, the set of 26 items, as presented in table 4-4, is confirmed to be reliable in measuring the perceived leadership styles.

Table 4-4 The dataset after the reliability test

Code	Description	Loading	Leadership styles
EP1	…supervises employees closely to ensure they do their work	.889	Autocratic leadership Cronbach's α = .864
EP2	… considers employees passive and lazy at work.	.720	
EP4	… asks employees to follow his directions	.851	
EP5	… is the main judge of performance of employees	.717	
EP6	… gives orders and clarifies procedures of how to do them.	.877	
EP8	… provides guidelines with sincerity and a concrete plan.	.484	Democratic leadership Cronbach's α = .704
EP9	… provides supportive communication to employees	.561	

Code	Description	Loading	Leadership styles
EP10	… helps employees to understand their responsibility and complete their work.	.587	
EP11	… helps employees define their passion and positive working morale.	.433	
EP14	… always listens to employees' suggestions and opinions	.753	Participative leadership Cronbach's α = .736
EP15	… integrates and uses employees' suggestions to make decisions	.834	
EP16	… facilitates the open exchange for ideas and gives employees chances to participate in important decisions.	.711	
EP17	… understands individuals' situations to find out good solutions when disagreements exist.	.676	
EP20	… takes actions to find solutions before problems become more serious or chronic.	.610	Transactional leadership Cronbach's α = .745
EP21	… takes employees' standards of work quality to perform with a clear expectation.	.662	
EP22	… uses extrinsic motivations to encourage employees to work.	.609	
EP23	… control and monitor employees' performance and keeps track of all mistakes.	.470	
EP26	… emphasizes individual differences and strengths to allocate tasks.	.641	Transformational leadership

Code	Description	Loading	Leadership styles
EP27	… always encourages and motivates employees to go for it.	.900	Cronbach's α = .909
EP28	… sets challenging objectives to motivate employees to move forward.	.806	
EP29	… gets employees to open their mindsets and think new ideas.	.827	
EP30	… listens to employees' concerns and instills confidence in employees.	.508	
EP32	… gives high recognition for employees' achievements.	.735	Charismatic leadership Cronbach's α = 714
EP33	… acts as a friend of employees with big influences on them.	.710	
EP34	… inspires a visionary belief for employees.	.612	

Source: Appendix 7 'Reliability test'

Considering the convergent validity, within-factor correlations of items are all significant with p values < .05. Although the smallest within-factor correlations of democratic leadership and autocratic leadership are low, showing weak correlations, their p-values indicate the significance in relations. This means that the convergent validity of the dataset is confirmed.

Table 4-5 Convergent validity

Leadership style	Measurement items	Within-factor correlations	p-value
Autocratic	EP1, EP2, EP4, EP5, EP6	{.301,.759}	.000
Democratic	EP8, EP9, EP10, EP11	{.168, .470}	.020
Participative	EP14, EP15, EP16, EP17	{.320, .550}	.000

Leadership style	Measurement items	Within-factor correlations	p-value
Transactional	EP20, EP21, EP22, EP23	{.397, .445}	.000
Transformational	EP26, EP27, EP28, EP29, EP30	{.499, .950}	.000
Charismatic	EP32, EP33, EP34	{.471, .609}	.000

Source: Appendix 8 'Correlations'

Using the cross-loadings, it is recognized that the measurement items of the same leadership style have high loadings – all above .6 and weak loadings with items of different leadership styles. Thus, the dataset achieved discriminant validity (Henseler et al. 2015). Accordingly, both convergent and discriminant validity is confirmed, which means that the dataset is meaningful in measuring the perception of employees towards their managers' leadership styles with 26 items for 06 leadership styles.

Table 4-6 Discriminant validity

	Component						
	1	2	3	4	5	6	7
always encourages and motivates employees to go for it	**.950**	.005	-.047	.043	.046	-.030	.062
gets employees to open their mindsets and think new ideas	**.924**	-.055	-.028	.075	.047	-.112	.074
sets challenging objectives to motivate employees to move forward	**.897**	.018	.068	-.026	-.018	.012	.033
emphasizes individual differences and strengths to allocate tasks	**.811**	.008	-.036	-.037	-.010	-.051	-.045
listens to employees' concerns and instills confidence in employees	**.644**	.000	.041	.005	-.047	.349	-.087
supervises employees closely to ensure they do their work	.056	**.888**	-.074	.012	-.059	.071	-.008
gives orders and clarifies procedures of how to do them	-.005	**.877**	.100	-.042	-.017	-.047	-.004
asks employees to follow his directions	-.047	**.853**	-.006	.014	.049	.052	-.036

	1	2	3	4	5	6	7
considers employees passive and lazy at work	-.106	**.718**	-.060	.046	.076	.102	-.013
is the main judge of performance of employees	.078	**.710**	.025	-.003	-.031	-.153	.087
takes actions to find solutions before problems become more serious or chronic	.114	.075	**.803**	-.050	-.068	.042	-.243
takes employees' standards of work quality to perform with a clear expectation	.049	-.122	**.770**	-.039	-.087	-.069	.110
uses extrinsic motivations to encourage employees to work	-.062	.076	**.767**	.024	.126	-.185	.256
control and monitor employees' performance and keeps track of all mistakes	-.132	-.029	**.707**	.081	.051	.222	-.041
integrates and uses employees' suggestions to make decisions	-.087	-.161	.049	**.842**	.067	.057	-.131
always listens to employees' suggestions and opinions	.111	-.029	.004	**.738**	.014	.047	.064
facilitates the open exchange for ideas and gives employees chances to participate in important decisions	.077	.127	.086	**.710**	-.101	.016	-.110
understands individuals' situations to find out good solutions when disagreements exist	-.040	.111	-.149	**.661**	-.008	-.067	.108
gives high recognition for employees' achievements	.065	-.012	-.052	.010	**.867**	-.180	.101
acts as a friend of employees with big influences on them	-.087	.020	.057	.059	**.853**	.026	.084
inspires a visionary belief for employees	.092	.009	-.007	-.128	**.743**	.247	-.247
provides guidelines with sincerity and a concrete plan	-.024	.039	.024	.055	.058	**.827**	.131
helps employees to understand their responsibility and complete their work	.013	-.022	-.017	-.023	-.058	**.695**	.356
helps employees define their passion and positive working morale.	.073	.035	.050	-.030	.065	.127	**.805**
provides supportive communication to employees	-.025	-.032	-.028	-.029	-.069	.365	**.700**

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

4.3.1.3 Descriptive analysis of leadership styles perceived by employees

Using Kendall's W to calculate the mean rating of perceived leadership styles of Millennial leaders, the preference of employees towards leadership styles is reflected. Additionally, Kendall's W is also helpful in figuring out common points on ratings of different behaviours of the leadership style. The point is determined by comparing variability between the mean rank in the data set and the max possible variability.

The perception-driven leadership styles were measured by a 5-point Likert scale ranging from *strongly disagree (1)* to *strongly agree (5)* related to specific measurement items – description of features and behaviours of certain leadership styles. The mean rating represents the levels of employees preferring a specific style based on their perceptions.

Autocratic leadership

Considering the autocratic leadership style with Kendall's W test, since the practical data-based finding shows the insignificant perception of employees about this leadership style (sig. = .871 > .05). Although people realise the existence of close supervision, tough requests of employees following managers' directions, the main judging role of managers in performance, the obligation of following orders and procedures of doing tasks, and so on, they do not lead to the recognition of autocratic leadership being exposed. Probably, managers are doing their tasks with the intentional purpose of ensuring deadline compliance and quality of work by individuals to contribute to the on-schedule completion of projects/ works. Employees may find it as the normal or typical expression of working and, therefore, seem not to consider them as a part of their expectations.

Table 4-7 Kendall's W – autocratic leadership style

N	150
Kendall's W[a]	.002
Chi-Square	1.244
df	4
Asymp. Sig.	.871

a. Kendall's Coefficient of Concordance

The means of behavioural features of autocratic leadership ranged from 4.01 to 4.06 points. This indicated that employees highly recognize features of this leadership style as the common demonstration of how they are managed and led on a daily basis. The perception is largely influenced by exposing them to detective supervision and a rigid management style of asking employees to follow strict directions of managers or giving orders and procedures on how to do tasks (4.06 and 4.0267 points, respectively).

Table 4-8 Descriptive analysis of perceived autocratic leadership styles

	Mean	Std. Deviation
supervises employees closely to ensure they do their work	4.0600	.58194
considers employees passive and lazy at work	4.0133	.73262
asks employees to follow his directions	4.0267	.56695
is the main judge of performance of employees	4.0200	.60723
gives orders and clarifies procedures of how to do them	4.0267	.66501

Democratic leadership

Considering democratic leadership, perceptions of employees are rather different from each other, with Kendall's W = .03 (see Table 4-9). In other words, while some may prefer this style, others may reject it. The mean ranking equated to the perception of employees preferring democratic leadership is slightly unfavourable. The fact that managers provide guidelines and help employees to understand working responsibility and complete work is just a part of the management's accountability with subordinates. It could be inferred that there are no significant emotional connections or appreciations as a side effect of this action that employees perceive in this case.

Table 4-9 Kendall's W – democratic leadership style

Test Statistics

N	150
Kendall's W[a]	.030
Chi-Square	13.538
df	3

Asymp. Sig.	.004

a. Kendall's Coefficient of Concordance

Ranks

	Mean Rank
provides guidelines with sincerity and a concrete plan	2.67
provides supportive communication to employees	2.28
helps employees to understand their responsibility and complete their work	2.56
helps employees define their passion and positive working morale	2.49

The means of behavioural features of democratic leadership ranged from 3.62 to 3.87 points. This indicated that employees were not satisfied with this leadership style from a range greater than 'acceptable'. The reflection can describe it as a work-oriented leadership style in which managers emphasize the completion of tasks rather than creating a relationship with employees.

Table 4-10 Descriptive analysis of perceived democratic leadership style

	Mean	**Std. Deviation**
provides guidelines with sincerity and a concrete plan	3.8733	.86153
provides supportive communication to employees	3.6267	.99358
helps employees to understand their responsibility and complete their work	3.8400	.79495
helps employees define their passion and positive working morale.	3.8000	.93407

Participative leadership

Similar to democratic leadership, participative leadership is not perceived similarly among employees in the IT industry. There is an absence of an effective communication routine or discipline between managers and employees in a way that empowers the voice of subordinates. However, it could explain a part of the nature of work in the IT industry when most of them have a technical background without sufficient training or competence in inspiring or leading

others. Moreover, the pressure of technique-oriented tasks and sharp deadlines is also another influencer that degrades their attention to taking care of employees' voices.

Table 4-11 Kendall's W – participative leadership style

Test Statistics

N	150
Kendall's W[a]	.039
Chi-Square	17.501
df	3
Asymp. Sig.	.001

a. Kendall's Coefficient of Concordance

Ranks

	Mean Rank
always listens to employees' suggestions and opinions	2.75
integrates and uses employees' suggestions to make decisions	2.45
facilitates the open exchange for ideas and gives employees chances to participate in important decisions	2.45
understands individuals' situations to find out good solutions when disagreements exist	2.35

The means of behavioural features of participative leadership ranged from 3.89 to 4.13 points. This indicated that employees accept to features of what is happening, rather than showing higher expectations on a complete form of a participative leadership style. The reflection can describe it as a work-oriented leadership style without the involvement of human-connected HRM practices.

Table 4-12 - Descriptive analysis of perceived participative leadership styles

	Mean	Std. Deviation
always listens to employees' suggestions and opinions	4.1333	.69192
integrates and uses employees' suggestions to make decisions	3.9200	.83962
facilitates the open exchange for ideas and gives employees chances to participate in important decisions	3.9133	.80215
understands individuals' situations to find out good solutions when disagreements exist	3.8933	.76102

Transactional leadership

Transactional leadership is also perceived in a similar direction to democratic and participative leadership styles. Employees do not find a strong consensus on this leadership style being remarked on in their working contexts. Although the perception is diverse, common sense shows their fairly low agreement on features of transactional leadership style that their managers/ leaders have. Generally, they are informed about the expected standard of job quality; however, it is not sufficient for them to perform their tasks successfully. While correction actions are not conducted properly, it is unable for their performance to be controlled and monitored appropriately.

Table 4-13 Kendall's W – transactional leadership style

Test Statistics

N	150
Kendall's W[a]	.028
Chi-Square	12.800
df	3
Asymp. Sig.	.005

a. Kendall's Coefficient of Concordance

Ranks

	Mean Rank
takes actions to find solutions before problems become more serious or chronic	2.47
takes employees' standards of work quality to perform with a clear expectation	2.63
uses extrinsic motivations to encourage employees to work	2.58
controls and monitor employees' performance and keeps track of all mistakes	2.31

The means of behavioural features of transactional leadership ranged from 3.86 to 4.10 points. This indicated the acceptance level of employees to practical management tactics of their line

managers, but this does not mean their appreciation. The reflection implies a huge change if better performance management is a goal.

Table 4-14 Descriptive analysis of perceived transactional leadership styles

	Mean	Std. Deviation
takes actions to find solutions before problems become more serious or chronic	4.0067	.67054
takes employees' standards of work quality to perform with a clear expectation	4.1067	.78703
uses extrinsic motivations to encourage employees to work	4.0333	.68949
control and monitor employees' performance and keeps track of all mistakes	3.8600	.81125

Transformational leadership

Considering the transformational leadership style, Kendall's W test = .283, which means that the agreement on features of this leadership is slightly fair. Employees have a wide range of differences in perceptions about this leadership style. In table 4.15, 'listen to employees' concerns and instil confidence in employees' was the feature that was rated most agreed with 3.72 points; meanwhile, 'get employees to open their mindsets and think new ideas' was ranked the least agreement with 2.43 points. Implicitly, employee's perceptions may not show consistency in their preference toward this leadership style. They showed unclear reflection on their preference of being encouraged to work for high goals or expressing their own thoughts, especially with 'out-of-the-box' ideas. It, to a large extent of the nature of the IT industry and IT-related nature of tasks, reflects the 'inherent features' of IT-field working: job autonomy or challenging goals may not encourage employees adequately and properly due to fixed disciplines of IT tasks with tough requirements of accuracy and feasibility of solutions.

Table 4-15 Kendall's W – transformational leadership style

N	150
Kendall's W[a]	.283
Chi-Square	169.759
df	4
Asymp. Sig.	.000

a. Kendall's Coefficient of Concordance

Ranks

	Mean Rank
emphasizes individual differences and strengths to allocate tasks	3.24
always encourages and motivates employees to go for it	2.56
sets challenging objectives to motivate employees to move forward	3.05
gets employees to open their mindsets and think new ideas	2.43
listens to employees' concerns and instils confidence in employees	3.72

The means of behavioural features of transformational leadership ranged from 3.83 to 4.38 points. This indicated that employees were not satisfied with this leadership style from a range greater than 'acceptable'. The perception is largely influenced by the inspiring management style of listening to employees' concerns, instilling confidence in them, and allocating tasks based on their strengths and differences (4.83 and 4.16). The extent to which managers push or get employees to open their mindsets and think of new ideas puts substantial pressure on them. Basically, IT employees are less proactive than their colleagues in other fields due to the nature of IT tasks. Their creativity is often tightened by an intangible boundary of feasibility and typical working habits.

Table 4-16 -- Descriptive analysis of perceived transformational leadership styles

	Mean	Std. Deviation
emphasizes individual differences and strengths to allocate tasks	4.1667	.54854
always encourages and motivates employees to go for it	3.8867	.71922
sets challenging objectives to motivate employees to move forward	4.0933	.55980
gets employees to open their mindsets and think new ideas	3.8333	.66974
listens to employees' concerns and instils confidence in employees	4.3800	.52673

Charismatic leadership

Similar to the case of autocratic leadership, charismatic leadership style is not perceived by employees (sig. = .811 > .05). While people acknowledge that managers are giving their recognition to achievements or attempting to inspire or be nice to them, these actions do not much link to the perception of 'charisma'. In other words, this leadership is not a typical

representation of style in this industry. This finding indicates the nature of people who work in the technical-technology industry who are probably experts in professional knowledge, yet are shortage of basically necessary leadership skills.

Table 4-17 Kendall's W – charismatic leadership style

Test Statistics

N	150
Kendall's Wª	.001
Chi-Square	.419
df	2
Asymp. Sig.	.811

a. Kendall's Coefficient of Concordance

Ranks

	Mean Rank
gives high recognition for employees' achievements	1.98
acts as a friend of employees with big influences on them	2.03
inspires a visionary belief for employees	1.99

The means of behavioural features of charisma leadership styles ranged from 3.893 to 3.906 points. This indicated that employees are fairly satisfied with charisma leadership features. The perception is mostly influenced by the acts of managers as friends of employees, which can influence them considerably. However, with the 'fairly higher than acceptable' rate of mean, it can be inferred that charisma leadership features have not yet performed or existed in the IT context.

Table 4-18 Descriptive analysis of perceived charismatic leadership styles

	Mean	**Std. Deviation**
gives high recognition for employees' achievements	3.8933	.78703
acts as a friend of employees with big influences on them	3.9067	.76278
inspires a visionary belief for employees	3.9000	.72120

To sum up, as the Kendall's W test, it is recognized that Millennial managers in the IT industry are not perceived to execute or possess autocratic and charismatic leadership features. They are more inclined to transformation style with a certain adoption of democratic style and with slight adaptation to participative and transactional ones. The findings, to a large extent of consideration, reflect the nature of the working styles of people in the IT industry – work-oriented performance based on technique emphasis and basic establishment of working relationships and rapports rather than on nurturing or strategically building up human capital. Kendall's W coefficient of concordance shows that transformation leadership is strongest perceived by employees as the inherent leadership style of Millennial managers in the IT industry, followed by transactional and participative. As the former analysis, autocratic and charismatic styles are not found to be significant in the perception of employees.

Table 4-19 Mean ranks of leadership style

	Mean Rank
transformational	3.77
democratic	2.97
participative	3.51
transactional	3.66

When exploring perceptions toward leadership styles across other leadership styles, as discussed above, the top three specific leadership features align with the transformational style. As the impression of employees, they are being led by 'a human manager' in a way that they are motivated to contribute with ideas rather than doing by orders and as procedures. They declare the cause of this manifestation as improvements in the IT industry – from a rigid shape to a modern adaptation to updated management techniques and favourable leadership styles. On the contrary side of the lever, the bottom three specific leadership features align with democratic, transactional, and participative leadership. Although they think their leaders provide them with supportive communication (democratic), it is not sufficient to remark. This leads to the gap in the conversation for keeping track of all troubles and mistakes for the suitable reaction and controlling (transactional). The gap in communication is also one of the main generators of poorly handling situations when disagreements happen (participative). As

a circle effect, when employees are not understood, managers must react by their own intentions and expectations, and they must operate the whole system by orders and procedures.

4.3.1.4 Correlation testing of leadership styles

In order to investigate to what extent employees perceive leadership styles in a mixture fashion, the correlations between them are explored. Since the result of the former tests confirms the remarkable perception of transformational leadership style in employees' perception, the monotonic relationship of this style is presented with others, i.e., as the value of transformational leadership style increases, so do the values of other styles or contradictorily, the values decrease. The testing results (fig. 5) advocate the use of Spearman's to test the correlation between styles as perceived by employees.

Figure 4.6 Scatter plot of leadership styles
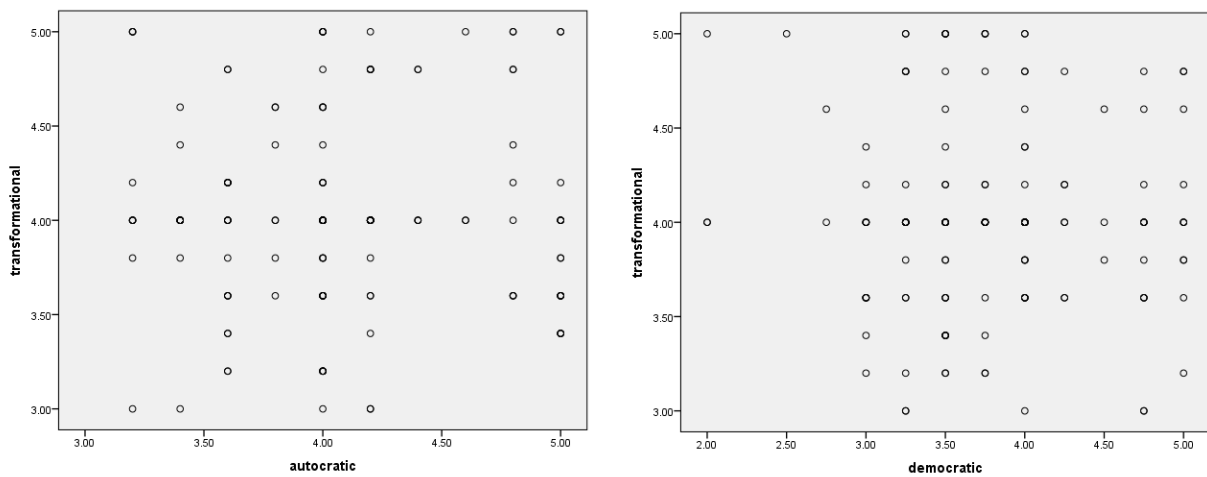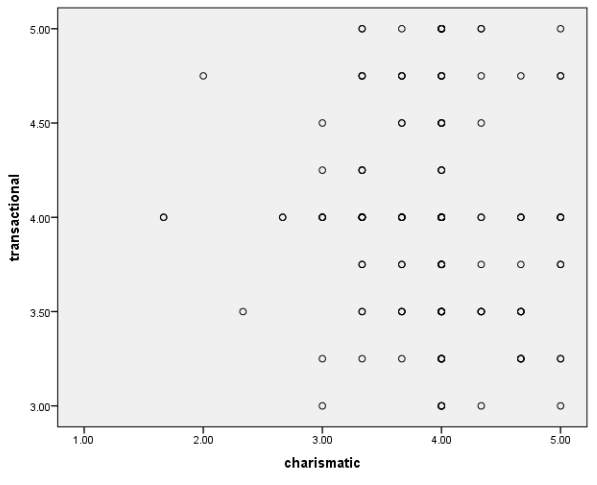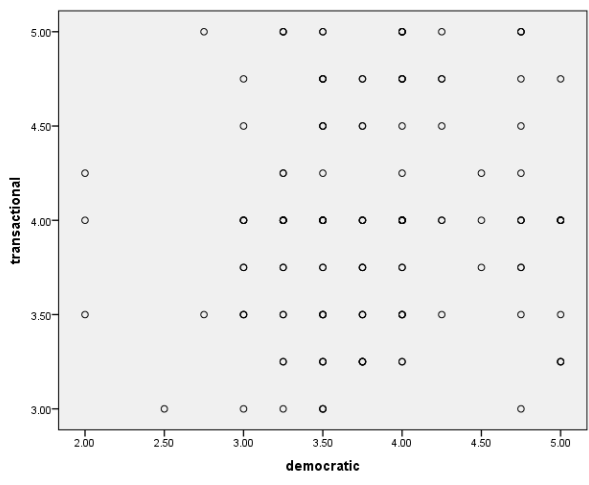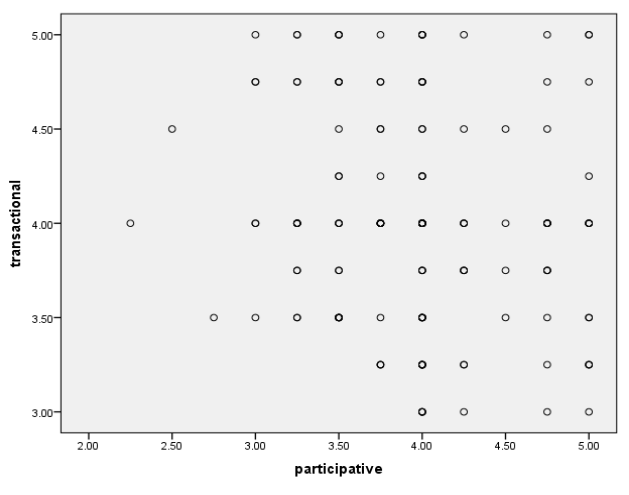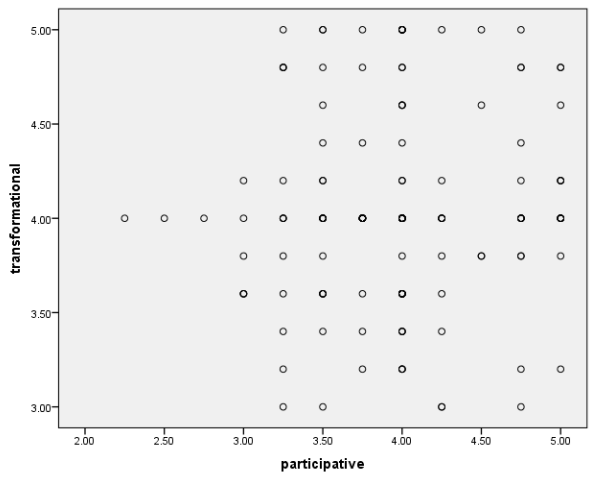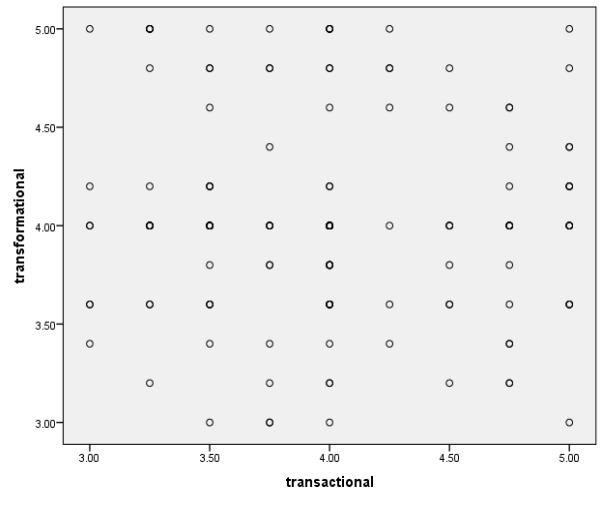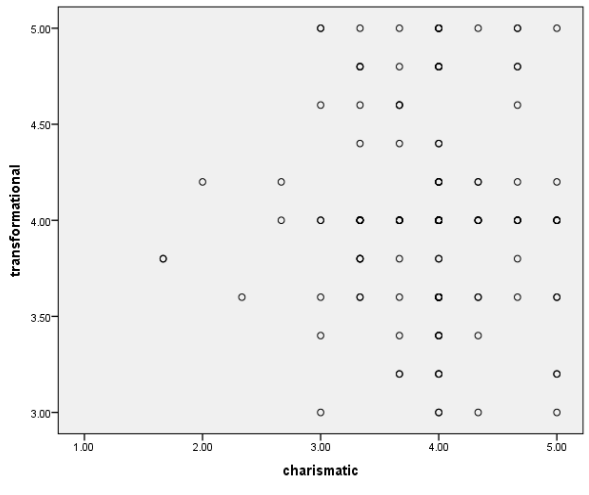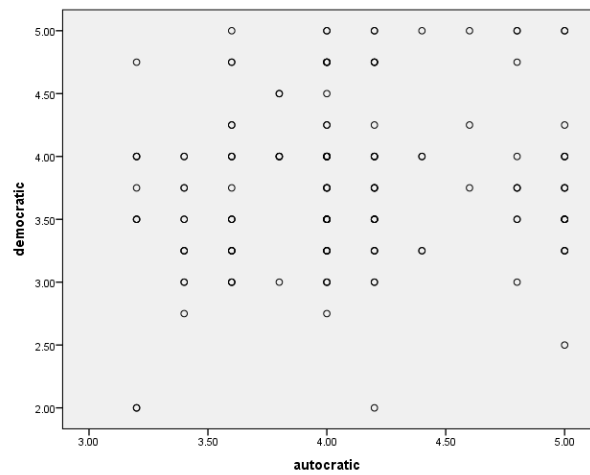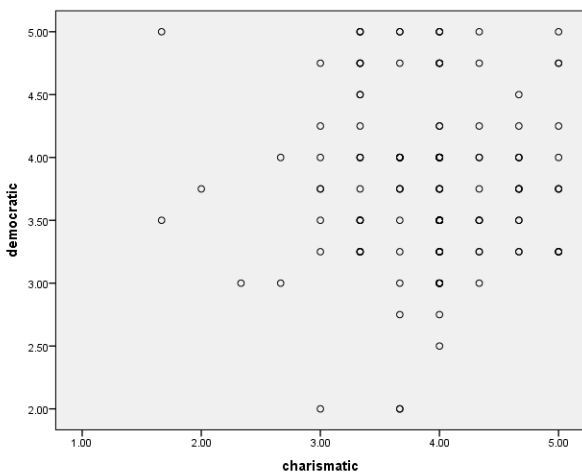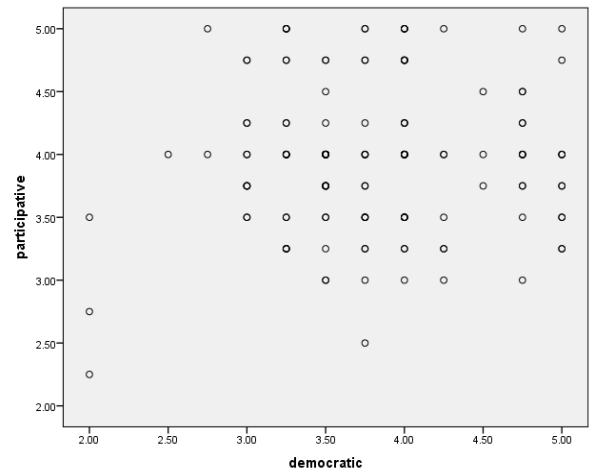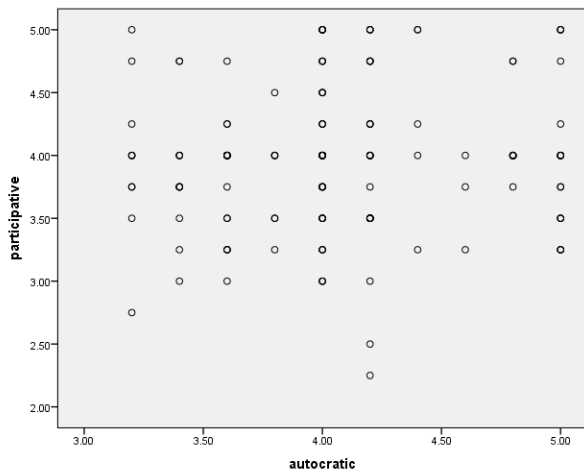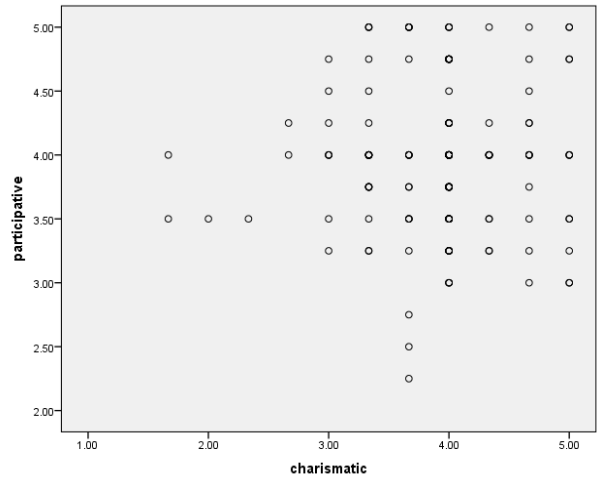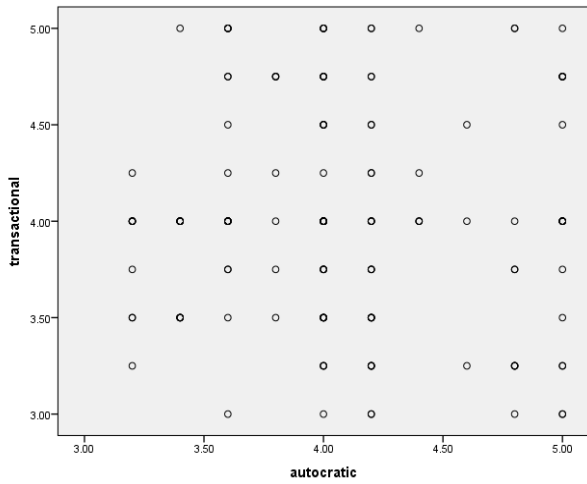
Spearman's testing shows the insignificant relationships of leadership styles in performing the whole picture of which leadership style Millennial managers are executing or pursuing from the perception of employees. The situation can be explained in two ways – (1) the expression

of Millennial managers in the IT industry is not fully completed by a form of a specific leadership style that is easily captured and impressed by employees, and (2) the nature of IT tasks that constrains the execution of certain human-connected or employee-oriented features by which, imperceptibly, the leadership turns out to be the management of work-oriented responsibility.

4.3.1.5 *Descriptive analysis of leadership styles as expectations of employees*

Once understand the perception of employees about the status quo of leadership styles of the line managers, the research advances to another step of exploring their expectations – what is your ideal leader? Which leadership style or any features of styles enlighten your perception about a favourable leader in your context? Employees were asked 24 questions, as Table 4-20.

Table 4-20 Leadership styles - Expectations of employees

Statements	Code
…provides detailed directions and working procedures that employees just have to follow and do the tasks without facing any troubles.	EE1
… always reminds the work and alarm employees about deadlines and how to do.	EE2
… applies a clear reward-punishment system to motivate employees at work.	EE3
… controls workloads and decides the achievement level of employees.	EE4
… organizes open discussions to involve employees' voice into the decision-making process.	EE5
… gives sufficient spaces for employees to create working methods but providing adequate guideline to keep them on the right track.	EE6
… gives detailed explanations on responsibilities, scope of works, work completion for individuals to achieve good results.	EE7
… sustains positive working environment and relationships for positive working morale.	EE8

Statements	Code
… respects individual's ideas and considers them all when making decisions.	EE9
… executes an open exchange of information with effective communication and feedback.	EE10
… together with employees defines solutions before things get worser.	EE11
… conducts two-way conversations when judging performance. .	EE12
… is active in resolving problems without claiming around.	EE13
… sets clear and transparent standards of performance with a high willingness to discuss them.	EE14
… combines extrinsic-intrinsic rewards to encourage people to work.	EE15
… closely participates in the implementation process and controls all mistakes.	EE16
… puts effort in coaching employees for high performance.	EE17
… discusses with employees in details about objectives and sets the ones that fits with individual competence and expectations merged organizational objectives.	EE18
… encourages employees to think out of the box and considers those ideas as a valuable source of solutions.	EE19
… instills confidence on employees.	EE20
… uses feedback as a means to sustain ongoing conversations and to improve the learning and sharing mindset among employees.	EE21
… uses personal charisma to influence employees in a way that improves the working morale and determination at work.	EE22

Statements	Code
… always challenges the status quo and actively explores new ideas for big goals.	EE23
… works and acts with big vision.	EE24

Expectations of employees about an ideal leadership style are also scattered as their perceptions of the status quo of leading. Not favour the autocratic style of using punishments to forge performance, employees ask for appreciation and recognition using a mixture of extrinsic-intrinsic rewards (14.59 points). Additionally, they love their voices being heard in the performance assessment when insisting on the interactive conversation in the performance appraisal (14.43 points). The interaction in the performance management process is thus highlighted with the expectation of open communication with effectiveness in information exchange and feedback (14.36 points). These three features occupy the top mean ranks as Kendall's W test and fall into the mixture of transformational-transactional leadership styles.

On the other side, the bottom list of mean ranks indicates certain features of democratic, transactional and charisma leadership styles. While employees want to be involved and have good voices in the process of working and performing tasks, they are quite reluctant or even do not want to join a bigger picture of individual objectives merged with organizational ones (10.19 points). Moreover, although having a visionary mindset is an advantage of leaders, employees do not expect that (10.49 points). The big vision is often attached to the management team, and employees may just focus on what makes them successful in current tasks, for instance, giving sufficient space for employees to create working methods but providing adequate guidelines to keep them on the right track, respecting their ideas in the decision-making process, and so on. Thus, the control of workloads and decisions of individual achievement levels are not highly appreciated (10.55 points).

Table 4-21 Mean rank of leadership styles as expectations of employees

N	150
Kendall's W[a]	.049
Chi-Square	168.594
df	23
Asymp. Sig.	.000

a. Kendall's Coefficient of Concordance

Ranks

	Mean Rank
provides detailed directions and working procedures that employees just have to follow and do the tasks without facing any troubles	13.19
always reminds the work and alarm employees about deadlines and how to do	11.24
applies a clear reward-punishment system to motivate employees at work	13.07
controls workloads and decides the achievement level of employees	*10.55*
organizes open discussions to involve employees' voice into the decision-making process	12.65
gives sufficient spaces for employees to create working methods but providing adequate guideline to keep them on the right track	12.51
gives detailed explanations on responsibilities, scope of works, work completion for individuals to achieve good results	11.09
sustains positive working environment and relationships for positive working morale	13.67
respects individual's ideas and considers them all when making decisions	14.35
executes an open exchange of information with effective communication and feedback	**14.36**
together with employees defines solutions before things get worser.	11.87
conducts two-way conversations when judging performance	**14.43**
is active in resolving problems without claiming around	11.63
sets clear and transparent standards of performance with a high willingness to discuss them	13.21
combines extrinsic-intrinsic rewards to encourage people to work	**14.59**
closely participates in the implementation process and controls all mistakes	12.41
puts effort in coaching employees for high performance	11.77
discusses with employees in details about objectives and sets the ones that fits with individual competence and expectations merged organizational objectives	*10.19*
encourages employees to think out of the box and considers those ideas as a valuable source of solutions	13.57
instills confidence on employees	11.83

uses feedback as a means to sustain ongoing conversations and to improve the learning and sharing mindset among employees	12.90
uses personal charisma to influence employees in a way that improves the working morale and determination at work	12.50
always challenges the status quo and actively explores new ideas for big goals	11.92
works and acts with big vision	*10.49*

The mean values of all items are in the range of {3.82; 4.27}, which are above the average. The highest means show the high consensus on transformational features, while the lowest value shows the feature of charismatic style. Findings about expectations of employees confirm their preferences to be led by mutual understandings rather than being ordered by rigid management actions. However, to the large extent of the whole picture of expectations, not a complete description of one leadership style is preferred by employees, but they extract favourable features from each style. People accept specific leadership features as a part of their jobs. The expectation shows a preference for a mix of transformational and transactional leadership styles.

Table 4-22 Descriptive means of leadership styles as expectations of employees

	Mean	Std. Deviation
provides detailed directions and working procedures that employees just have to follow and do the tasks without facing any troubles	4.1267	.55920
always reminds the work and alarm employees about deadlines and how to do	3.9333	.71105
applies a clear reward-punishment system to motivate employees at work	4.1133	.56208
controls workloads and decides the achievement level of employees	3.8667	.65196
organizes open discussions to involve employees' voice into the decision-making process	4.0733	.59185
gives sufficient spaces for employees to create working methods but providing adequate guideline to keep them on the right track	4.0600	.59336
gives detailed explanations on responsibilities, scope of works, work completion for individuals to achieve good results	3.9200	.65045
sustains positive working environment and relationships for positive working morale	4.1733	.54028

	Mean	Std. Deviation
respects individual's ideas and considers them all when making decisions	**4.2533**	**.67741**
executes an open exchange of information with effective communication and feedback	4.2467	.47680
together with employees defines solutions before things get worser.	4.0000	.59076
conducts two-way conversations when judging performance	**4.2533**	**.53328**
is active in resolving problems without claiming around	3.9733	.65484
sets clear and transparent standards of performance with a high willingness to discuss them	4.1400	.54379
combines extrinsic-intrinsic rewards to encourage people to work	**4.2733**	**.47624**
closely participates in the implementation process and controls all mistakes	4.0600	.53382
puts effort in coaching employees for high performance	3.9867	.62376
discusses with employees in details about objectives and sets the ones that fits with individual competence and expectations merged organizational objectives	3.8267	.73042
encourages employees to think out of the box and considers those ideas as a valuable source of solutions	4.1667	.63897
instills confidence on employees	3.9933	.61847
uses feedback as a means to sustain ongoing conversations and to improve the learning and sharing mindset among employees	4.1067	.58098
uses personal charisma to influence employees in a way that improves the working morale and determination at work	4.0667	.59828
always challenges the status quo and actively explores new ideas for big goals	4.0133	.60186
works and acts with big vision	3.8600	.73302

Pearson's correlation indicates the complicatedness in the expectations of employees. Not all items are correlated with each other, and not all active correlations are positive. 'Combines extrinsic-intrinsic rewards to encourage people to work' is the feature with the highest mean rank but shows limited correlations with other features. Its positive correlation is shown with 'executes an open exchange of information with effective communication and feedback' (p-

value = .003 < .05); 'together with employees defines the solutions before things get worser' (p-value = .019 < .05); 'closely participates in the implementation process and controls all mistakes' (p-value = .00 < .05); 'puts efforts in coaching employees for high performance' (p-value = .019 < .05); 'instills confidence on employees' (p-value = .031 < .05); and 'works and acts with big vision' (p-value = .000 < .05). The findings point out that in this angle of thoughts, employees tend to support signals of transformational leadership style. This knowledge about employees' expectations is in line with their evaluation of the current leadership styles being adopted at IT companies in a way that they do not prefer being controlled by strict orders and guidelines as years ago, but they require assistance and support with suitable procedures and appropriate motivation tactics.

Viewing the item with the lowest mean rank 'discusses with employees in detail about objectives and sets the ones that fit with individual competence and expectations merged organizational objectives', its correlations are shown with only three other features – 'put efforts in coaching employees for high performance' (p-value = .000 < .05); 'encourage employees to think out of the box and considers those ideas as a valuable source of solutions' (p-value = .000 < .05); 'instill confidence on employees' (p-value = .000 < .05); and 'uses personal charisma to influence employees in a way that improves the working morale and determination at work' (p-value = .044 < .05).

Table 4-23 Pearson's correlation – leadership styles as expectations of employees

	EE1	EE2	EE3	EE4	EE5	EE6	EE7	EE8	EE9	EE 10	EE 11	EE 12	EE 13	EE 14	EE 15	EE 16	EE 17	EE 18	EE 19	EE 20	EE 21	EE 22	EE 23	EE 24
EE 1	1																							
EE 2	.832	1																						
EE 3	.979	.842	1																					
EE 4	.746	.936	.756	1																				
EE 5					1																			
EE 6				.056	.733	1																		
EE 7					.626	.673	1																	
EE 8					.800	.763	.632	1																

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EE 9							1									
EE 10							.574	1									
EE 11							.621	.548	1								
EE 12							.527	.544	.511	1							
EE 13							.06				1						
EE 14												1					
EE 15								-.240	-.191		.519		1				
EE 16	.187		.216					-.164			.773		.621	1			
EE 17												.223	-.191	-.219	1		
EE 18															.687	1	

EE 19																		.307	1					
EE 20														.182	-.176*	-.243	.661	.621	.258	1				
EE 21														.908			.189				1			
EE 22														.817			.218	.165	.183	.887		1		
EE 23														.650				-.163		.572	.482		1	
EE 24	.188		.199										.454		.668	.742	-.312		-.254					1

Pearson's correlations measure the strength of the linear relationship between two variables. The Pearson's correlation (see Table 4-23) indicates a few pairs where correlations are high, such as EE1 and EE2 (0.832), EE1 and EE3 (0.979), EE2 and EE3 (0.842), EE2 and EE4 (0.936), EE14 and EE21 (0.908), EE14 and EE17 (0.817). Strong positive correlations between variables pointing to one leadership style are normal. Some pairs have negative correlations, although with smaller magnitude. For example, EE10 and EE15 (-0.240), EE11 and EE15 (-0.191), EE10 and EE16 (-0.164), between EE15 and EE16, and EE17 and EE20. It is noticeable that there are many negative pairs with EE15 (… combines extrinsic-intrinsic rewards to encourage people to work) and EE16 (… closely participates in the implementation process and controls all mistakes). EE16 represents a trait of autocratic style, thus not commonly favored among those who show preference towards democratic, participative and transformational styles. However, it seems that people advocating the latter style did not really show favour towards a combination of extrinsic and intrinsic rewards.

4.3.2 Questionnaire-based findings discussion

4.3.2.1 *Employees' perceptions about Millennial leadership in the Vietnam information technology sector*

As perceptions of employees toward their Millennial managers, transformational, transactional and participative leadership features are outstanding. Millennial managers in the researching context know how to exploit the advantages of each leadership style to manage their teams in a multi-generational working environment (Gabriel, Arneil G. et al., 2020) and with unique features of the IT industry. The confidence of employees will be improved if they are listened to and encouraged to work for better results to achieve greater goals. This finding matches the typical characteristics of transformational leadership, as stated by prior research (Puni et al., 2018; Rawung et al., 2015). The critical point is when being applied in the context of the IT industry, the degree to which individual ideas and concerns are integrated into practices of task allocation must be controlled more closely due to the nature of black-and-white means of task performance in IT tasks. It is the norm of every organisation that the degree of involvement and the disciplines of task allocation are different. The common sense from the findings confirms that Millennial managers often contemplate individual strengths to form teams and design works for employees. This reflects the idea that Millennials often focus on relation orientation rather than task-oriented fashion (Medyanik, 2016). The preference for this leadership style also shows the characteristics of Millennials at work – they advocate balance at work with a strong focus on task completion, wages and working conditions (Caraher, 2015; Ng, Schweitzer, & Lyons, 2010; Richardson, 2010; Taylor, 2014). The interesting finding here

is that Millennial leaders seem to know how to balance rigid requirements of IT tasks and a preference for relationship-building building by transformational style of leading.

Apart from that, owing to the black-and-white features of requirements on performance standards of IT tasks, employees are more productive in completing their tasks if they are well aware of standards of work quality to perform with a clear expectation. This feature replies to the core of transactional leadership style (Dartey-Baah, 2015). Furthermore, people also prefer extrinsic motivation to confirm with others about their contributions and gain additional earnings. Practically, features of transactional leadership can be found across companies because they enhance the performance of tasks. Especially in the IT context, these features totally match the accountabilities of task completion. In fact, transactional leadership is widely adopted in many contexts since it enhances the direction and completion of task performance without the acceptance of mistakes (Kark et al., 2018). Therefore, it could be said that Millennial leadership in the IT industry adapts this traditional feature of leadership to match the requirements of IT tasks – creativity in finding solutions and high discipline in executing and performing.

Besides, Millennial leadership recently strongly adopted participative features, especially providing more chances for employees to raise their suggestions and opinions (Kahai et al., 1997; Lam et al., 2015; Li et al., 2018). However, if leaders give strong emphasis on employees' contribution of ideas, it may put employees under pressure, which negatively demotivates employees at work. The findings show that participative leadership offers a fresh discipline of a working relationship between leaders and employees in a way that they can co-create new solutions to improve performance, but transparency and communication are critical (Balda & Mora, 2011; Ng, Gossett, & Lyons, 2010). From the perspective of conflict prevention, this leadership style can be useful to mitigate causes of disagreements with co-created solutions for mutual benefits and mutual understanding. The point is this leadership style is found to be not highly outstanding in IT companies. Thus, for those who prefer this co-creation format of creative solutions, which are deemed to be necessary in the current data-driven era, the examination of this leadership style is essential to trigger changes in management, starting with open communication and employee participation practices.

The involvement of democratic leadership style is also notable, although its intensiveness is not as remarkable as the other three mentioned above. While the provision of guidelines with sincere and concrete plans may annoy employees in other industries, in IT, it is highly preferred due to the complicatedness of IT tasks and the requirement of high accuracy in results.

Moreover, depending on the scope of IT tasks, the complexity level is high or moderate, but a variety of tasks and responsibilities always put pressure on employees. Thus, managers who can help them to understand clearly their responsibilities and how to complete the task are effective. This finding is in the same line with studies by Amanchukwu et al. (2015), De Hoogh et al. (2015), Hackman & Johnson (2009), Ng et al. (2010), and so on. In fact, many papers have confirmed the role of managers'/ leaders' support in drawing out methods and means for employees to complete tasks, but modern interventions such as employee empowerment and job autonomy have rewritten the boundaries of managerial support and guidance. However, from the practical findings in this study, it is recognized that the degree of adopting democratic leadership style largely depended on the nature of the work and contextual arrangement. It is almost not possible for an IT employee to deal with a master plan with thousands of details without close supervision and guidance from managers.

On the other flipside of consideration, autocratic leadership is not perceived among Millennial managers; however, there are remarkable signals of its existence. There would be the case that autocratic features become typical or normal in leading teams on daily operations due to the nature of IT jobs with tough requirements of quality and time-bound compliance. Thus, managers in this industry might have no better choice than to expose close supervision with clear and strict directions for employees to follow in the execution phases. The explanation could direct to the meaning of autocratic leadership features being integrated into the normal working styles in the industry; thus, employees accept them as a part of working conditions rather than viewing them as characteristics of Millennial managers. This experiential understanding combines the questionnaire-based findings and the reality of IT-related working conditions. The findings imply that technology companies can consider some autocratic leadership features to pave for their working procedures and processes that can formulate the disciplined working behaviours of employees. Since IT-related tasks require strict compliance with quality, time, specifications, and so on, this kind of discipline can be upgraded and then become the working values of companies.

Accordingly, the practical examination indicates the current leadership features of Millennial managers in the IT industry with four blocks of transformational, transactional, transactional, participative, and democratic. In details of single leadership styles, the examination shows the preference for specific features of each style but not all of them. However, they share the common sense of employees in IT companies regarding their preferences for their leaders: they must be the ones who can inspire them by individual expectations, strengths and working

intentions while providing them sincere and effective guidance on how to ensure the quality and accuracy of tasks in a completed manner. On top of that, the perception of employees toward the current leadership styles of Millennial managers in the IT context has revealed gaps in well-defining a suitable model of leadership style at the organizational level to adapt to the unique features of the IT industry. The table below articulates remarkable features of this mixture, which can generalise the recent picture of how Millennial managers in the information technology industry in Vietnam are performing and how they look like in the real world.

Table 4-24 Perceived characteristics of Millennial leadership in the technology industry in Vietnam

Leadership style	Key features
Transformational	- listens to employees' concerns and instills confidence in employees - emphasizes individual differences and strengths to appropriately allocate tasks - sets challenging objectives to motivate employees to move forward
Transactional	- takes employees' standards of work quality to perform with a clear expectation - uses extrinsic motivations to encourage employees to work
Participative	- always listens to employees' suggestions and opinions - integrates and uses employees' suggestions to make decisions - facilitates the open exchange for ideas and gives employees changes to participate in important decisions
Democratic	- Provision of guidelines with sincerity and a concrete plan - Employee assistance: understanding their responsibility and completing their works; defining their passion and positive working morale

Source: Adapted from Questionnaire-based findings (2022)

Another critical point in the finding that is worth noting is differences in perceptions among employees toward which leadership styles are performed at their organisations. While the overall conclusion can name the mixture of transformational style with transaction, participative and democratic, it does not mean that this mixture can work well for all employees, especially when the practical findings imply a wide range of behavioural expressions from them. IT performance is normally the team working result, which means that team cohesion and consensus are more than important for cooperation and collaboration. In

there, the role of managers/ leaders is not simply the one to manage tasks but the fire-holders of positive working behaviours and positive relationships between team members to cope with several changes and unexpected incidents to achieve team goals. Therefore, a certain level of agreement on perceptions about which leadership styles are being performed and whether the styles are effectively leading them or not is critical for constructing a successful formulation of teams. For instance, the difference in perception of employees toward transactional, participative or democratic leadership styles – about what their managers are performing is large (rather low Kendall's W value); furthermore, the mean ranks of features are not too high (although the descriptive analysis shows greater values). This finding indicates that while these leadership styles can adapt to some employees' expectations, it is not managed to satisfy others. The bright side is that the transformational leadership style receives better recognition among employees, although differences in perceptions still exist. These findings suggest two directions of thoughts – (1) conducting a survey to re-define employees' expectations to define which leadership features they prefer and then creating a mixture of a unique style that adapts both expectations of employees and organizations; (2) reviewing the current leadership styles and decide which is the best match to follow based on current perceptions of employees. The first direction takes more time and is more complicated; it can ascertain the long-term consequences of management since it can capture insightful expectations of employees. Meanwhile, the second direction can provide quick responsiveness to what employees are currently wanting and, thus, being able to gain sharp increases in satisfaction in just a short while. It is not easy to define which direction is better than the other, but depending on the context and intention in leading and management of companies, the choice is decided – either one or two or a hybrid version. Indeed, for the practical value, this finding is even more important than defining the current perceived leadership style since it mentions the gap in management that quick actions need to consider at the spot.

The finding related to the least recognition of charismatic and autocratic leadership styles is worth mentioning. While the absence of charismatic leadership style can be explained by its newness in modern management that managers in the IT industry – the technology aspect which often deals with computers rather than humans – are not familiar with or suitable to, the vague perception of autocratic style can be inferred to some potential ways of explanation. First, as the nature of IT tasks, being closely supervised and guided with single details becomes the standard of leading/ management. This means these features are perceived as an innate description of work rather than being categorized or recognized as a feature of one leadership

style. Second, in a different look at the phenomenon, the change in the labour market condition and the wide application of new technologies in management have adjusted the perception of IT employees, especially toward Millennial managers – the young generation. Accepting that IT tasks are quite rigid at some points, the new business stances require novel solutions and/or ask for creative adaptation tactics to complicated demands from the market. Therefore, the fact that employees are being strictly observed has stuffed them with a certain level of resistance and affected their creativity at work. They have found no space for raising new ideas and seeking chances to turn ideas into practical actions. Thus, they may show unfavourability to this style of leadership and eliminate the recognition of relevant features. Third, another way to explain is the link to job satisfaction and engagement (Gill, 2014; Khan, 2015). Leadership style has a strong link with how employees are satisfied and engaged in their work. Since the study does not include the examination of satisfaction and engagement and antecedents and consequences in relation to leadership style, it can just be stated that their perception acts as a filter and ignores styles they feel uncomfortable with. Extend, when discomfort is within their acceptance range, they still stay with the companies; otherwise, leaving is the choice.

The last note shows the intervention of generations, which is supposed to affect largely the perception. There would be congruencies between Millennials managers and their Gen Y employees; however, the story would be different with Gen Z. As generational cohort theory and Strauss-Howe's generational theory, there are certain influences between generations, especially the prior to the latter, i.e., Millennials may impact Gen Z in how to work, but they may not be powerful enough to intrude Gen Z's beliefs in life and perceptions about values at work. Thus, the finding has suggested the congruency of generations in perceiving the benefits or favorability of specific styles or any features. It means the findings may reflect contextual or situational influences on perceptions but may not reveal differences in behaviours by gaps of generations. However, referring to the research question, it is clear that differences in perceptions of and among employees about Millennial leadership style are empirically valid.

4.3.2.2 *Employees' expectations about Millennial leadership in the Vietnam information technology sector*

Exploring the expectations of employees toward their preferences of Millennial leadership styles achieves two objectives at the same time – defining whether the current performance of leaders/ managers adapts their expectations by investigating gaps between perceptions of the current version and expectations of an ideal leadership style and identifying gaps and directions for improvements to gain a higher rate of working productivity, satisfaction, and performance.

The findings in this part confirm the preference for the transformational leadership style, which is generally in line with the current expression of managers. Their expectations show a preference for employee participation, interactive communication in performance management, open discussions, feedback and information exchange, and employee involvement in the decision-making process. The top 10 features of an ideal leadership style are presented in Table 4-25 below. Generally, transformational leadership features overwhelm the transactional ones. This finding mentions the requirement of modern management techniques focusing on relationship development and co-creation of qualified solutions and great performance. Apart from that, the existence of transactional leadership clearly expresses the nature of IT tasks – it is impossible for all details to be performed on schedule and accurately without close supervision and detailed directions and working procedures for a single task, i.e., task-oriented fashion. The expectation of an ideal leader, to the large extent of similarity between perceptions of the existing model and the expectation of an ideal version, shows congruency. This means that Millennial managers in information technology organisations are on the right track of adapting to individual needs of how to be led.

Table 4-25 Ideal leadership features expected by employees in the IT context

No.	Leadership style features	T1	T2
1	combines extrinsic-intrinsic rewards to encourage people to work	x	
2	conducts two-way conversations when judging performance	x	
3	executes an open exchange of information with effective communication and feedback	x	
4	respects individual's ideas and considers them all when making decisions	x	
5	sustains positive working environment and relationships for positive working morale	x	
6	encourages employees to think out of the box and considers those ideas as a valuable source of solutions	x	
7	sets clear and transparent standards of performance with a high willingness to discuss them	x	x

No.	Leadership style features	T1	T2
8	provides detailed directions and working procedures that employees just have to follow and do the tasks without facing any troubles		x
9	applies a clear reward-punishment system to motivate employees at work		x
10	uses feedback as a means to sustain ongoing conversations and to improve the learning and sharing mindset among employees	x	

T1 = transformational; T2 = transactional

From Table 4-25, the dominant expectation of employees demonstrates the need for communication and participation, not only toward daily tasks and specific projects but, importantly, in performance management or especially performance appraisal sessions. The communication and participation in daily tasks highlight the practices of Millennial managers in allowing employees contributions of new ideas, voices, working abilities, and authority power to the decision-making process. Thoughtfully, this involvement enhances the possibility of task completion in a better and greater manner of accuracy, punctuality, and correctness. It is because when leaders respect employees' ideas, they can be provided with valuable inputs of capacities and available resources to produce the proper planning, objective setting, measures, and control measurements. Importantly, when employees work with confidence in their strengths, effectiveness will be boosted dramatically. This point, on the other hand, contributes largely to sustaining a positive working environment for positive working morale, which is highlighted in the top 5 most important features. Apart from that, communication and participation in the performance management system are powerful and supportive for both individuals and leaders and organizations. While it could enhance the satisfaction of employees and open their minds about their weaknesses to improve and strengths to uphold, it can bring several benefits for improving the organizational capabilities. It helps leaders/ managers (a) re-evaluate the current capabilities of employees and the company as a whole; (b) assess the properness of planning and management process to further improvements for upcoming projects; (c) provide inputs for succession planning and workforce planning in the next period of operations; (d) explore gaps in performance for the lesson learned and define training needs; (e) re-assess competitive advantages and figure out strategic solutions to sustain the development; and so on.

While emphasizing the properness of adopting a transactional leadership style in the situation of IT organizations, the findings provide a note that it may not be the pure or the traditional version of transactional leadership that can be applied without any adjustments to the current market labour and modern management techniques. For example, setting clear and transparent standards of performance that allow employees to follow and perform tasks without facing any troubles does not mean the provision of strict rules and performance goals without the involvement or consideration of employees' ideas and expectations. When leaders can use their experience to handle performance standard with high quality, they can consult employees and helps them understand the root cause of the rationality of these standards. On the other hand, despite having more than sufficient experience, the person who actually performs the task is employees – it means that employees may have deeper practical experience about specific details; thus, the discussion with them is more or less beneficial for setting better critical goals with a higher possibility of completion on time and as expected quality.

The interesting point relates to the extrinsic-intrinsic rewards system to motivate employees at work (item 1 and item 9 in Table 4-25). This separation highlights the dispersity in expectations of employees – while some prefer to be motivated by inspirational tactics, some others are rather practical when suggesting the use of punishment to push people to work. The findings adopt the core discipline of transactional leadership, as discussed by Dartey-Baah (2015), in using strict control and policies to manage subordinates through the tough times of emergencies, for instance. In fact, this is not a bad idea for adoption when there are overlapping multi-project deadlines. However, to use it in the longer run, deeper considerations of pros and cons are necessary since it may destroy working morale, which contradicts employees' expectations of a positive working environment.

In short, expectations of employees about which leadership styles they prefer show a mixture of transformational and transactional ones. This fits in direction with the current leadership performance by Millennials managers in information technology organizations as defined in the session abovementioned. However, employees show a higher emphasis on transformational leadership styles, especially in how to be listened to, be involved and participate, be respected, and co-create for better performance. The intervention of transactional leadership features is mainly to ensure the properness of task completion through punctuality and quality. It does not mean providing strict control and tight supervision of employees. Thoughtfully, the combination of modern and traditional management techniques in a blend adapts to the current expectations of the young at work.

4.4 Summary

The chapter presents key findings from interviews with Millennial managers and the questionnaire-based survey of employees working in information technology organizations in the Vietnam context. SPSS with reliability, validity, correlation, and regression analyses is used to measure the perception and expectation. Manual transcription and coding are utilized to explore Millennial managers' self-assessments of their own leadership styles.

The interview-based findings show that the transformational leadership style is adopted by Millennial managers. From the viewpoint of managers, more than 50% are exposing the transformational leadership style, while some are playing with the transactional one. Participative and democratic leadership styles are also exhibited; meanwhile, the autocratic style is only adopted by one manager in the sales department with a specific focus on military and competitive characteristics in leading. Transformational-transactional is the dominant style of leading.

The questionnaire-based findings reflect both employees' perceptions about the current leadership styles of their immediate managers and their expectations of an ideal model of who manages them. The understanding of employees' perceptions highlights the presence of four leadership features in the current leadership style by Millennial managers: transformational, transactional, participative and democratic, with the dominance of transformation and transactional style. The investigation of employees' expectations indicates their preference for a mix of transformational-transactional leadership styles. Combining these two findings is the congruency of what employees expect and the current performance of Millennials leadership. While the congruency shows the high favorability to transformational style with the emphasis on employee participation and communication across the process of decision making, work performing, task completing, and performance appraising, the intervention of transactional leadership style highlights the good adaptation of leaders by the nature of IT tasks – the tasks require a high level of quality, accuracy and punctuality in completion. Moreover, as the inherent characteristics of IT employees who are not strong in planning and seeing the whole picture of task matrixes, the role of leaders/ managers with detailed guidelines and working procedures to follow is more than useful for employees to keep everything on the right track and schedule. However, in detail, there are certain gaps between perceived leadership style and expectations that improvement solutions can focus on.

Matching the interview-based findings with the questionnaire-based findings, employees and leaders have similarities in viewpoints of which leadership styles Millennials managers are

displaying: transformational, transactional, participative and democratic with the dominance of transformation and transactional style. Millennial managers are generally adapting to the expectations of their subordinates. Gaps in employees' perceptions and expectations about leadership styles found in the questionnaire-based survey are valuable inputs for Millennial managers to review and adjust their own styles to achieve better management experience and leadership success.

In short, practical data analysis has verified answers for three research objectives – 'Investigate leadership characteristics of Millennial managers in Vietnam information technology sector', 'Identify difficulties faced by Millennial managers in Vietnam information technology sector' and 'Investigate employees' perception about the leadership of Millennial managers in Vietnam information technology sector'. The following chapter (Chapter 5 – Conclusion and Recommendation) advances the findings to another level of empiricality with recommendations on improving leadership practices to adapt employees' expectations better and uphold performance. This is to answer the final research objective: 'Provide recommendations for organisations to support Millennial managers and create leadership effectiveness in the Vietnam information technology sector.'

Chapter 5 : Conclusion and Recommendations

5.1 Overview

The purpose of the interview was to explore the leadership characteristics and difficulties facing Millennial managers from their perspectives. The purpose of the questionnaire-based survey was to understand employees' perceptions and expectations about an ideal leader model within the practical context of their work. Given that 30% of the Vietnamese population is Millennial generation (Nielsen, 2017) and the important role of the IT industry in the economic structure of Vietnam, with more than 14,000 businesses creating jobs for young people, it is meaningful for management to understand the current shape of leadership styles that are dominant in organizations. In the Vietnam context, official research on the topic is limited. Mainly, articles diagnosing leadership styles of Millennial managers are mostly found in business newspapers.

The leadership styles that were investigated in this research were autocratic, democratic, transactional, transformational, participative and charismatic styles. Findings from both questionnaire-based surveys and interviews show that employees and managers have similarities in viewpoints of which leadership styles Millennial managers are displaying and the consensus in employees' preferences and managers' performance toward the transformational leadership style. The findings also reveal that the leadership style of Millennial managers is the mixture result of attributes from different styles – for example, transformational often goes in line with transactional, participative, or democratic. Due to the nature of IT jobs, team working, clear procedures, precise guidelines, tough management of deadlines, etc., require managers to put their eyes on different angles of both people-oriented and task-oriented characteristics. The findings show the insignificance of charismatic and autocratic leadership styles. Additional findings clarified that rigid styles of leading were obsolete, although IT tasks are rather technically focused with strict requests on accuracy and correctness in quality and schedule. Since the complicatedness of IT jobs, involving employees and encouraging employees' contributions of new ideas are critical to defining better and more creative solutions to perform the tasks.

5.2 Summary of arguments and findings

In the current Vietnamese business context, the rise of Millennials occupying managerial positions raises various questions about how to maximize their potential in management and lead and develop them to become effective leaders. The challenges are not only generated from the side of organizations through the transition but also from the side of Millennials taking

managerial role in the workplace. Responsible for new roles, they are required to have suitable characteristics and behaviours of a good manager, to effectively lead teams to perform tasks as expected, to take control of all mistakes from both personnel and non-personnel sources, and so on. The practical phenomenon of Millennials controlling and running businesses suggests the investigation of opinions, feelings, and behaviours of both parties – Millennials managers and employees to see what leadership styles that Millennials are displaying and if the current performance of Millennial managers is qualified enough to lead the operations effectively or if there are any gaps or issues that they need correcting and improving.

Generally, the Millennial generation also shares common characteristics of Millennials as defined across previous studies (Abram et al., 2005; Abram and Luther, 2004; Lancaster and Stillman, 2009; Twenge and Campbell, 2008; and so on). They are the representatives of the digital and technological age with a strong desire for work-life balance. They often raise high expectations of themselves since they are born in an advanced society with better economic conditions and higher educational backgrounds. In Vietnam, the Millennial generation is defined as the "Arrival generation" who were born between 1986 to 2000 and are highly individualistic compared to older generations (Anne Cox et al., 2014). Owing to the differences between Western and Eastern cultures and the nature of the information technology industry, the institutionalization of Millennial managers' leadership characteristics and styles is not on its own sufficient to reflect reality. This suggests the examination of leadership roles from different perspectives in the relationship to formalize the best suitable shape of Millennial leadership styles in practice. It also contributes a part of the current literature regarding Millennial leadership styles from particular perspectives from the contextual situation of Vietnam and the information technology sector.

5.2.1 Leadership styles in practice

From the six leadership styles and through the analysis of data extracted from the questionnaire-based survey showing the preference of employees and from the interview of leaders/ managers exploring their insights in leading the team, leading the business and leading the performance, Chapter 4 has practically filtered four leadership styles that are meaningful and valuable in the specific cases of information technology companies in Vietnam. The resonation of employees' preferences and expectations to be led by specific practices and Millennial managers' abilities to perform particular styles identifies the potential mixture of 04 styles in the Millennial leadership literature. Their insightful reflections from the context-

specific workplace provide experiential explanations of how leadership practices are performed and shaped by which attributes are meaningful for them in the given context.

As recognized in the literature, participative and democratic leadership styles have some traits in common in providing employees with opportunities to raise their voices, contribute their ideas and become a part of the decision-making process (Kahai et al., 1997; Lam et al., 2015; Li et al., 2018). Although available and appreciated, the practices of these leadership traits are constrained by the implementation process and working routines. The participation of employees is bounded by certain frames of leaders' control due to the potential sensitivity of information shared, the power and influences of groups, and the quality of communication (De Hoogh et al., 2015; Yukl, 2012). Practical experience with these two leadership styles insists on the recognition of employees in allowing their participation and truly integrating their ideas into the decision-consideration and process. These results show the transition between Millennial and older generations when autocratic leadership is found to have the least impact on the current leadership performance.

The congruency between employees' expectations of transformational leadership style and Millennial managers' leadership characteristics of this style emerges through the effects of employee motivation. Decisions to hold informal sessions and adopt motivation practices facilitate the process of employees' willingness to raise their bar at work, contribute their voices, and actively participate in team works. Modern management techniques highlight the presence and intervention of transformational and charismatic styles in emotionally connecting with employees, activating social interactions with them, and motivating them to work proactively without the intensive intrusion by rigid rules, disciplines or principles (Antonakis, 2012; Ghasabeh et al., 2015; Prasah and Balkundi, 2015). Thus, at the task level, Millennial managers often engage employees as independent consultants of task implementation in the design of task completion methods, schedules, and measurement. As the nature of IT jobs, the participation of employees must be controlled at the right level of open communication due to the complexities of counterparts and parts of a whole project. They need tight supervision of technical accuracy and quality between and across parts and tasks that are completed by different teams, for instance, design, developer, UX/ IU. Rather than offering a fully open mechanism for a shared decision-making format as suggested by the literature on transformational, participative and democratic styles, the experience indicates the intervention of situational contexts, nature of the jobs, perspectives of how tasks should be managed, and so on that direct the choice of practices in place for different inputs.

How the adoption of leadership styles such as transformational, democratic or participative is structured influences substantially how Millennial managers deal with the challenge of implementing IT jobs by the nature of their typical focus on functional values and performance. As reflected in the survey, the appearance of transactional leadership style is recognized, and in the interview, transactional leadership exists as an integral part. This is evident in how the mixture of characteristics of leadership styles introduces a unique means of leading to match the practical demands of task completion. The leadership tries to sustain their interactions with employees in specific phases or stages or steps of project implementation and task completion to prevent the loss of the core focus of functions. While it can be described as efforts of Millennial managers to enhance the participation and foster employees' involvement to maximize the value of individual creativity and suitable solutions beyond proper allocations of resources and delegation of responsibilities and tasks, it shows how the involvement of employees in the right phase of tasks implementation can shape the effectiveness of practices and how they influence the working morale and personal effectiveness at work. In addition, the intervention of contexts importantly drives the choice of how rewards are constructed and used to motivate employees. Vietnamese employees are still highlighting the power of external rewards and bonuses to gain public recognition for their performance. Thus, Millennial managers might consider a wide batch of leadership features (regardless of which leadership styles they belong to) and apply them in an ad-hoc manner to motivate their employees and to manage task completion in the right schedule and with accuracy with functional values. This emerges from the leadership practice of resonating one main leadership style, for instance, transformational, with features of other styles providing that they are responding properly to employees' expectations and preferences of how to be led and to leaders' behavioural competence of leading in this or that way.

5.2.2 Interpretation of findings

Literature supports the involvement of six leadership styles that can motivate employees at work. Literature also implies Millennial managers' leadership characteristics that need different drivers behind behaviours and attitudes compared to their older generations. Based on the conceptualization of what literature has suggested, the practical research defines that the current practice of Millennial leadership styles calls the rise of transformational style combined with a wide range of leadership attributes from transactional, participative and democratic styles. The emergence of this practice responds directly to the nature of IT tasks and the need for management and leadership in the given context of information technology companies in

Vietnam. While open communication to foster creative ideas and reinforce diverse voices of employees to come out with more creative and effective solutions is welcomed and regular in Western countries (Individualism cultures), the effectiveness of this practice is not as high as expected in the case of collectivist culture. Moreover, the nature of Vietnamese people often highlights team cohesion in working out objectives, including the reliance on managers/ leaders with important decisions. Therefore, adopting employee participation needs clear guidelines, working procedures, and well-designed roles and responsibilities so that employees are more confident in raising their voices within the scope of what they think they are in charge of. Without the active asking and pushing up from managers/ leaders, the quality of participation is not achieved. Under the pressure of deadlines and task quality, there is no other choice for leaders/ managers to expose employees to guidelines based on their own scheduling management and means/ methods of doing so. Millennial managers are in the dilemma of employees' desire to be listened to and their ideas' integration into solutions, but they are not active enough to self-raise ideas and not confident enough that they can deal with the methods/ the ideas they are suggesting to complete the tasks. This overall picture challenges the quality of leadership by Millennial managers since they cannot fully adopt one specific leadership style with features suggested by literature which are concluded in developed contexts. Moreover, how to combine leadership features and which features to combine to produce expected results of leading that match with employees' preference on paper and in the practice of implementation is open to dispute and design and decision as per the contextual situations of working by Millennial managers.

Transformational leadership is examined by leaders' abilities in encouraging and motivating employees to go for big goals, getting employees to open their mindsets and think of new ideas, and setting challenging objectives to motivate employees to move forward. These practices are strongly related to behavioural motivation by individual strengths and are not related to organizational functions or task responsibilities in a direct manner. As discussed above, leaders must acknowledge the gaps between what employees want and what they can truly implement into real tasks. How many per cent of employees raise their hands and submit officially creative ideas that can contribute critical inputs for making decisions? How many per cent of ideas can be realized as having the potential of providing values and how they are followed up and developed then? Several questions would be asked with this leadership style if Millennial managers truly want to integrate this leadership style into their daily practices of working. However, another look insists on the essence of adopting this leadership style for three reasons

– IT tasks are more and more complicated with the intensive adoption of technological advances, diverse demands of customers, and more aggressive pressures from competitors, which requires better creative solutions contributed by employees' ideas and their self-motivation of managing own performance; it is necessary to capture modern leadership style to adapt employees' expectations provided that Millennial managers know how to adjust to fit with their situations; and Millennial managers need to prove their competences and capabilities through the suitable implementation of leadership styles that can maximize values of themselves and produce expected results to accomplish organizational goals.

The interview result shows that no leaders have possessed or expressed one single leadership style. The combination, as aforementioned, brings in the higher flexibility of exploiting the pros of different leadership styles and mitigating their cons to adapt better to the practical conditions of each team and each task. The challenge in adopting this leadership style is the act of 'providing influences on others' as the nature of this style is within the boundary of sufficient control and management as the nature of IT tasks and Vietnamese employees and features of flat organizational culture. The fact that even though they are leaders, they still remark themselves on the key features of Vietnamese culture and the working habits of a collectivist person. The point is how to transfer social values of interdependence and teamwork into practical tasks and team formation. Furthermore, it is a challenge to activate the confidence among employees and inspirationally persuade them to follow directions and guidelines provided by the leaders. As a flat organisation that is adopting IT companies, it is crucial to have the confidence of employees to self-motivate their work and raise feedback. Thus, a typical note in the adoption of this leadership style is punishment avoidance while enhancing the mechanism of empowering employees. This indicates that there should be another method for replacements. This also links to the art of influencing others in a way that (a) people can revise negative outcomes with an optimistic viewpoint and actively find corrective actions, and (b) people welcome feedback and unfavourable comments as a source for improvement in an interactive process of discussion. Another critical challenge for Millennial managers is the self-development of the necessary characteristics to perform this leadership style at best.

Transactional leadership emphasizes the role of leaders in exposing employees to standards of work quality to perform with clear expectations and finding corrective actions before problems become more serious. In fact, this leadership style reflects the nature of IT jobs – employees normally cannot overview the whole picture since they have separate professions on specific parts of the projects. Thus, they are truly in need of a leader who can describe them where they

are, what they need to achieve, and how they can achieve it consistently with others' performance. Like an engine, elements need suitable gears and lubricants to harmonize into one system that can move the engine forward. Since transactional leadership is too focused on organizational functions, it might not be suitable in the current modern picture of management; thus, as the result of the survey and the interview, transactional leadership always combines with other styles to produce the optimal outcomes of management. For instance, due to the requirement of the highest level of accuracy and correctness in IT projects, transactional leadership can enhance proper directions and methods to complete tasks with expected performance and without the appearance of errors that are out of the acceptance scope (Kark et al., 2018). Thus, this style can be used as the fundamental tool to ensure the properness and accomplishment of tasks. On the other hand, transactional leadership emphasizes the use of extrinsic motivations, which deems suitable with subordinates in the second and third layers of the hierarchy of needs. Combined with intrinsic motivations preferred by the transformational style, a well-designed reward system can be achieved.

The interview result shows that up to 50% of managers are adopting the transactional leadership style to manage their workforces based on the functions of tasks to serve directly for task completion at the right quality standard and on schedule. Generally, transactional style is often found in a medium to a large team. It is rational in the IT context since the large team means the complicated processes and details of tasks received. This shape needs a strict follow-up to avoid the absence or unintentional ignorance of any details, leading to the extension of slacks and damaging the whole project timeline. Furthermore, it is also recognized that transactional leadership is often attached or mixed with participative or democratic style. as the core perception of these styles, this combination can provide better leverage for the pros of transactional leadership in managing tasks and the strengths of participative/ democratic one in connecting with employees to raise their confidence of participation and collecting their creative ideas as valuable inputs for better solutions. This combination also completes the reward system with the involvement of intrinsic rewards, for instance, practices on employee involvement, open communication, and team cohesion.

The practical experience that is extracted from the findings of the interview and survey has shown that while employees are highlighting the combination of transformational and transactional leadership styles, Millennial managers are performing a slightly difference in styles. In fact, the core point in blending these two styles is to achieve both person-oriented management and task-oriented completion simultaneously. Results of task completion can be

better enhanced through the contribution and participation of employees during the process of planning, implementing, and finishing. Furthermore, according to the practical findings, Millennial managers often attempt to leverage the rate of employee involvement into the decision-making process; however, they face certain challenges from their collaboration quality and proactive behaviours in joining the process. Thus, the idea of using transformational leadership can be constructive in creating an emotional bond with employees so that they can be influenced and voluntarily dedicated to the process of task completion by their inner feelings of necessity and confidence.

To answer the question 'What are difficulties faced by Millennial managers?', it is necessary to define sources of challenges, which are supposed to be from the internal situation and external landscape of the industry and the nature of the 'sandwich layer' in the technology firms. Millennial managers are within different constraints from the cultural norms that affect the working habits and styles of employees by which the adoption of modern leadership styles may not show suitability in producing the final results. Leaders are also controlled by several deadlines at the same time and requirements of clients about the accuracy, quality, schedule, resolution, and thousands of unnamed details. At the same time, they also face the pressure of competition and the pressure from the top management (if any) to define creative solutions to forge or sustain competitive advantages. All these challenges influence the quality of personnel-oriented practices; rather, they may switch the focus to tasks to ensure completion and performance. Moreover, when transformational leadership highlights the power of intrinsic motivation, which largely requires the collaboration of organizational behaviours and HRM practices in a way that can maximize the inner satisfaction of employees beyond financial motivations, leaders cannot be sure about the quality of HRM practices or the pace of adjustments to keep track with changes in leadership styles. Overall, as a safe solution, Millennial managers, although still pursuing transformational leadership style, create a new balance of characteristic involvement to ensure task performance.

5.3 Recommendations for leadership effectiveness

The nature of IT tasks and the national and organisational culture of technology companies in Vietnam provide the fundamental conditions for designing leadership-related practices. Typically, the flat organizational culture requires sufficient space for employees to self-motivate and perform their work through their thoughts, methods, and self-confidence. This fact links directly to the employee empowerment practice, which can be endorsed substantially through the transformational leadership style. Additionally, the nature of IT jobs requires strict

compliance with deadlines and standards of quality; however, it requires a high level of creativity to come up with creative solutions before putting everything into the production and implementation phases. Thus, both disciplinary flexibility and creativity are required. Thoughtfully, the mixture of transformation and transactional leadership styles can be best suited in the given context where the art and technique of management are critical.

5.3.1 Recommendations to support Millennials managers

Before giving recommendations for Millennial managers, let's review what they value and their difficulties revealed in the findings section.

Team cohesion and bonding

Millennial leaders see team cohesion and bonding as one of the priorities to develop within their tenure. Leaders of young teams connect the lack of interactions between team members with soft skills development – something they can help team members improve, while leaders of the experienced team consider the synergy among members their "fortune" that needs to be maintained and protected. They seek to mitigate conflicts and construct the mechanism for strong social bonds and mutual trust among team members.

In order to foster and sustain cohesion and bonding within a team, Millennial managers can enhance their efforts in organising activities that promote connection among team members. One such approach involves implementing team bonding activities. Team bonding activities facilitate the establishment of collective experiences and opportunities for employees to gain a deeper understanding of one another's various backgrounds and experiences. Consequently, team members will experience a sense of belonging within a cohesive group, fostering trust and reducing feelings of unfamiliarity.

The initiation of team bonding activities should ideally commence from the very first day of collaboration. During the initial phase of employee on boarding, it is possible to strategize and implement activities that foster the development of interpersonal connections. Occasions such as a welcome lunch provide an opportunity for the newly joined team member to engage with colleagues in a relaxed and intimate environment. The establishment of a feedback culture is widely recognised as a fundamental element in fostering team cohesion. Consistent feedback facilitates the maintenance of effective communication channels among colleagues. Moreover, it facilitates mutual learning, personal development, and the establishment of trust for both the recipient and the giver.

Millennial managers may opt to incorporate various team bonding activities into their leadership strategies, including but not limited to happy hour gatherings, informal coffee chats, engaging team-building activities, and celebratory events to commemorate occasions such as birthdays, promotions, or the achievement of key performance indicators.

Punishment-avoidant tendency

The core internal conflict observed is that while Millennial managers are vocal about their punishment avoidance, they also see this decision as a weakness to be improved. As analyzed in chapter 4, the punishment-avoidant tendency is related to the unique personality of the millennial generation as well as the environment in which they grew up and were trained, along with cultural factors. Therefore, eliminating this tendency is very difficult. To deal with this punishment-avoidant tendency, Millennials can consider the following suggestions:

- Punishment has been demonstrated to be an effective management technique; therefore, its elimination is unnecessary. In certain circumstances, leaders may seek the assistance of Human Resource Management (HRM) professionals who possess specialised knowledge in the domain of reward and punishment in order to develop suitable sanctions that are neither excessively severe nor insufficiently severe. And whenever punishment is necessary, Millennial managers need only rely on the available frameworks for punishment to punish erring employees, without feeling as though it is a matter of personal preference but rather a matter of compliance with regulations.
- Utilise an alternative strategy that is equally as effective as punishment, such as a System for Discipline. Punishment and discipline are frequently conflated in popular perception, although it is important to recognise that discipline encompasses a larger scope than punishment. While punishment primarily relies on consequences to deter undesirable behaviour, discipline also incorporates educational measures as a means of reducing such behaviour (Guffey & Helms, 2001). When confronting an employee, the supervisor must remember that the objective is not punishment but rather the restoration of the employee as a disciplined team member (Mills, 2001).

The first step of discipline without punishment involves informal coaching sessions called "reminders" to address behavioural or performance problems. The purpose of these sessions is to show the employee that there exists an issue and that they possess the maturity and capability to enact change. This should be performed no more than twice. Subsequently, formal reminders are given. The manager will re-discuss the issue, reaffirm the employee's compliance with

company policies and standards, and obtain the employee's affirmative consent to resume completely permissible conduct. The second reminder follows the same procedure as the initial reminder and is accompanied by a written memo to the employee (Grote, 2001). If issues persist, the final phase of the disciplinary procedure entails issuing an ultimatum to the employees. The employee who is not cooperative is granted the opportunity to take one paid day off from work to reflect upon this ultimatum. The individual is required to demonstrate a commitment to resolving the present issue and displaying a complete dedication to achieving satisfactory performance in all aspects of their responsibilities, or alternatively, to resign from their position. The management would endorse any decision made by the employee while also cautioning the employee that any subsequent disciplinary issues would lead to termination.

Vaden (2014) presents some techniques for discipline without punishment that Millennial managers can apply.

- Coaching sessions

The first aim of these sessions is to understand the employee's perspective. From these understandings, managers may adjust the original goal to be better suitable for employees. The next step is a very formal coaching session. The manager begins the meeting by valuing the employee and addressing the problem, stating it won't continue, followed by asking questions to understand the cause of the issue. The managers must be assertive yet compassionate during questioning, allowing the employee to make a decision when a problem is revealed and formulate suitable scenarios without favouritism.

- Behaviour modification

Managers can adopt a behaviour modification technique to simultaneously alter the behaviours of employees. Functional assessment is a method employed to gain comprehension of problem behaviour and ascertain the antecedents and consequences associated with this behaviour. A manager can adjust the antecedent stimulus that elicits a certain behaviour and selectively reinforce alternative stimuli that promote more favourable behaviours. This can be achieved by methods such as observing the employee, conducting interviews with other employees, or directly questioning the employee who is displaying the problematic behaviour. Then, managers can propose some strategies to facilitate the desired behaviours and minimize unwanted behaviours. Through the implementation of these strategies, managers have the ability to enhance employee productivity and reduce the likelihood of their involvement in unwanted behaviours.

- Using Positive Reinforcement with Communication

Research has indicated that positive reinforcements possess greater efficacy compared to negative reinforcements (Fortado, 1994). The utilisation of this technique entails a systematic approach to expressing authentic gratitude in acknowledging the achievements of employees. Providing positive feedback to individuals who exceed expectations, overcome adversity, or demonstrate exceptional dedication to a project enhances the probability of the recurrence of such behaviours.

Continuous communication with employees reduces discipline and builds confidence. Showing value for roles and expertise, encouraging change, and providing direction through success reports are key. Feedback, such as surveys, helps managers understand employee opinions and can be a driving force for securing a competitive advantage.

Being the "Sandwich layer"

Many respondents reported being quite vulnerable with the fact that they feel like being "sandwiched" between the upper management and the subordinates. However, there are several things to unpack here. First, as the sample of the interviews in this study is heavily skewed towards middle managers, it is important to view the problem from their perspective. Being "sandwiched" is the nature of middle managers, but perceiving the state of being the middle person as a negative connotation may suggest a lack of competence or leadership skills rather than an issue that is linkable to a generation. Middle management comprises activities in both ways: upward and downward influence and it is crucial that middle managers should acknowledge their responsibilities in both roles. As organizations become more complex and the external environment becomes more dynamic, the role of middle managers in both managing and leading changes becomes more vital (Caldwell, 2003). Thus, it is unavoidable that managers need to work on personal development to enrich their skill sets both ways. Second, the fact that middle managers may be discontented with being the subject of the "sandwich" state may be subject to an organizational issue of which they have little to no control. For example, in Japanese FDI companies, the autocratic style, while not prevalent between the middle layers, may be the dominant style among leaders in the parenting company or expats. Many Japanese FDI companies expect Vietnamese managers to execute their orders rather than be involved in the creative process, thus making the required skill sets more task-oriented than people-oriented. Thus, individuals with more leadership skills (e.g., more vocal with interpersonal skills) may develop discontentment towards the culture, while the culture

does not evolve to accommodate more creativity and open communication in the process. Under these situations, it is crucial for both the parent company and the outsourcing company to work in a single direction to create a favourable business environment for quality leaders.

While Millennials can thrive under pressure by mastering their communications, emotional intelligence, and technical efficiency, they also need to invest time and effort to juggle and prioritise the exhaustive expectations that they have for the team and their own professional careers to avoid burnout.

Next, some recommendations will be proposed related to findings about employee expectations. Findings from quantitative research of this study suggest that employee expectations show a preference for employee participation, interactive communication in performance management, open discussions, feedback and information exchange, and employee involvement in the decision-making process. The need for communication and participation, not only in daily tasks and specific projects but, importantly, in performance management or especially performance appraisal sessions. From these findings, to meet the expectations of employees, Millennial leaders should consider following tips: (1) creating a pathway in which employees have their voices in meetings either formal or informal ones and are inspired to express their creativity without any judgements of being right or wrong; (2) acting a role model in performing tasks and interacting with others by walking the talk; (3) showing their passion and enthusiasm for works in a way that can inspire others, and always appreciating contributions of employees; (4) performing effective communication skills including the active listening, careful feedback, and open discussions across various cases both work-related and employees' personal ones with the proper recognition of employees' contributions; (5) encouraging the contributions of all subordinates based on (a) suitable allocations of tasks by individual's strengths and abilities, (b) proper delegation of responsibilities to instill the confidence in employees that they can perform well all tasks, (c) provision of sufficient resources and supports to get the jobs done by diffident ways, (d) reinforcement of open discussion mechanism for creative problem-solving solutions, (e) setting suitable objectives and task goals based on the mutual understanding and consensus with employees as details as possible, and so on; (6) developing positive attitude as a source to inspire subordinates to carry on all tasks overcoming constraints and external barriers; (7) having solid integrity to inspire others with diversity management. These improvements cannot be achieved in one night, but it is the self-improvement and development process of leaders based on their current portfolio of leadership traits. Putting the recommendation into the group

work setting, the concept of fairness should be replaced by the concept of equality that highlights the individual desires, needs, and abilities. Individualized consideration is crucial to determine which supports are essential to each employee that can boost their potential at work. The support could be official training, mentoring sessions, informal discussions, one-on-one coaching, provision of tools and practical knowledge, adjustment of working schedules or re-arrangement of task allocation.

5.3.2 Recommendations to create leadership effectiveness

The creation of leadership effectiveness relates to two aspects of organisational management: human resource management and organisational behaviours. First, human resource management practices focus on creating and providing intrinsic motivation mechanisms that can empower employees at work and boost their engagement. These practices are weapons for leaders to provoke individuals' inner strengths and creativity while keeping track of their works in an inspirational manner of performance-oriented and individual-focused achievements. Second, organisational behaviour in this recommendation is mainly related to the adjustment of organizational culture in a way that improves employees' happiness and satisfaction besides the current flat shape. An individual has a different degree or level of happiness and satisfaction; thus, the mechanism must allow the use of HR-data analytics to determine if certain performance changes may come from what causes. Moreover, it is the leadership ability of the leader, as the administrative model of management, to capture behavioural and attitudinal intermediacies and contemporaries of individuals to predict if current individuals' situations might impact their working results. There are many different tactics to create a happy and engaged workplace – constructive feedback mechanism from both the company and the leader; brainstorming meetings with appreciation to employees' contributed ideas; well-being programs and benefits (a part of HRM practice); recreation room for employees to think out of the box with high recognition from leaders and others; office events and outing trips (a part of HRM practice); mentoring sessions as informal feedback time to understand gut feelings; training sessions to supplement up-to-date knowledge; work flexibility practices; and so on.

To the side of leaders, emotional intelligence needs equipping. It is noted that Millennials leaders with IT backgrounds are also often 'inflexible' and less 'transformational' by their inner personality; thus, training in emotional intelligence is helpful in this stance to open their thoughts and emotional understandings about themselves, which is constructive from them to self-settle their ways to understand subordinates. As preference from IT employees, leaders' interaction and communication ability is important since it is the key to fostering interactive

communication, enabling feedback and new ideas sharing, solutions finding, and achieving goals. In tandem with leaders' efforts, technology companies can utilize better communication tools to enhance the immediate conversation routines among and across levels. Moreover, technology organizations can also consider the use of the agility business model to (1) provide more spaces for individuals to be creative and more confident to discuss issues and ideas with leaders; (2) assign sufficient power, accountabilities and rights to self-lead correction actions and keep pace all deadlines; (3) maximize the potential of individuals and processes to smooth out the collaboration and progress of task performing; (4) boost up the activeness of individuals that can enhance the effectiveness of transformational leadership; (5) improve the responsiveness ability toward unpredictable requirements or changes from clients or project requirements; and so on. This organizational mechanism will create a convergent effect with the expected leadership style in fostering positive working behaviours and activeness among employees in engaging with companies, relationships with leaders, and task performance.

Since leadership can impact employees' behaviours through emotional connection and influencing power, HRM practices must support recognising and implementing leadership practices into real-life benefits. For instance, transformational leadership highlights the use of intrinsic motivation to enhance employee satisfaction and retention. Thus, HRM practices need to align with that mode by introducing intrinsic policies like employee participation, employee involvement, job recognition, work-life balance, career path, and promotion schemes. In this case, the rule of respecting the privacy of extrinsic motivation can be enacted to avoid the case of employees comparing the rate of each other and declaring unfair treatment. In short, there should be a collaboration between HRM and line managers to resolve all the issues related to workforce benefits.

5.4 Implications
5.4.1 Theoretical implications

The study supplements an angle of thought to the current literature on Millennial leadership in general and in the specific context of Vietnam's technology sector. First, the choice of which leadership to follow largely depends on the nature of the jobs and organisational culture, the typical features of given contexts, the behavioural expectations of employees and the competence and ability of leaders. These factors can be seen as the mediators of leadership style expression and adoption. Accordingly, the conceptualization of the Millennial leadership style emerges in different domains of research, depending on which factors are chosen to be mediators or which factors are meant to be listed as mediators in a specific context of studying.

Second, there is a congruency of behaviours between subordinates and leaders in how leadership styles are perceived to be good enough to maximize the values of management and achievement of tasks or goals. The interactions between two parties and the higher rate of employee involvement or decision-making participation suggest the intervention power of the working relationship and the quality of intrinsic HRM practices as the lens to measure the effectiveness of leadership styles. Many cases show that when employees expect the A, leaders/managers provide the B, although either A or B is good, the final result cannot be achieved at best since they have a deviation in expectation, which influences their presumed efforts spent completing tasks. The implication, therefore, directs to the inclusion of another factor, e.g., the congruency between expectations of employees and performance of leadership by the leaders as an independent variable in the model or a moderator to examine the strength of the relationship between leadership style and employee behaviours – retention, satisfaction. Third, it is not irrational to adopt just one leadership style since the practical happening on daily operations is always complex, with several differences between individuals, from specific features of interactions and tasks to specifications of a single software. Thus, instead of viewing leadership style by its complete definition, the study suggests the review by the list of characteristics of each leadership style. This approach enhances leaders' ability to maximise the pros or benefits of leadership features to perform better performance of leading. Furthermore, this approach also helps define which traits need to improve and which features can be applied to respond directly to external and internal challenges to mitigate the probability of failures in exposing unsuitable leadership performance. Instead of using the higher-order structure of the hypothesized research model, sub-models can be created with different focuses on a specific list of characteristics of one leadership style. The test of separate sub-models can be combined to produce an overall picture of leadership style harmonization. Fourth, duplicating the idea of stakeholder management with the difference in power and influence, it is obvious that leaders have greater power and influence than employees in a way that they can make the decision in which tasks to perform in which ways and other management issues. Leadership practices can be enacted differently depending on the power and position of leaders. For example, leaders in the top management may use their position-based power to expose better practices on inspirational influences since they have the authority to decide adjustments on HRM practices to enhance the values and power of their personal influence. Theoretical understanding can use the power and influence of leaders as control variables, mediators or moderators of the execution of leadership style in relation to the performance of that style. The

collaboration between actors in the institutionalized setting of a specific relationship between employees and leaders within the boundary of organizational contexts and practices is often performed in a horizontal shape. This means the power and influence of leaders on subordinates are weaker by distance. In other words, position-related power may not be as powerful as it would be when matching to horizontal collaboration in the inter-organizational form. Fifth, employees' perceptions and expectations can be used the inputs or a new standard for leaders to re-construct their leadership traits and expression. The current business environment highlights the role of the workforce as the critical asset to overcome challenges and uncertainties with creative solutions to sustain competitive advantage. Thus, from the management perspective, besides the responsibility of leading others to produce results, it is a more critical task to manage people to maximize their values and strengths on the basis of enhanced satisfaction and retention. It becomes clear that employees' voices must be listened to, and leaders must use those voices to extract meaningful inputs to adapt their expectations better. Specifically, expectations of an ideal leader from the perspective of employees can act as independent predictors of how leadership style can be adjusted to enhance the matching rate with expectations. The new model can establish the formative relationship between the adjusted leadership style (dependent variable) and expectations of an ideal leader (independent variable) and the reflective relationship between the adjusted leadership style and employee satisfaction, for example. Generally, theoretical contributions can be supplemented by more insights extracted from the study; for instance, perceptions may differ from the type of IT companies, types of tasks, and the relationship between Millennial managers and employees by their age groups. Since this topic relates to human behaviours under the circumstance of the special nature of IT tasks and working disciplines as particular organizational culture, it can be referred to adopted in other contexts to examine the difference. There might be scopes for individual agencies and other forms of influence and leadership power that can distort the picture.

5.4.2   Managerial implications

The findings suggest several managerial implications. Following are some typical ones that leaders can refer to and adopt immediately. First, there are correlations between leadership styles with the extent to which each style can adapt to employees' expectations and practical workplace conditions. Thus, this finding translates the first implication of the flexible combination of leadership behaviours to enhance the personal influence and leadership capability based on the personal traits, strengths and intentions of management of every leader. Second, the expression and performance of leadership style in practice are largely dependent

on leaders' personalities and their practical practice of which styles. While leaders/managers can base on their personality to form a style that best reflects their natural insights, the finding in this study gives an intensive alert on the match or congruency of leadership behaviours with expectations of employees to maximize the effectiveness and results of leading teams. The implication is that leaders/managers can leverage the pros and cons of ways to achieve a good point of the match between leadership behaviours in expression based on their personality, strengths, expectations of employees and external influences. Third, the finding confirms the effectiveness of the transformational-transactional leadership style in the technology context. However, the finding also shows that there are many more behaviours and characteristics from other leadership styles that can win the affection and motivation of employees. Thus, instead of focusing one hundred per cent on dominant leadership styles, leaders can extend their lists of practices by incorporating effective features from other styles. Fourth, during the process of influencing others and motivating employees to raise their hands, open their voices and contribute actively to the process of making a decision to produce creative solutions for task completion, leaders/managers must act as role models or a member of the team by transparency and integrity to ensure the fairness and equality in dealing with several ideas. These two features are very important in open communication since individuals are different, and their perceptions of fairness are also subjectively different. Fifth, to the overall picture of the organizations in the IT industry, Millennial managers need to perform two responsibilities at the same time – task-oriented and person-oriented practices. They can be put into the dilemma of transactional and transformational leadership behaviours. Therefore, the managerial implication is to set clear and transparent rules and principles at the initial phase of taking charge of teams or team formation. Setting these rules and principles can become the best practice of working procedures when Millennial managers can utilize this time to exemplify how their leadership behaviours are merged into the normal working process and how they expect to run all the processes. And the last implication is the link between leadership and HRM practices. Since leadership can impact employees' behaviours through emotional connection and influencing power, HRM practices must support recognising and implementing leadership practices into real-life benefits. For instance, transformational leadership highlights the use of intrinsic motivation to enhance employee satisfaction and retention. Thus, HRM practices need to align with that mode by introducing intrinsic policies like employee participation, employee involvement, job recognition, work-life balance, career path, and promotion schemes. In this case, the rule of respecting the privacy of extrinsic motivation can

be enacted to avoid the case of employees comparing the rate of each other and declaring unfair treatment. In short, there should be a collaboration between HRM and line managers to resolve all the issues related to workforce benefits.

5.5   Future research

This research contributed to understanding the leadership characteristics and traits of Millennials managers in the information technology industry in Vietnam. This research was limited to the information technology sector in Vietnam, so the results may not apply to other industries. Besides, the sample size of this research is relatively small compared to a large number of Millennials. These limitations may impact the transferability of the research. Therefore, future research could conduct the same study in other industries or geographic locations and on a larger sample size to get more accurate results and achieve transferability.

5.6   Conclusion

With the desire to understand the current leadership styles adopted by Millennial managers and which leadership styles they should adopt to achieve the best performance in leadership and management in the context of the information technology industry in Vietnam, the study adopts related theories of generations and leadership style and define the availability of six styles that can be best described the phenomenon in concern. They are autocratic, democratic, participative, transformational, transactional and charismatic leadership styles. The study has been successful in adopting these leadership styles to acquire practical experience and reflection about the current leadership behaviours from Millennial managers through the interview of 12 Millennial managers of information technology companies in Vietnam and employees' perception about the current shape and expectations of an ideal leader/manager through the use of a questionnaire-based survey of 150 employees managed by Millennial managers in information technology organisations in the country. The result shows there are similarities in Millenials' self-assessment and employee's perceptions of Millennial leadership, and Millennial managers who perform any of these four leadership styles (transformational, transactional, democratic, participative) can effectively manage and motivate their subordinates to perform IT tasks with strong compliance with the quality standard. The most effective leadership behaviours, from employees' expectations, are around the transformational leadership style alongside the blending form with transactional features. Although there are certain gaps in perceptions, expectations and behaviours of leadership styles being found, the congruency between employees' perceptions and leaders' behaviours is toward the dominance of transformational leadership style with mixed features of transactional, participative and

democratic styles. The absence of autocratic leadership style can be explained by the change in modern management techniques and pressures of rapid fluctuations and complicated requirements from the market demand that the rigid management constrains the creative ideas and flexibility in managing performance. The findings support the Millennial managers practising a personalised approach of combining leadership features to maximise their values in management and adapt unique features of internal and external challenges as per the given context of the workplace by different leaders/managers.

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Appendix 1: Semi-structured interview questions (English version)

OVERVIEW

1. Please tell me about yourself and your business.

2. What is the size of your business?

3. How would you describe your current leadership position in the organization? (Explain: what does the position title mean? What kind of decision making and management responsibilities do you have to perform on a daily basis?)

ABOUT TEAM

4. How would you describe your team? (Explain: team size, young-old, diversity, morale, bonding)

5. What are the key challenges and opportunities that you face with this team? How satisfied are you with your team?

6. What was one of the most challenging events that has happened to the team? Can you describe the event in detail and how you have navigated it as the leader? From a team member's perspective, how do you think he or she might have felt about this event?

7. In the past couple years, have there been any major conflicts in the team? How have you navigated this conflict as the leader? How has the team changed after this conflict?

8. Have you tried to implement any critical changes to the team and their way of work? Can you describe your initiatives in detail and how did the team respond to the change?

9. How involved are you team members in decision making concerning their own work and the group work?

10. Would you say that your team members look up to you as a role model? Do you make a conscious effort to be the source of inspiration for the team? (Explain: how)

11. How do you reward and discipline team members?

12. What would you do if you notice that lately some members who are generally high performers suddenly began to slack off in their work and also not responding to your expressed concerns about them?

PERSONAL

13. As you look back over the list of responsibilities that you have as a leader, what are the responsibilities that you do best? Vice versa, where do you need improvement?

14. How would you rate your stress level and how do you deal with stress? Where you get additional support for leadership?

15. What would you say sustain and motivate you as the leader of the team?

TỔNG QUAN

1. Vui lòng cho tôi biết về bản thân và doanh nghiệp của anh/chị.

2. Quy mô hiện tại của doanh nghiệp như thế nào?

3. Anh/chị miêu tả vị trí lãnh đạo hiện tại của mình trong tổ chức như thế nào? (Giải thích: chức danh của anh/chị có nghĩa là gì? Hàng ngày anh/chị phải thực hiện loại trách nhiệm quản lý và ra quyết định nào?)

VỀ TEAM

4. Anh/chị miêu tả team của mình như thế nào? (Giải thích: quy mô team, trẻ-già, sự đa dạng, liên kết)

5. Những thách thức và cơ hội chính mà anh/chị phải đối mặt với đội ngũ này là gì? Mức độ hài lòng của anh/chị với team của anh/chị?

6. Một trong những sự kiện khó khăn nhất đã xảy ra với team là gì? Anh/chị có thể miêu tả chi tiết sự kiện và cách anh/chị điều hướng nó với tư cách là người lãnh đạo? Từ góc độ của một thành viên trong nhóm, anh/chị nghĩ họ có thể cảm thấy thế nào về sự kiện này?

7. Trong vài năm qua, có xung đột lớn nào trong team không? Anh/chị đã điều hướng cuộc xung đột này như thế nào với tư cách là người lãnh đạo? Team đã thay đổi như thế nào sau cuộc xung đột này?

8. Anh/chị đã cố gắng thực hiện bất kỳ thay đổi quan trọng nào đối với team và cách làm việc của họ chưa? Anh/chị có thể miêu tả chi tiết các sáng kiến của mình và nhóm đã phản ứng như thế nào với sự thay đổi?

9. Anh/chị để các thành viên trong nhóm tham gia như thế nào vào việc ra quyết định liên quan đến công việc của họ và công việc của nhóm?

10. Anh/chị có cho rằng các thành viên trong nhóm coi anh/chị như một hình mẫu không? Anh/chị có nỗ lực có ý thức để trở thành nguồn cảm hứng cho cả nhóm không? (Giải thích: như thế nào)

11. Làm thế nào để bạn thúc đẩy nhóm của bạn? Bằng hình phạt, phần thưởng hay ảnh hưởng cá nhân?

12. Anh/chị sẽ làm gì nếu nhận thấy rằng gần đây một số thành viên thường có thành tích cao đột nhiên bắt đầu chểnh mảng trong công việc và cũng không đáp lại những lo ngại của anh/chị về họ?

CÁ NHÂN

13. Khi anh/chị nhìn lại danh sách các trách nhiệm mà anh/chị có với tư cách là một nhà lãnh đạo, anh/chị làm tốt nhất những trách nhiệm nào? Ngược lại, anh/chị cần cải thiện chỗ nào?

14. Anh/chị đánh giá mức độ căng thẳng của mình như thế nào và anh/chị đối phó với căng thẳng như thế nào? Nơi anh/chị nhận được sự hỗ trợ bổ sung cho vai trò lãnh đạo?

15. Điều gì duy trì và động viên anh/chị với tư cách là người lãnh đạo của nhóm?

Appendix 3: Questionnaire (English version)

Sample size: 150 employees working with Millennials leaders in the technology industry

How do employees perceive Millennials leaders?

Questionnaire

Part 1: Demographic information

1. What is your gender?
   ☐ Male (1)   ☐ Female (2)

2. What is your age? _____

3. How long have you been working for this company?
   ☐ < 1 year (1) ☐ 1 – 2 years (2)   ☐ 2 – 4 years (3)   ☐ > 4 years (4)

4. How long have you been working with your current manager?
   ☐ < 1 year (1) ☐ 1 – 2 years (2)   ☐ 2 – 4 years (3)   ☐ > 4 years (4)

Part 2: Perceptions about Millennial leadership styles and traits

This part is to determine the leadership styles and traits of Millennial leaders perceived by employees.

5. Recall your thoughts about your leader now, and please denote your perception from the statements below on a scale of 1 to 5 as 1, strongly disagree (1); 2, somewhat disagree (2); 3, neither agree nor disagree (3); 4, somewhat agree (4); and 5, strongly agree (5).

To my perception, my manager/ leader …

Statements	1	2	3	4	5
1. …supervises employees closely to ensure they do their work					
2. … considers employees passive and lazy at work.					
3. … asks employees to follow his directions					
4. … is the main judge of performance of employees					
5. … gives orders and clarifies procedures of how to do them.					
6. … keeps employees a part of the decision-making process					
7. … provides guidelines with sincerity and a concrete plan.					
8. … provides supportive communication to employees					
9. … helps employees to understand their responsibility and complete their work.					
10. … helps employees define their passion and positive working morale.					
11. … always listens to employees' suggestions and opinions					
12. … integrates and uses employees' suggestions to make decisions					
13. … facilitates the open exchange for ideas and gives employees chances to participate in important decisions.					
14. … understands individuals' situations to find out good solutions when disagreements exist.					
15. … takes actions to find solutions before problems become more serious or chronic.					
16. … takes employees' standards of work quality to perform with a clear expectation.					

Statements	1	2	3	4	5
17. … uses extrinsic motivations to encourage employees to work.					
18. … control and monitor employees' performance and keeps track of all mistakes.					
19. … emphasizes individual differences and strengths to allocate tasks.					
20. … always encourages and motivates employees to go for it.					
21. … sets challenging objectives to motivate employees to move forward.					
22. … gets employees to open their mindsets and think new ideas.					
23. … listens to employees' concerns and instills confidence in employees.					
24. … gives high recognition for employees' achievements.					
25. … acts as a friend of employees with big influences on them.					
26. … inspires a visionary belief for employees.					

6. Are there any changes that you think necessary for improving your manager/ leader's leadership style?

....

....

....

Part 3: Expectations on leadership

This part is to determine your ideal leader and to see if your expectations of an ideal image are given at which level in your working environment.

7. Think about some characteristics of your ideal leader, and judge if they match with the following statements on a scale of 1 to 5 as 1, strongly disagree (1); 2, somewhat disagree (2); 3, neither agree nor disagree (3); 4, somewhat agree (4); and 5, strongly agree (5).

   Your ideal leader…

Statements	1	2	3	4	5
1. …provides detailed directions and working procedures that employees just have to follow and do the tasks without facing any troubles.					
2. … always reminds the work and alarm employees about deadlines and how to do.					
3. … applies a clear reward-punishment system to motivate employees at work.					
4. … controls workloads and decides the achievement level of employees.					
5. … organizes open discussions to involve employees' voice into the decision-making process.					
6. … gives sufficient spaces for employees to create working methods but providing adequate guideline to keep them on the right track.					
7. … gives detailed explanations on responsibilities, scope of works, work completion for individuals to achieve good results.					
8. … sustains positive working environment and relationships for positive working morale.					
9. … respects individual's ideas and considers them all when making decisions.					
10. … executes an open exchange of information with effective communication and feedback.					
11. … together with employees defines solutions before things get worser.					
12. … conducts two-way conversations when judging performance. .					
13. … is active in resolving problems without claiming around.					
14. … sets a clear and transparent standards of performance with a high willingness to discuss about them.					
15. … combines extrinsic-intrinsic rewards to encourage people to work.					
16. … closely participates in the implementation process and controls all mistakes.					
17. … puts effort in coaching employees for high performance.					
18. … discusses with employees in details about objectives and sets the ones that fits with individual competence and expectations merged organizational objectives.					
19. … encourages employees to think out of the box and considers those ideas as a valuable source of solutions.					

Statements	1	2	3	4	5
20. … instills confidence on employees.					
21. … uses feedback as a means to sustain ongoing conversations and to improve the learning and sharing mindset among employees.					
22. … uses personal charisma to influence employees in a way that improves the working morale and determination at work.					
23. … always challenges the status quo and actively explores new ideas for big goals.					
24. … works and acts with big vision.					

8. Are there any other traits of an ideal leader that you want to supplement? Please specify if yes.

....

....

....

....

Thank you.

Appendix 4: Questionnaire (Vietnamese version)

Quy mô mẫu: 150 nhân viên làm việc với các nhà lãnh đạo Millennials trong ngành công nghệ

Nhân viên cảm nhận như thế nào về các nhà lãnh đạo Millennials?

Bảng câu hỏi

Phần 1: Thông tin cá nhân

1. Giới tính
   ☐ Nam (1)   ☐ Nữ (2)

2. Bạn bao nhiêu tuổi? _____

3. Bạn đã làm việc cho công ty này bao lâu rồi?

   ☐ < 1 năm (1) ☐ 1 – 2 năm (2)   ☐ 2 – 4 năm (3)   ☐ > 4 năm (4)

4. Bạn đã làm việc với người quản lý hiện tại được bao lâu rồi?

☐ < 1 năm (1) ☐ 1 – 2 năm (2)　　☐ 2 – 4 năm (3)　　☐ > 4 năm (4)

Phần 2: Nhận thức về phong cách và đặc điểm lãnh đạo Millennial

Phần này nhằm xác định phong cách lãnh đạo và đặc điểm của các nhà lãnh đạo Millennial được nhân viên cảm nhận.

5. Bây giờ hãy nhớ lại những suy nghĩ của bạn về nhà lãnh đạo của mình và vui lòng đánh giá những phát biểu dưới đây theo thang điểm từ 1 đến 5: 1, rất không đồng ý (1); 2, khá không đồng ý (2); 3, không đồng ý cũng không phản đối (3); 4, khá đồng ý (4); và 5, rất đồng ý (5).

Theo nhận thức của tôi, người quản lý/lãnh đạo của tôi…

Nhận định	1	2	3	4	5
1. … giám sát nhân viên chặt chẽ để đảm bảo họ làm việc.					
2. … coi nhân viên là thụ động và lười biếng trong công việc.					
3. … yêu cầu nhân viên làm theo chỉ dẫn của mình.					
4. … là người đánh giá chính kết quả làm việc của nhân viên.					
5. … đưa ra mệnh lệnh và làm rõ các thủ tục về cách thực hiện chúng.					
6. … giữ nhân viên là một phần của quá trình ra quyết định.					
7. … cung cấp các hướng dẫn với sự chân thành và một kế hoạch cụ thể.					
8. … giao tiếp hỗ trợ cho nhân viên					
9. … giúp nhân viên hiểu rõ trách nhiệm và hoàn thành tốt công việc.					
10. … giúp nhân viên xác định đam mê và tinh thần làm việc tích cực.					
11. … luôn lắng nghe đề xuất, ý kiến của nhân viên					
12. … tích hợp và sử dụng đề xuất của nhân viên để đưa ra quyết định					
13. … tạo điều kiện trao đổi ý kiến cởi mở và cho nhân viên cơ hội tham gia vào các quyết định quan trọng.					

Nhận định	1	2	3	4	5
14. … thấu hiểu hoàn cảnh của từng cá nhân để tìm ra giải pháp tốt khi có bất đồng.					
15. … thực hiện các hành động để tìm giải pháp trước khi các vấn đề trở nên nghiêm trọng hơn.					
16. … takes employees' standards of work quality to perform with a clear expectation.					
17. … sử dụng các động lực bên ngoài để khuyến khích nhân viên làm việc.					
18. … kiểm soát và giám sát hiệu suất của nhân viên và theo dõi tất cả các lỗi.					
19. … nhấn mạnh sự khác biệt và điểm mạnh của cá nhân để phân bổ nhiệm vụ.					
20. … luôn khuyến khích và động viên nhân viên nỗ lực hết mình.					
21. … đặt ra các mục tiêu đầy thách thức để thúc đẩy nhân viên tiến lên phía trước.					
22. … khiến nhân viên cởi mở tư duy và nghĩ ra những ý tưởng mới.					
23. … lắng nghe mối quan tâm của nhân viên và truyền niềm tin cho nhân viên.					
24. … mang lại sự công nhận cao cho thành tích của nhân viên.					
25.… đóng vai trò như một người bạn của những nhân viên có ảnh hưởng lớn đến họ.					
26.… khơi dậy niềm tin nhìn xa trông rộng cho nhân viên.					

6. Có bất kỳ thay đổi nào mà bạn cho là cần thiết để cải thiện phong cách lãnh đạo của người quản lý/lãnh đạo của mình không?

....

....

....

Phần 3: Kỳ vọng vào lãnh đạo

Phần này nhằm xác định nhà lãnh đạo lý tưởng của bạn và xem liệu những kỳ vọng của bạn về một hình ảnh lý tưởng được đưa ra ở cấp độ nào trong môi trường làm việc của bạn.

7. Hãy suy nghĩ về một số đặc điểm của nhà lãnh đạo lý tưởng của bạn và đánh giá xem chúng có phù hợp với những nhận định sau đây trên thang điểm từ 1 đến 5 hay không:1, hoàn toàn không đồng ý (1); 2, khá không đồng ý (2); 3, không đồng ý cũng không phản đối (3); 4, khá đồng ý (4); và 5, rất đồng ý (5).

Người lãnh đạo lí tưởng của bạn…

Nhận định	1	2	3	4	5
1. … đưa ra các hướng dẫn, quy trình làm việc chi tiết để nhân viên chỉ việc làm theo và thực hiện nhiệm vụ mà không gặp bất kỳ phiền hà nào.					
2. … luôn nhắc nhở công việc và báo động cho nhân viên về thời hạn và cách thức thực hiện.					
3. … áp dụng chế độ thưởng phạt rõ ràng để tạo động lực cho nhân viên trong công việc.					
4. … kiểm soát khối lượng công việc và quyết định mức độ hoàn thành công việc của nhân viên.					
5. … tổ chức các cuộc thảo luận cởi mở để lôi kéo tiếng nói của nhân viên vào quá trình ra quyết định.					
6. … cung cấp đủ không gian cho nhân viên để tạo ra các phương pháp làm việc nhưng cung cấp hướng dẫn đầy đủ để giữ cho họ đi đúng hướng.					
7. … giải trình cặn kẽ về trách nhiệm, phạm vi công việc, hoàn thành công việc cho các cá nhân đạt kết quả tốt.					
8. … duy trì môi trường làm việc tích cực và các mối quan hệ để có tinh thần làm việc tích cực.					
9. … tôn trọng ý tưởng của cá nhân và xem xét tất cả chúng khi đưa ra quyết định.					
10. … thực hiện trao đổi thông tin cởi mở với giao tiếp và phản hồi hiệu quả.					
11. … cùng với nhân viên xác định các giải pháp trước khi mọi thứ trở nên tồi tệ hơn.					
12. … tiến hành các cuộc trò chuyện hai chiều khi đánh giá hiệu suất.					
13. … tích cực trong việc giải quyết các vấn đề mà không yêu cầu xung quanh.					

Nhận định	1	2	3	4	5
14. … đặt ra các tiêu chuẩn hiệu suất rõ ràng và minh bạch với sự sẵn sàng cao để thảo luận về chúng.					
15. … kết hợp phần thưởng bên ngoài-bên trong để khuyến khích mọi người làm việc.					
16. … tham gia chặt chẽ vào quá trình thực hiện và kiểm soát mọi sai phạm.					
17. … nỗ lực huấn luyện nhân viên để đạt hiệu suất cao.					
18. … thảo luận với nhân viên một cách chi tiết về các mục tiêu và đặt ra những mục tiêu phù hợp với năng lực cá nhân và mong đợi của các mục tiêu tổ chức được hợp nhất.					
19. … khuyến khích nhân viên suy nghĩ vượt trội và coi những ý tưởng đó là nguồn giải pháp có giá trị.					
20. … tạo niềm tin cho nhân viên.					
21. … sử dụng phản hồi như một phương tiện để duy trì các cuộc trò chuyện đang diễn ra và để cải thiện tư duy học hỏi và chia sẻ giữa các nhân viên.					
22. … sử dụng sức hút cá nhân để tác động đến nhân viên theo hướng nâng cao tinh thần làm việc và sự quyết tâm trong công việc.					
23. … luôn thách thức hiện trạng và tích cực khám phá những ý tưởng mới cho những mục tiêu lớn.					
24. … làm việc và hành động với tầm nhìn lớn.					

8. Có bất kỳ đặc điểm nào khác của một nhà lãnh đạo lý tưởng mà bạn muốn bổ sung không? Vui lòng ghi rõ nếu có.

....

....

....

Cảm ơn.

NO	OCCURRENCE	OPEN CODE	AXIAL CODE	SELECTIVE CODE
1	The team has about 10 members	10	SMALL TEAM	ORGANIZATIONAL CLIMATE
	Most of which are young people IT students They are young, so they lack both technical and soft skills, but the thing is that they are very willing to absorb and learn, and especially not afraid of difficulties. But they are hardworking and willing to learn.	YOUNG LACK BOTH TECHNICAL AND SOFT SKILLS HARDWORKING AND WILLING TO LEARN	YOUNG TEAM	
	Meetings with the team and with customers	GERMAN CUSTOMERS	CLIENT FACING	

The size of the FPT software HCM is quite large, a few years ago it was more than 5000 people, now that number has increased a lot.	VIETNAMESE CONGLOMERATE	SMALL TEAM IN LARGE COMPANY	
I am project manager.	MANAGING TEAM OF 10	MIDDLE MANAGEMENT	
I know that there are some people in the team that are more capable than others, but the good thing is that they don't feel uncomfortable when they have to take on more tasks than others. Due to stress, work is delayed. But after I did a few things to help them reduce	UNDERSTAND MEMBER ON PERSONAL LEVEL	INDIVIDUALIZED ATTENTION	TRANSFORMATIONAL

	their stress, like giving directions and references, they felt better and had a sense of direction.			
	I think the cause comes from one of the problems they are facing, in life or at work. If they don't respond to my questions about them, I'll go through someone else. For example, in the team there will be other members who is close to him or her. I will ask other people about that person and the problem he or she is facing. If there's one thing I can help with, I'll do my			

	best to help. Depending on personal or professional reasons, I have different help from case to case, but the most important thing is to find the cause.			
	If an employee does not meet the KPI, I usually talk to him or her about reasons. I think the cause comes from one of the problems they are facing, in life or at work. If they don't respond to my questions about them, I'll go through someone else. For example, in the team there will be other	101 COMMUNICATIO N		

	members who is close to him or her. I will ask other people about that person and the problem he or she is facing. If there's one thing I can help with, I'll do my best to help. Depending on personal or professional reasons, I have different help from case to case, but the most important thing is to find the cause.			
	they are very willing to absorb and learn, and especially not afraid of difficulties I also often explain to them that they are	ENCOURAGE CHALLENGES	INTELLECTUAL STIMULATIONS	

	young, everything they do during this period is a very good basis for later, so if they do better than their average, then they will develop themselves beyond expectations.			
	People seem to copy my way of doing things. Of course there are some ways that I feel it's good so I talk a lot about it all the time and I always do it that way for them to see so they can learn the way I do to make it better.	ROLE MODELING	INSPIRATION FOR TEAM MEMBERS	
	I personally also found some limitations in	SOLUTION ORIENTED	RESULT DRIVEN	TRANSACTIONAL

the implementation of my team, but that's not when I should find out whose fault it is or why it has such errors, but how to solve the problem as quickly as possible			
Usually I give them a list of tasks, they look at the list and assist me in how long this task takes, and who is the best person to do it.	ENGAGE MEMBERS IN DECISION MAKING PROCESS	GROUP DECISION	DEMOCRATIC PLANNER
I will let them volunteer to choose the task. I won't force a person to do a job they don't like, I'll let them choose first. Then if there are tasks	TASK ASSIGNMENT	FREEDOM TO CHOOSE TASKS	

that no one wants to take, I will encourage each person to take part of the remaining tasks.			
Incident: At that time, the client team also lost patience as time passed and the problem was not resolved. I was the person standing in the middle, so I am the one to absorb all customer complaints. As for my team, I always try to encourage them to help them feel comfortable in their thoughts to complete the task well. If I put too much	PROTECT TEAM FROM EXTERNAL STRESSORS	PATERNAL PROTECTION	VIETNAM CULTURAL INFLUENCES MEDIATOR

emphasis on what customers are complaining about, they will definitely be very stressed. My opinion is that no matter what, I still need to accompany and protect my team members first, maybe that's why they were so tired but still managed to get through that day, thank them very much indeed.			
I always follow up, monitor 24 on 24 with them. I will often work with them and contribute ideas together.	TOGETHERNESS	HANDS-ON	

Level of cohesion is also quite good.	VALUE INTERNAL HARMONY	RELATIONSHIP-FOCUSED COLLECTIVIST	
I feel quite satisfied with the team. When I talked to them, I found them to be quite sociable			
Major conflicts are fortunately nonexistent			
Incident: There was a time when the team worked individually, that is, when someone took on a task, they only focused on their own work and they rarely cared about other members' work and did not care about progress of project. Only when the work is directly			

related to others do, they begin to work together. I don't want that to happen. It was also not a team as I expected, so there was a time when I forced them to change their mind a bit. They had to review and cross-report each other's progress. Person A receives task A and person B receives task B, then person A will be the one to report the progress of task B and person B to report the progress of task A, thereby forming the habit of observing and			

	supporting. Then they became pretty close friends.			
	In a role of team leader, what I do best is to build people, that is, how to make them able to connect with each other and they have the ability to work on their own and learn from each other in the smoothest way.			
	When I see a team working as well as what I have built, I feel very happy. At first there was nothing, the new team was disjointed, each person did one thing, and no one connected			

with anyone. After I joined and helped everyone, I created the rules, then everyone started to become connected and everyone worked more like a team, rather than an individual. Then I felt happy, that's my motivation.			
Punishment sounds too harsh, I never seem to be harsh on them. As for the punishment, it's a bit heavy and I don't want that to happen.	PUNISHMENT IS HARSH	PUNISHMENT-AVOIDANT	
There are also some weaknesses like, I find that I	PUNISHMENT-AVOIDANT AS A WEAKNESS		

really don't want to talk about punishment with someone.			
My current stress level is moderate, not too much, not too little.	MODERATE STRESS	STRESS LEVEL	LEADERSHIP CHALLENGES
Stress is often caused by meeting with clients in the evening. Customers are from Germany, so the time zone is Stress is often caused by meeting with clients in the evening. Customers are from Germany, so the time zone is	TIME ZONE STRESS		
At that time, the client team also lost patience as time passed and	SANWICHED BETWEEN CLIENT AND TEAM	SANDWICH LAYER	

the problem was not resolved. I was the person standing in the middle, so I am the one to absorb all customer complaints. As for my team, I always try to encourage them to help them feel comfortable in their thoughts to complete the task well. If I put too much emphasis on what customers are complaining about, they will definitely be very stressed. My opinion is that no matter what, I still need to accompany and protect my			

team members first, maybe that's why they were so tired but still managed to get through that day, thank them very much indeed.			
To deal with stress, I often go for a snack, and I often arrange and plan meetings to avoid unexpected evening meetings. I usually plan meetings in advance to avoid having to suddenly have meetings in the evening.	SELF-CARE	SOLUTION	
If I need leadership support, I will ask my immediate	GUIDANCE FROM THE ORGANIZATION	SUPPORT	

	supervisor. If they've had a similar situation, they can give me their opinion.			
2	I am currently the leader of a team with 20 members.	20	LARGE TEAM	
	My team has 20 members including me and only I am female	ALL MALE TEAM – FEMALE LEADER	GENDER DYNAMIC	
	In terms of age, most of them are at the age of 25, 26, there are 3 members who just graduated from school, at the age of 22, 23, these 3 people have no real work experience but are very hardworking and willing to learn.	YOUNG (2) LACK SKILLS (2) HARDWORKING AND WILLING TO LEARN (2) EXPERIENCED	MIXED TEAM	ORGANIZATION AL CLIMATE

Everyone else has more than 2 years of work experience. There are members who have experience working with the Japanese and the Japanese market, they are also very active in learning about work, guiding and sharing experiences with young people.			
KDDI is the third largest telecommunications corporation in Japan. My team is in Vietnam but working with another team in Japan, my	FDI COMPANY	REGIONAL MANAGER REPORTING TO OFFSHORE HEADOFFICE	

direct boss is currently in Japan. Every day, I have to report on progress, what I did the day before and today's plan as well as difficulties in work.			
If everyone disagrees at work, then I think I will have everyone get together to see who's method is best, and then let everyone decide what is the most effective way to apply. Because this is teamwork, not individual work.	USE MAJORITY VOTE TO RESOLVE CONFLICT	GROUP DECISION (2)	DEMOCRATIC (2)
For all technical	ENGAGE MEMBERS IN		

	problems, the team will meet and come up with a common solution.	DECISION MAKING PROCESS (2)		
	I always encourage everyone to contribute their own ideas, then gather together to discuss whose ideas are most feasible, and we will select the most feasible options to proceed.			
	If someone's opinion is not used in that time, I still take note of that opinion.			
	I think encouraging everyone in the team to speak up also creates an environment for sharing and			

learning from each other.			
For individual tasks, after receiving a task, the members can decide how to perform that task at their own discretion.	MEMBER PERFORMS INDEPENDENTLY	FREEDOM TO EXECUTE TASKS	
Everyone in the team wants to develop in technical rather than management. I am more development oriented towards management rather than technical.	ROLE IN TEAM	MODERATOR (2)	
Incident: After that incident, I also came up with some solutions. For example, I asked a	PROCESS IMPROVEMENT	PROCESS-FOCUSED	TRANSACTIONAL

company in Vietnam to provide lockers for everyone to preserve their personal devices. I feel that people were very afraid, because everyone understands that information security is a very important thing. Before entering the company, everyone will have 1 day to learn about information security and take a test, then enter the official job. So I think everyone is also aware of the seriousness of the problem, especially the			

person who lost it, he was very scared. I think the Japanese leaders will also be worried if something like this happens in the future, so I had to suggest them solutions like request locker and reporting on how to maintain the device to reassure them. I plan to give everyone a checklist every month to check the equipment, if there is a problem, I will know and handle it quickly. In order for everyone to know the work and progress, I created a task			

list and weighted each task, everyone will manage the task in the same file. Whoever chooses a task, write down next to it. Then people looking at a common file will realize that if others do more than them, they themselves will feel insecure. Humans are striving and don't want to be inferior to others, so if there is a file that everyone manages and looks at, I see that everyone will try to perform more, choose tasks with high weight and If the tasks have			

low weight, then multiple tasks will be selected. I see people are quite excited, try to do it quickly and then fill in their names in the box next to it, like a small success of the day.			
About the role of team leader, what I do best is to manage the progress, and everyone also applies my way. My main responsibility is schedule management, I apply my personal experiences and learned skills to schedule management	PLANNER (2)		

	and I find it quite effective.		
	For individual tasks, after receiving a task, the members can decide how to perform that task at their own discretion	TRANSPARENCY	
	The company always has remuneration, salary and benefits regimes for teams and individuals that perform well. When we have overtime, the company also prepares food and drink for everyone to enjoy, and pays for overtime. So if the work is difficult and the team has to stay overtime,	REWARD/PUNISH MENT SCHEME	REWARD & PUNISHMENT

there is no problem, because we work overtime and get full benefits.			
I also always pay attention to those who do good and highly effective work in the team to nominate the superiors to have more bonuses for them, or increase their salary in the year-end check points. I rely on the company's regulations to get benefits for my team. I see that the members also work hard to get more bonuses at the end of the year.	MOTIVATE PERFORMANCE WITH REWARDS		

| | I think if that happens, there must be a reason behind it, personal life or work. If they don't respond to my questions about them, it's possible that there will be many delicate issues between men and women, so I will go through another person. If it's for a reason at work and I can support it, I will try my best to support him/her so he/she can return to work with the same good productivity as before. If the reason is related to a personal matter and I can't | UNDERSTAND MEMBER ON PERSONAL LEVEL (2) | INDIVIDUALIZED ATTENTION (2) | TRANSFORMATIONAL |

intervene, maybe I will give him/her time to get over her difficult period, during which time I and the other members will help him/her more at work.			
I have never had an argument or a punishment with a member of the team, maybe because I am a woman, the way I talk will be softer, the male members also give me more tolerance. If time has passed and he/she still have not returned to the way he/she were before,	AVOID CONFRONTATION AND ADMINISTER PUNISHMENT	PUNISHMENT-AVOIDANT (2)	VIETNAM CULTURAL INFLUENCES

then I think this time will need the intervention of a higher level of leadership.			
I always want to create harmony in the team, I want to create closeness between me and team members as well as between members in the team, to help and support each other in the work.	VALUE INTERNAL HARMONY (2)	RELATIONSHIP-FOCUSED	
My weakness, I think is that I am not familiar with the working culture of Vietnam, so sometimes there is a little obstacle in the way to communicate	VIETNAM VS. JAPAN WORKING CULTURES	CULTURAL DIFFERENCE	

and connect with my teammates, and between me and the male members we cannot share everything. This is the first time I come back to Vietnam to work after graduating from university, the working culture of Japan and Vietnam will have certain differences.			
I have only 1 problem about the time between the two countries. Japan is 2 hours ahead of Vietnam, but I have to work according to Japanese time,	TIME ZONE STRESS	STRESS LEVEL	LEADERSHIP CHALLENGES

so my daily work starts quite early at 7am. There is a Daily Meeting every day at 7:30 am, so the leader has to prepare a lot for the meeting. That means I have to leave the house at 6am to make sure I'm at the company at 7am. I'm just stressed about this issue.			
If I need leadership support, I will ask my superiors. At such times, I get quite useful answers, because most of my superiors are people who have worked for many years.	GUIDANCE FROM THE ORGANIZATION (2)	SUPPORT	

	The total staff of offices around the world is nearly 1000 people and currently the office in Vietnam has 100	FDI COMPANY (2)	REGIONAL MANAGER DEVELOPING LOCAL MARKET	
	My team has a total of 10 people including me as the leader.	10	SMALL TEAM (2)	
3	This position means that I will manage a team of customer care as well as business development and I am responsible for the entire Vietnam market. The work of the team is to ensure that the company's	SALES	CLIENT FACING (2)	ORGANIZATIONAL CLIMATE

revenue achieves its target as well as to develop more business opportunities and partnerships in Vietnam market.			
I see the members being out of track then I will need to talk to them to see if they can share their difficulties outside of work and let them review their current performance, do they realize they're out of track and what makes them go from being such a good performer to this, as well as if they need	101 COMMUNICATION (2)	INDIVIDUALIZED ATTENTION (3)	TRANSFORMATIONAL

help, I also show a willingness to help and listen.			
I think everyone has a small argument but everyone will be very open and constructive rather than attacking each other. That's how when everyone on my team disagrees, I'll hold a small debate like that so that the two sides can see the strengths and weaknesses of each solution. The team didn't do like that before and the team was just like, everyone just talked via chat.	ENCOURAGE CHALLENGES (2)	INTELLECTUAL STIMULATIONS (2)	

When we sit together and actually talk and present our ideas, many problems are solved more easily.			
Personal influence, as I understand it, I will have a certain so-called influence with the members. It is very important to inspire people to work, firstly in terms of work, secondly in terms of emotional connection. I think I will try my best to do the things that I have suggested to the team to show everyone that I can not	ROLE MODELING (2)	INSPIRATION FOR TEAM MEMBERS (2)	

only say but also do and the inspiration is to also understand the common expectation of team members. From there, I can see if what I do will help them get more inspiration to achieve those expectations or not.			
At the same time there was so much confusion in the mind, I thought everyone is in need of something more clear and certain. Then what helped people at that time was that I let them know the direction of the corporation,	COACHING CHANGE	COACH	

	this change will be right and help everyone develop more.			
	I will tell the team why to change and what is the expected result of this change, so that everyone knows. Then of course I also give everyone an initial roadmap that after I try to change I will hear everyone's feedback, if they think it's not right, I'm ready to adjust it more suitable.			
	They may look to me as their guide or supporter.			

| | And another change that I think is quite important is the way people manage data. In the past people managed data not centrally and it affected everyone's performance. Every time someone needs to find a document, it will be scattered. Then the change I do is to focus all on one place as an online library for the team. Everything will be stored there according to the system and people will avoid unnecessary confusion. | PROCESS IMPROVEMENT (2) | PROCESS-FOCUSED (2) | TRANSACTIONAL |

In fact, according to my leadership style, I want to have an open discussion with everyone, so the team members are involved in the initial discussion quite a lot before I make a decision.	GROUP DISCUSSION BEFORE INDEPENDENT DECISION MAKING	LEADER MAKES LAST CALL	PARTICIPATIVE
I think the punishment sounds a bit heavy, I think it will be more about rewards and personal influence. I set positive results instead of punishments.	PUNISHMENT IS HARSH (2)	PUNISHMENT-AVOIDANT (3)	VIETNAM CULTURAL INFLUENCES
And the improvement part, I think sometimes	PUNISHMENT-AVOIDANT AS A WEAKNESS (2)		

when I talk to the members, I need to improve a bit about giving tough feedback, the feedback it's not good.			
I am quite satisfied with the current team because the members not only have a connection in terms of work, but also care about each other after work, which is something that I appreciate. People spend a lot of time in a working environment and then they can also be friends. Because it is a team of 10	VALUE INTERNAL HARMONY (3)	RELATIONSHIP-FOCUSED (3)	

people and each person will have their own working style as well as age difference, so when I become a leader, I will have to have ways to behave and work with each person.			
Incident: I have a lead team since 2020 and after a while everyone knows that Covid have come. This was one of the difficult times not only for my team but I think a lot of other teams were having difficulties… The first difficulty was in terms of the health of the	CHANGE MANAGEMENT	COVID IMPACT	LEADERSHIP CHALLENGES

team members, the second was how to balance the workload so that the team could still do it and still operate in a very efficient way. In addition, at that time, on the corporate side, they also changed in terms of the system. There were many changes coming at the same time, so it was difficult to manage all the changes. This is called change management.			
I will also have tension from my superiors, as well as stress from my responsibility to the team. I	SANWICHED BETWEEN SUPERIOR AND TEAM	SANDWICH LAYER (2)	

think a good example is a hamburger and I am the filling in the middle.			
I think if I have questions about leadership, there are many sources for me to refer to. First of all, I will do my own research in advance from online resources or books to understand more about leadership knowledge. In addition, I will also find people who have many years of experience in leadership. They can give me the coaching section, which I	GUIDANCE FROM THE ORGANIZATION (3)	SUPPORT	

	think quite helpful. And I also go to my line manager, frankly sharing with them to see how their view point is.			
4	My company has a total of 80 people including all branches	SME 80 EMPLOYEES	LOCAL COMPANY	ORGANIZATION AL CLIMATE
	I am a sales leader of a software company.	SALES (2)	CLIENT FACING (3)	
	I am a sales leader, that means I will manage about 10 people and these guys are sales staff and sales admin.	10	SMALL TEAM (3)	
	The employees are young so they have the initiative in learning and	YOUNG (3) LACK BOTH TECHNICAL AND SOFT SKILLS (3)	YOUNG TEAM (3)	

progressing at work. Because they are all very young, in terms of working experience, there won't be much and the background is not too good, so I have to closely monitor and train them from knowledge to working style.	HARDWORKING AND WILLING TO LEARN (3)		
I motivate the team with rewards and punishments. This is also the way the company motivates all its employees.	REWARD/PUNISH MENT SCHEME (2)	REWARD & PUNISHMENT (2)	TRANSACTIONAL
After discovering this conflict, I have to handle it by reviewing the tasks assigned	CONFLICT RESOLUTION	MEDIATOR	

to them at that time so that I can adjust the work to suit them. As a result, I reconciled the needs of those two employees and resolved the conflict.			
In addition, I also create conditions for employees to contribute and share ideas, support each other more in their work, so gradually they will feel a connection between members, creating a more comfortable feeling in the workplace.	GROUP DISCUSSION BEFORE INDEPENDENT DECISION MAKING (2)	LEADER MAKES LAST CALL (2)	PARTICIPATIVE
In addition, I also create conditions for	ROLE MODELING (3)	INSPIRATION FOR TEAM MEMBERS (3)	TRANSFORMATIONAL

employees to contribute and share ideas, support each other more in their work, so gradually they will feel a connection between members, creating a more comfortable feeling in the workplace.			
I felt that the team members worked quite rigidly, there was little external communication between members, the working environment was quite stuffy. When I appeared, I made a change by encouraging the staff to	VALUE INTERNAL HARMONY (4)	RELATIONSHIP-FOCUSED	VIETNAM CULTURAL INFLUENCES

communicate outside more, for example, going out to talk or when there was something to say, say it directly instead of always have to send email in a rigid formal way. In addition, I also create conditions for employees to contribute and share ideas, support each other more in their work, so gradually they will feel a connection between members, creating a more comfortable feeling in the workplace. The team responded positively to			

this change and over time this way of working was continued thanks to the good effects it brought.			
One of the most difficult events that happened was during the covid pandemic. Since covid appeared, my customers, businesses, they will tighten their spending and reduce their payment for the software services they have purchased.	CHANGE MANAGEMENT (2)	COVID IMPACT (2)	LEADERSHIP CHALLENGES
I feel like I need to improve in imposing quite strict standards on my employees.	STRICT STANDARD	SELF-IMPROVEMENT	

Specifically, I usually don't allow employees to make mistakes at work, even if it's small.			
I often feel stressed. The stress that comes from work is a lot.	HIGH STRESS	STRESS LEVEL	
To deal with stress, I often allow myself to completely rest for a short time, for example relax, go on a trip, temporarily remove thoughts about work.	SELF-CARE (2)	SOLUTION (2)	
Due to high KPI, customers' expectations for our support are also high, so it is necessary to distribute	SANWICHED BETWEEN CLIENT AND TEAM (3)	SANDWICH LAYER (3)	

	people to be able to support customers in a timely manner, without complaints, so it feels very stressful.			
	Usually I will go to my line manager to ask for experience because they have experienced it, so they will offer solutions almost immediately so that I can try it.	GUIDANCE FROM THE ORGANIZATION (4)	SUPPORT	
5	200 employees including consultants, deployment staff, and support staff	200 EMPLOYEES	SMALL TEAM IN LARGE COMPANY (2) LOCAL COMPANY	ORGANIZATION AL CLIMATE
	My department is divided into 2 small teams, Technical and Tester. There	10	SMALL TEAM (4)	

are 8 technicians and 2 testers, all team members are around the same age as me.			
Daily work is meeting with deployment on and maintenance department as well as meeting with customers. Daily work is meeting with deployment on and maintenance department as well as meeting with customers	TECHNICAL SUPPORT TO CUSTOMER	CLIENT FACING (4)	
Speaking of opportunities, because our team is still quite young, the members are very agile, also willing to learn, quite productive, and	YOUNG (4) HARDWORKING AND WILLING TO LEARN (4)	YOUNG TEAM (4)	

they have the same ability, so they always complete tasks before the assigned time.			
In my team, there are also many members who are quite social, so having to work from home also affects work morale quite a lot, so I encourage regularly and as soon as I have information about the end of social distance, I asked my superiors to create the most favorable conditions for those of members who get vaccinated and then return	UNDERSTAND MEMBER ON PERSONAL LEVEL	INDIVIDUALIZED ATTENTION (4)	TRANSFORMATIONAL

	to the company to work. In other words, I'm doing a very good job of exploring their individual abilities, and also orienting goals and plans for my team.			
	If this happens, then maybe I will meet with that member privately and ask the reason as well as offer help if I think that person needs it, as well as consult with other members in the team who I think they are close to that person. I will give that person a certain time to process if the reason is personal. If the	101 COMMUNICATIO N (2)		

reason comes from work, then after knowing the reason, I will support that person to the best of my ability. After that, if the matter persists and is not handled, I will make specific mandatory requirements and report back to a higher manager about this issue.			
Our team always has implicit competition between members. For me, there is only competition to develop, so from the very beginning	ENCOURAGE CHALLENGES (3)	INTELLECTUAL STIMULATIONS (3)	

when assigning tasks to members, I have always purposefully kept the difference in their KPI not too high, as well as I will continuously create changes in the KPI ranking for the month to make them believe that they are doing better than last month. Perhaps the best responsibility I do is to always create a competition between team members as well as help them always have a sense of completing the KPI.			

I see that young people learn a lot from me. As for being the inspiration of the group, of course I have made an effort, I think every leader is the same on this matter. For example, I am usually the first to arrive to company in the team, and the last to leave. It is also a way for me to create a high sense of responsibility in team members' work.	ROLE MODELING	INSPIRATION FOR TEAM MEMBERS	
I will give team members the freedom to contribute ideas right from the implementation of the	ENGAGE MEMBERS IN DECISION MAKING PROCESS (3)	GROUP DECISION (3)	DEMOCRATIC

foundation part of the project. Team members will exchange ideas, suggestions on other people's code as well as give better ideas to each other. In the customization section of customer requirements, if I encounter strange requests, I will hand it over to someone I think capable of completing.			
For individual tasks, the team members are free to choose how to complete, I do not interfere too deeply in their way of doing things,	MEMBER PERFORMS INDEPENDENTLY (2)	FREEDOM TO EXECUTE TASKS (2)	

but let them decide how to do it, I just assign tasks to them.			
Any project that is accepted before the deadline will be rewarded by the company, so I rely on that to motivate team members to focus more. I also rely on monthly KPI to encourage and praise them.	REWARD/PUNISH MENT SCHEME (2)	REWARD & PUNISHMENT (2)	TRANSACTIONA L
Then when doing the foundation part, I will ask the team members to observe each other and support each other to complete this part, because only when they	PROCESS IMPROVEMENT	PROCESS-FOCUSED	

complete this part, they can go through the step of customizing the customer's ideas. This way makes everyone has a feeling of helping each other and naturally everyone will work for each other more.			
The punishment is too stressful, we spend more time at the company than at home, so too much pressure is not good. Therefore, I rarely apply punishment to my teammates.	PUNISHMENT IS HARSH (3)	PUNISHMENT-AVOIDANT (4)	VIETNAM CULTURAL INFLUENCES
However, I cannot give any punishment if I	PUNISHMENT-AVOIDANT AS A WEAKNESS		

really have a member who doesn't do well, kind of a bit lacking in rigor, like I have empathy but it's too high.			
I need to assign appropriately so that members in the team do not find me more biased for anyone.	IMPARTIALITY	NOT SHOWING TOO MUCH EMOTION	
Maybe it's the time of the Covid pandemic. At that time, everyone was working from home for the first time, so it would be difficult for me to monitor the team's working attitude, not to mention that working from	CHANGE MANAGEMENT (3)	COVID IMPACT (3)	LEADERSHIP CHALLENGES

home would be very distracting, so how to motivate the spirit of working for members is also an issue. In addition, we worked from home at that time, so there were a few requests from customers that our team could not immediately support because we had to limit the risk from our employees accessing the internal application from the outside network.			
Not too stressful, only	SANWICHED BETWEEN TEAM	SANDWICH LAYER (4)	

		& OTHER TEAMS IN THE COMPANY		
	when meeting with other departments to develop requirements for customers, there will be requests from those departments that are not necessary for my team and to reduce unnecessary work, I have to stand up and explain to the other team.			
	If I need leadership support, I often ask my direct manager or friends who are also in the same position as me.	GUIDANCE FROM THE ORGANIZATION (4)	SUPPORT	
6	The size of the corporation is about 4000 employees. The team that I am	VIETNAMESE CONGLOMERATE	LOCAL COMPANY SMALL TEAM IN LARGE COMPANY (3)	ORGANIZATION AL CLIMATE

working on has about 30 employees.			
I am a sales manager at a technology corporation.	SALES	CLIENT FACING	
I am in charge of is a very small team, only about 3-4 people.	4	SMALL TEAM	
The members are all very young. It's actually a team of people who are working like interns, they're starting to learn. In terms of age, they are very young, around 1997 to 1999. Regarding the connection, because they are young, and they are in the mood to learn,	YOUNG LACK BOTH TECHNICAL AND SOFT SKILLS HARDWORKING AND WILLING TO LEARN	YOUNG TEAM	

the team is easy to get along with each other.			
They are all female, and there is a diversity of regions, I'm from the North, and they're from the South, that's also diversity in culture.	NORTHERNER MANAGER AND ALL SOUTHERNER TEAM	REGIONAL DIFFERENCES	
Then I'll sit with the staff and catch up, like how are you feeling these days, if there's an event coming up, do you feel like you need anything more. I direct them and I won't always be there and make them think that they have to be the one to do	101 COMMUNICATIONS	INDIVIDUALIZED ATTENTION	TRANSFORMATIONAL

	everything, you will only show up when they feel they can't do it anymore.			
	Usually, at first, I will check their emotion, how they feel, whether they have any life problems or not. I need to check on their feelings, then I'll ask about what their work goals are, whether this goal is still the same or not at this stage. It will be frank talks where we re-map our goals together. If the goal is vague and unclear, I also know that this person's commitment is			

no longer there. I won't take action, I won't put pressure, but I will have timelines to review.			
It will be easier for me to navigate the team according to the working style, which I think is the most suitable, but it does not cause conflicts in terms of personal style and personality.	UNDERSTAND MEMBER ON PERSONAL LEVEL		
From my perspective, I think my role is very clear in shaping their working style, especially in this period of starting work. In the beginning I will	FOCUS ON LEARNING & DEVELOPMENT	INTELLECTUAL STIMULATIONS	

have quite intensive training, I will give them clear problems about the product, I will train them very closely about the product. When there are agendas with customers or going to meet customers, I will also let them join right away, so that they can observe. Then I will ask them to go out, actively respond to the customer or do something on their own, and I will give feedback. So that's the route. First, I give them theoretical knowledge,			

then give them a test, a trial, they have an observation, then they will do something themselves, then I give feedback. Actually, I always want them to develop their inner strength more. Don't depend on me because they may be with me today, but maybe in the future, each person's orientation is different, in another environment, they will not find the source of energy inside them.			

Because when I give them too many responsibilities and they are not really at a stable enough level, I will have to accept that there are risks that may happen, like the event I said last time. That's the leader's role, I have to take responsibility.	ALLOW RISKS OF MAKING MISTAKE		
Currently, I find this leadership method is suitable because the impact is not too big and with a small team, the staff is junior, it is suitable for them.	TAILORED MANAGEMENT STRATEGIES	RELATIONSHIP-FOCUSED (3)	

I think I do best as a companion, like a support person. I've always wanted to be someone who can help people. When I look at the responsibility, I see myself as a companion, standing up to protect the team, standing out to share and contribute to them about the personal development path.	TOGETHERNESS (2)	HANDS-ON (2)	
I don't think inspiration will come from an individual, and I think inspiration from an individual will be unstable. I just want them	INSPIRED BY WORKING ENVIRONMENT (2)	INSPIRATION FOR TEAM MEMBERS	

to be inspired by themselves. what I bring to them is just like real life, this is what I am doing, they can refer to it.			
Incident: resolving a mistake of team member. I think her feeling is anxiety, fear of having to compensate for the amount. But after I reassured her, she relaxed and was more comfortable. In my opinion, I think it's a pretty interesting experience because I can never be subjective, I think that person has	COACHING THROUGH A CRISIS	COACH	

done it well but anything can always happen. Then I will have more attention, I still have to check from time to time, I have to be more careful. As for her, I think she has more confidence, she has experienced a crisis, she knows how to handle and calmer at work.			
In group work, I will usually be a fairly democratic person. I often ask everyone's opinion, how do people feel and who can convince others, people will follow, not	GROUP DISCUSSION BEFORE INDEPENDENT DECISION MAKING (3)	LEADER MAKES LAST CALL (3)	PARTICIPATIVE

follow the majority. I will not follow the majority, but the person who can convince everyone needs to have proofs. In group work, I will usually be a fairly democratic person. I often ask everyone's opinion, how do people feel and who can convince others, people will follow, not follow the majority. I will not follow the majority, but the person who can convince everyone needs to have proofs.			
My point is not to punish. I don't want to	PUNISHMENT IS HARSH	PUNISHMENT-AVOIDANT	

bring negativity to others. I will have very serious and somewhat tense talks. I won't criticize but I try to emphasize the point.			VIETNAM CULTURAL INFLUENCES
More importantly, I stand up to protect the team. Since childhood, I have always been oriented to be the one to take care. From a psychological perspective, I have been nurtured and educated for this character since childhood, and will always be someone who	PROTECT TEAM FROM EXTERNAL STRESSORS (2)	PATERNAL/MATE RNAL PROTECTION (2)	

	cares about others.			
	In my work environment, I keep my professionalism, I don't show too many personal feelings.	SEPARATE EMOTION FROM WORK	NOT SHOWING TOO MUCH EMOTION (2)	
	I have to use my reputation, my relationship with my clients, and I talked to them tactfully. Often for these things, the staff will not be able to come out immediately, I will be the one to stand up, support them, be the one to talk directly, raise problems, offer solutions, then they are just the implementers. When	SANWICHED BETWEEN TEAM & OTHER TEAMS IN THE COMPANY (2)	SANDWICH LAYER	LEADERSHIP CHALLENGES

	communicating with legal or large departments, bosses, I will be the one to speak directly.			
	Conflict can occur between the sales team and the product team, or the system development team has problems that go against the sales team. We want to make money, but the product team wants to protect the users. Those are obvious conflicts. From a leader's perspective, I have to stand up and protect my team.			

Usually, the conflict does not come from the small team that I manage, but from the management level, I have to work with other managers.			
I am the one who speaks to the customer. I tell the customer about the problem, confirm the problem, and about the next steps of coordination, she will be the one to support everyone.	SANWICHED BETWEEN CLIENT AND TEAM (4)		
However, when I get too focused on developing my employees, I have to make sacrifices on the	MAKE SACRIFICE		

organization's goals or the goals related to my personal ambitions. Because I want to develop them to always succeed, sometimes it will not be able to achieve the right KPI of the team, because I give them more personal room, not work too much for the organization. Then it will sacrifice a bit of the organization's goals, or my own personal goals.			
I think I get stressed out all the time. I have a fairly large work schedule and big goals,	HIGH STRESS (2)	STRESS LEVEL	

so it's often stressful personally			
I think I get stressed out all the time. I have a fairly large work schedule and big goals, so it's often stressful personally	SELF-CARE	SOLUTION	
For leadership-related issues, I look to people in the organization, usually my peers or people with a higher level than me. They understand the nature of work, they also understand how to work in the organization as well as they are seniors in the profession, they will be	GUIDANCE FROM THE ORGANIZATION	SUPPORT	

	able to guide me.			
7	I'm working at a start-up company; it's only been established for 4 years.	VIETNAMESE START-UP	LOCAL COMPANY LARGE TEAM IN SMALL COMPANY	ORGANIZATIONAL CLIMATE
	My team has about 20 people.	20	LARGE TEAM	
	In my team, the oldest person born in 1989, the youngest person born in 1998. This team is mostly young people, so the adaptability is quite high. The members who came in later, were born in 1997, 1998, their personalities are quite strong, so every time the team	YOUNG STRONG PERSONALITY (2)	YOUNG TEAM	

brainstorms about a certain function, they will often ask questions.			
For example, there is a member who has worked for a long time in the team and later on that person has made outstanding contributions, then I will suggest to my boss that there should be a bonus for him and let everyone know about it because his productivity is very good. I have applied penalties. Everything is pre-formatted and has	REWARD/PUNISH MENT SCHEME	REWARD & PUNISHMENT	TRANSACTIONA L

	templates, everyone has to follow the available templates to avoid inconsistency. If there is any error, I will fine base on that file, 50 thousand VND for 1 error.			
	Complicated things will be broken down to do each part first, so up to now there has been no problem that is too difficult to handle. Incident: improve recruitment. In the past, when a person was recruited into a company, that person would have to know	PROCESS IMPROVEMENT	PROCESS-FOCUSED	

	how to do everything. Specializing in software will have front end and backend. In the past, recruiting people still placed a lot of emphasis on the fact that the person must be able to do both. But after quite a few times of changing personnel and thinking about it, I came to the decision that I would not put too much importance on that issue. When recruiting staff, we will only hire people who specialize in one of the two. Because people who			

specialize in one of the two will know exactly what they do, not need to spread it horizontally. I will dig deeper, will find people who are experts in a certain area, they will do better than someone who knows how to do everything but is not specialized. In the past, when a person was recruited into a company, that person would have to know how to do everything. Specializing in software will have front end and backend. In the past, recruiting			

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deeper, will find people who are experts in a certain area, they will do better than someone who knows how to do everything but is not specialized.			
Incident: Employee with sick father - I still have to go talk to that person to really know what he's going through. Then if I have the ability to give advice, I will give advice on those matters. Those are personal matters anyway, so I won't interfere too much. But first I need to find out what	UNDERSTAND MEMBER ON PERSONAL LEVEL	INDIVIDUALIZED ATTENTION	TRANSFORMATIONAL

	the cause is. If the problem is too serious, I can give him a few days off to solve it, I should not force him to go to work, sit on the company without focusing on work. If the problem is quite long, then there will be 2 ways. There is one case like this. His father has cancer and he has to stay in the hospital 24/7 for care. It results in this person frequently falling short of the schedule. He is quite hesitant whether to quit or not. I recommend			

that if he has to take care of his father, he can switch from full time to part time, or he can take 1-2 weeks off to focus on taking care of his father, and then take him home, not at the hospital so he can work from home without being present at the company. Then there are 2 solutions, 1 is from full time to part time, 2 is working as a remote, not going to office anymore			
I'm the leader myself so I can give them better advice and direction, but they have confidence in	ENCOURAGE CHALLENGES	INTELLECTUAL STIMULATIONS	

themselves so they think my way is not right and their way is better. If I can't prove it with words, I will prove it with actions. Let them try it the way they think, and have others do it the way I think.			
Incident: The most difficult event was when product manager suddenly quit his job. At that time, everyone's morale was very low, because he was the leader of the train, but if he left, people wouldn't know where this train would go, how	COACHING THROUGH A CRISIS (2)	COACH	

it would go. Then, at this time, I had to do ideological work with everyone, talk to each person and ask what their wishes are, what do they think about his resignation, so that I can come up with a solution to solve it properly. It is impossible to let the morale drop like that, it will definitely affect the work quite a lot. After that, luckily, most of the key members stayed, and some left. Then we have to hire more people. And I have to			

take responsibility for product manager's work. I have a lot of work to do.			
Our team is quite democratic in that members can raise ideas about work and planning. We have one day to plan, all team members that day will meet all day just to plan what to do next. Then everyone has the same voice.	ENGAGE MEMBERS IN DECISION MAKING PROCESS	GROUP DECISION	DEMOCRATIC
I don't force them to do what they do, but let them be creative in the work they do. Members can actively choose the technology	TASK ASSIGNMENT (2)	FREEDOM TO CHOOSE TASKS (2)	

part. I still plan to do so, but technology is still an open topic, they are free to choose but it must be the most optimal and time-saving technology possible.			
I'm pretty stressed. It is not possible for a team to do it smoothly from start to finish for a long time, there must be a small or big problem. And the amount of work is also a lot.	HIGH STRESS (3)	STRESS LEVEL	LEADERSHIP CHALLENGES
Because I'm quite demanding at work, I'm quite scowling.	UNPOLISHED COMMUNICATION		

	If I need support in leadership, I will go directly to my boss, or I will ask other leaders for advice.	GUIDANCE FROM THE ORGANIZATION	SUPPORT	
	Usually when the stress is too unbearable, I will stop working. I will go down to the park for a walk, sit on a stone bench to relax, temporarily stop thinking about work to rest for a while and then return to work.	SELF-CARE	SOLUTION	
8	Company V is also quite large, probably about 3000 employees.	VIETNAMESE CONGLOMERATE	LOCAL COMPANY SMALL TEAM IN LARGE COMPANY	ORGANIZATION AL CLIMATE
	To serve this product, my team has 4	11	SMALL TEAM	

engineers, one person is an IT engineer with all 7 other members.			
Their age is still young, there is only one person who works in operations was born in 1993, and most of them were born in 1996, 1997.

Everyone's understanding of the market, about the competition, about customers is still limited and professional skills also need to be improved. | LACK BOTH TECHNICAL AND SOFT SKILLS | YOUNG TEAM | |
| Incident: Improving cooperation process. About the main challenge, because I've | PROCESS IMPROVEMENT | PROCESS-FOCUSED | TRANSACTIONAL |

only been in for 4 months, let compare it a bit when I first entered and now. When I first entered, I think the most challenging thing at that time was that everyone didn't have link. The link here is the link in work. People did not know how the tasks they do serve the big picture. If it doesn't have such a clear direction in terms of work, it may not be good mentally, then efficiency is not high, maybe one person does this orientation, the other does another. That's			

the biggest challenge. The biggest challenge now I think it's different. I think people now quite understand each other's work, they coordinate quite well, the difficulty now I think is everyone's understanding of the market, about the competition, about customers is still limited and professional skills also need to be improved.			
Well, I'll leave it to everyone to discuss, if there is a difference in opinion,	CONFLICT RESOLUTION (2)	MEDIATOR (3)	

	everyone can freely argue. Actually, when I first joined, I already had a guide for the members. I see that in our industry, with my team being a team whose members' backgrounds are also quite different, often I will have problems with how to argue. Although using the same language, the same word, the data person will understand differently than the marketer, for example. Actually, I've been aware many times with people already. They need to be clear			

in what they say, and they have to have evidence to support data given. The data given here is not necessarily a data, it is a subjective observation that is also accepted and when members argue with each other, it usually comes from subjective experience. If a member gives data, the team will often make assumptions. Usually they will argue with each other about assumptions and options. I just let people argue with each other, usually I don't jump in			

much unless I feel they're misunderstanding, then I just deal with that part, the rest will be able to work together on their own.			
Usually I won't interfere with how people do it, I'll just deliver the desired result. As for how to do that to complete the task, usually I will not interfere, everyone will decide, everyone will ask me but everyone will decide, I just need to know the result.	SOLUTION ORIENTED (2)	RESULT DRIVEN (2)	
Regarding the team, I think it depends on the	UNDERSTAND MEMBER ON PERSONAL LEVEL	INDIVIDUALIZED ATTENTION	TRANSFORMATIONAL

person. Some people feel excited because they have to do something new, some people will feel unstable, confused, as if something new happens, what should I do. It depends on the person. The team is small, so I can observe each person. Firstly, if someone has high performance, that's a good thing. They are capable. If they have the ability but neglect, it may be because I have not set the big challenge, or it may be because they feel the reward is not			

worthy. Firstly, as I just said, I need to fine the reason. The cause may be because the reward is not enough, or because the next exercise is not challenging enough, or because of other personal reasons. Depending on the cause, I will have a suitable solution. I think I will talk to them, listen and observe, and about taking action, it depends on the cause.			
Talking about making a conscious effort to be the inspiration of the group is	ROLE MODELING	INSPIRATION FOR TEAM MEMBERS	

	actually a yes. For example, I have to go early in the morning.			
	The first is to inform people. Joint decision, everyone can discuss, there is no limit to the discussion. As for decision making, I am still the main decision maker.	GROUP DISCUSSION BEFORE INDEPENDENT DECISION MAKING (3)	LEADER MAKES LAST CALL (3)	PARTICIPATIVE
	If stress level is on a scale of 10, I think my stress level is around 6, 7 or so.	MODERATE STRESS (2)	STRESS LEVEL	LEADERSHIP CHALLENGES
	If I need leadership support, I will find a direct manager or human resources.	GUIDANCE FROM THE ORGANIZATION	SUPPORT	
9	One of the largest enterprises in	FDI COMPANY	SMALL TEAM IN LARGE COMPANY	ORGANIZATIONAL CLIMATE

Vietnam in the e-commerce market. The headquarter of my company is located in Singapore with a scale of about 5000 employees, and in Vietnam, the department I am working on has a scale of about 100 employees.			
My team is operating in technical support for the product, the size is 11 people.	11	SMALL TEAM	
I will assign work to team members to handle customer complaint tickets or	CLIENT SUPPORT	CLIENT FACING	

technical related tickets for the product.			
Most of the members are older and have worked at the company longer than me.	YOUNG MANAGER WITH MATURED TEAM	MATURED TEAM	
Members also have more experience as they have been able to handle related issues on their own that they had to raise to me to solve in the past.	ENCOURAGE CHALLENGES	INTELLECTUAL STIMULATION	TRANSFORMATIONAL
Actually, I did the best in that I chose the right person to assign the specialized work. If you choose the right person for the job, the job will go smoothly	UNDERSTAND MEMBER ON PERSONAL LEVEL	INDIVIDUALIZED ATTENTION	

and also match their professional skills. Then I will sit down and discuss with them to see where they are having difficulty, in what problem. If in my ability I can support, I will definitely support that member to they no longer have that concern, to focus more on work to return to their best form.			
I always have to work hard because people seem to believe in me and see me as an inspiration. The thing that I find the simplest	ROLE MODELING	INSPIRATION FOR TEAM MEMBERS	

and most suitable for me is that I have to do well in the jobs for which I am responsible. They will see the way I work and how my solutions are and from there draw lessons and experience for themselves			
I see the members consider me as a role model because they say that I'm too young to be the leader for a team and have really done well in things like solving problems smoothly, from small to big problems. I think the team members really	FORCE OF PERSONALITY	IDEALIZED INFLUENCE	

see me as a role model.			
I must closely monitor, gave timely advice so that they could perform the most accurate operations, ensure full collection and at the same time ensure the relationship between the company and that major partner.	TOGETHERNESS (3)	HANDS-ON (3)	
The biggest change that I made was that I suggested to the members to document all the main processing processes of the team. In the past, people worked mainly based	PROCESS IMPROVEMENT	PROCESS-FOCUSED	TRANSACTIONAL

on the experience handed down from the seniors, there were actually no specific documents or procedures and they worked step by step according to their habits. I suggested they document the most appropriate and shortest ways to handle each case.			
If these guys haven't found a consensus, they raise the issue to me so that I can choose the best solution for all of them and of course for my team. My team is divided by	GROUP DISCUSSION BEFORE INDEPENDENT DECISION MAKING	LEADER MAKES LAST CALL	PARTICIPATIVE

specialization, so when I need someone's opinion, I will sit down and discuss with the people who are in charge of related issues and consult with them, then agree on the best ideas and I will be the one to made final decision and notify the relevant departments and the whole team.			
As for improvement, I find that my decisions are not decisive and sometimes even interfered with personal feelings.	SEPARATE EMOTION FROM WORK (2)	NOT SHOWING TOO MUCH EMOTION (3)	VIETNAM CULTURAL INFLUENCES
If the problem is beyond my	IMPARTIALITY (2)		

ability to support and they continue to be distracted, at this point I will have to take measures according to the company's policy. If I don't, it will show my bias.			
My challenge is that I'm still quite young but I have to take on the role of a leader for a team that has many people working at the company with more experience than me. About the biggest difficulty I think I encounter is my subjective psychology.	YOUNG MANAGER WITH MATURED TEAM	EXPERIENCE GAP	LEADERSHIP CHALLENGES

Because I'm a young person and go to lead members who are older than me, I feel that those members may not really agree with my decisions about expertise, for example, because they have been doing it for a long time and have more expertise in this work.			
Mainly stress comes from workload, from the above bosses and related departments need the support of my team.	SANWICHED BETWEEN TEAM & OTHER TEAMS IN THE COMPANY (3)	SANDWICH LAYER	

10	The business has 2 branches in Hanoi and HCM, the scale in HCM is about 200 employees.	VIETNAMESE SOFTWARE COMPANY	LOCAL COMPANY	ORGANIZATIONAL CLIMATE
	I decide which customer group they will have to approach.	SALES	CLIENT FACING	
	My team consists of 7 sales staff specializing in B2E software for businesses.	7	SMALL TEAM	
	About my team, there are 4 boys and 3 girls, they were born in from 1992 to 1996. Their personalities are very strong, so they only associate in work under my direction.	YOUNG LACK SKILLS STRONG PERSONALITY (2)	YOUNG TEAM	

	Then I made such an environment available, anyone who comes to work is automatically followed and there is little question. If anyone have questions, I will also answer and explain to them very clearly and specifically. Normally, I wouldn't let them ask questions like that.	NO QUESTION ASK	STRICT COMMAND	AUTOCRATIC
	Regarding my working style, when I recruit staff, I notice with everyone in advance that my way of working is the military way of working, it will not be gentle.	MILITARY-STYLE		

I am fortunate to have a human resources department that is already taking care of the commendations for reaching the target. At the end of the month I will give them information about who to commend and then they will take care of the awarding and commending for the whole company. As for the penalty, the team should follow the rules. Members will pay small fines if they violate the set rules. If they do not achieve the target, their	REWARD/PUNISH MENT SCHEME		

work performance is not good, they will face penalties according to the company's regulations such as warning or dismissal.			
Incident: Firing the popular employee - One of the most difficult events that happened to my team was that one of the team members who worked with the team for a long time didn't achieve KPIs and that person had to face layoff. That person had a very good bonding with the team members, made	LEADER VS. TEAM	ALIENATION	

| | a good impression on all members, but in terms of expertise and professional skills, it was not good. That person also received a lot of support from the team but still did not achieve high performance at work. Letting that person quit, for me, in principle is what I have to do, but emotionally, it is an unwise decision. That's a tough thing for me as a leader.

As a leader, I let him pass the probationary period because he had good bonding with | | | |

members, good communication, and was a factor that helped team members unite. For that reason, that person received deals from other members to fulfill his KPI. But then he didn't do well and didn't reach the target. By letting that person quit, I think I created a bad, cruel image in the minds of other team members. Through this incident, the more I feel that the more I am a leader, the lonelier I am. Mainly the conflict between me			

and the members. Because the way I work is like in the army, no one likes that way. No one likes to be ordered or yelled at. So I don't think they see me as a role model to follow my way of working and managing.			
I decide which customer group they will have to approach. I coordinate, navigate the members. I will divide into pairs that have the right personality to work together, support each other to go up. To set a target for each person	TASK ASSIGNED BY LEADER	LEADER MAKES ALL THE SHOTS	

like that, I rely on a software system. If someone says yes, I will be very happy. If someone says no, I will explain to that person why I gave them a target like that.			
If I give them a pad of paper to force them to memorize, 1st they won't learn 2nd they will learn by rote, and it will take a long time to apply and transform into something of theirs own. And they will accept that as a matter of course, and in that way will also eliminate those who don't fit.	LEADER SETS THE RULE		

Most of the important decisions of the team are discussed by only me and 2 other people. Usually I'm the one taking the lead.			
When employees do wrong, they are immediately reprimanded. They have the right to object and if I am wrong, I will listen. In these conflicts it's usually me who starts first. I want to see how that person deals with me pushing the pressure down through his demeanour, facial expression,	INTENTIONAL AGGRAVATION	CONFRONTATION	

voice. Partly, I want to test that person's stamina, partly, I want to see if that person can see their mistakes.			
In our conflicts, there is rarely a win-win. When I win, that person will review how he did it right and wrong, but when they win, it is clear that I must admit it.	ONLY ONE PERSON WINS		
I'm a leader, so I have to try to stay as neutral as possible to balance all the factors around so that the team can see that this is a good place to grow, a place where people are valued, and	IMPARTIALITY (3)	NOT SHOWING TOO MUCH EMOTION	TRANSACTIONAL

there is no distinction.			
I think I need to improve my attitude towards the members. When I improve my attitude, I think I will gain more people's hearts. People will listen to me because people respect me, not because I am their leader. Then I think I will have to control that, temper my attitude.	ANGER MANAGEMENT	LEADERSHIP STYLE	LEADERSHIP CHALLENGES
When I'm strict, I'll make the mistake of yelling at unrelated things. When I'm harsh with that person, I'll find anything to	ABILITY TO PROVIDE CONSTRUCTIVE FEEDBACK		

criticize them for.			
I think my stress level is around 6 out of 10. When work doesn't go the way I want it to, whether it's because of my job or the management of the team, I get stressed.	MODERATE STRESS	STRESS LEVEL	
The way to deal with immediate stress is to go out and not see anyone to let it go, let it calm down. For persistent stress from problems in work or team, I will solve it by having conversations with the team, raising problems and discussing to	SELF-CARE	SOLUTION	

	handle. It's only when I'm done with the problem that I can reduce my stress.			
11	The current team is about 17 people in Vietnam, 7 people in Japan	24	LARGE TEAM	ORGANIZATION AL CLIMATE
	The current team is about 17 people in Vietnam, 7 people in Japan	CROSS BORDER TEAMS	CULTURAL DYNAMIC	
	All employees are young, the youngest is 19 years old, the average age is about 24-25 years old.	YOUNG	YOUNG TEAM	
	Total employees are over 1800 people in Tokyo, Hanoi, Da Nang, Ho Chi Minh, Philippines.	FDI COMPANY	REGIONAL MANAGER MANAGING TEAMS IN VIETNAM & JAPAN	

	The company has been listed on the Tokyo Stock Exchange for 3 years. In addition, the company will target the European and American market in the near future.			
	The main job is to manage project progress, manage communication between stakeholders, solve project issues (both in terms of people and work), predict project risk. Synthesize that information and report to relevant stakeholders.	COMMUNICATION AND REPORTING	CLIENT FACING	

We have standard processes, in each process, for example the planning process, everyone has the right to speak, has the right to discuss their work. For IT projects, it is impossible to have a clear and complete process right from the beginning. Most projects will be to start doing, recognize the inadequacy in that process, then improve the process. So is my project. This improvement depends on the severity that we	PROCESS IMPROVEMENT	PROCESS-FOCUSED	TRANSACTIONAL

	will have to implement immediately or will deploy slowly over time		
	To resolve the conflict, I depend on the level of the problem to solve. I define 3 levels, the first is for people to solve on their own, the second is for me to participate in listening to people solve, the third level is for myself to participate in the solution. Usually, I let the team solve it themselves first, if it still can't be solved, I will be involved. Then I will		

summarize the information and report to the customer after the conflict is resolved.			
The most important thing for us is the result, so as long as there is one change that leads to good results, later on other changes, everyone will be very happy in receiving a certain project change	SOLUTION ORIENTED	RESULT DRIVEN	
But I am the project manager, I will collect all the information and will compare and contrast the deadline set by the customer to see if it is	MASTER SCHEDULE	PLANNER (3)	

appropriate or not.			
The challenge is that each member has a different personality, I myself am a project manager, in addition to managing work progress, I am also a manager of resources and people, I have to be a bridge to connect everyone, in harmony with each other, together for the common goal of releasing products to customers on time and with the best quality products.	CONFLICT RESOLUTION	MEDIATOR	
If it is appropriate,	GROUP DISCUSSION	LEADER MAKES LAST CALL	PARTICIPATIVE

then let everyone deploy based on their decision, if it is not appropriate, I will be the one to assign tasks to members, that is, I will force everyone to do the tasks that people do not like. Back to the decision making to the work of members and the work of the group, each person will decide his or her own work based on the common plans of the team,and the person who makes the final decision and the person with the highest	BEFORE INDEPENDENT DECISION MAKING		

	responsibility will be me.			
	In order to motivate the team, I think I will have to find out what each person's motivation is. In management 3.0, if you read that book, you will learn that there are 10 basic types of motivation, each person will prioritize those 10 different types of motivation. For the project manager role, I should determine what their motivation is and from there I will take care of my members based on that type of	UNDERSTAND MEMBER ON PERSONAL LEVEL	INDIVIDUALIZED ATTENTION	TRANSFORMATI ONAL

motivation, it will be more appropriate than consider everyone shares the same motivation. Regarding punishment, reward or personal influence, like I said, depending on the type of motivation, it will have different punishments and rewards, so for each person there will be different reciprocity, not a common one.			
So back to the story of a member with a high achievement suddenly being neglected, I first go to find	101 COMMUNICATIO N		

	out the reasons and then based on the tools that I just said, for example, evaluating performance, I will give feedback back to that person and will initiate a conversation to resolve the issue together.			
	My profession is project manager; not sure everyone wants to be a project manager so that's why I don't think I'm a role model. I won't make an effort to be the inspiration for the group but I'm the one who motivates everyone, that's what I'm trying	INDIVIDUAL CANNOT BE THE SOURCE OF INSPIRATION	NOT TRANSFORMATIONAL	

to do, it's two different things. I am not the inspiration of the group. Everything motivates people, it will not be a specific individual, so it is impossible for me to become everyone's inspiration or to be everyone's motivation.			
My company in Japan also has 1 PM, I will share my views with the PM there, in addition, to solve problems, I will consult my direct boss, general manager, then I will get a lot of advice from my boss, for the	GUIDANCE FROM THE ORGANIZATION	SUPPORT	LEADERSHIP CHALLENGES

time being, it will be. Moreover, I will share information with my leaders so that everyone will take part of the responsibility of supporting me with the deadline with customers, but it is still quite stressful because it has not been resolved much. My luck is that when I work for this company, my direct boss is a visionary and conscientious leader, so I learn a lot from that leader. In addition, he guides me what books I should read to improve			

	my leadership, and have the necessary knowledge in management.			
	There are a lot certificates related to project management in the world and I will also plan to study in the near future.	SELF IMPROVEMENT		
12	About 17000-18000 people.	VIETNAMESE CONGLOMERATE	LOCAL COMPANY	ORGANIZATIONAL CLIMATE
	Team size will fluctuate depending on the period, depending on the time of the project, usually the software project will have a period of climax and a period of slowly, currently, the team size of the	25-27	LARGE TEAM IN LARGE COMPANY	

	project is doing about 25- 27 people			
	The age is quite young, the year of birth is from 1987-1998.

The challenge, as I introduced earlier, is that the members participating in this project are quite young at age, so there will be those who have no experience or are participating in the project for the first time. | YOUNG

LACK SKILLS | YOUNG TEAM | |
| | The background of the members is about 99% studying from information technology schools, only 1% studying from other | IT GRADUATES | HOMOGENEOUS BACKGROUND | |

schools, they will do positions such as business analysis.

The members in the team are very close to each other. | | | |
| Companies that are large in size often build their own company cultures, and the company's culture is really unique, then it can maintain that many people. | FLAT CULTURE | STRONG COMPANY CULTURE | |
| To solve this problem, for example, to still let the members work and ask which members can arrange time after the children have | MASTER SCHEDULE (2) | PLANNER | TRANSACTIONAL |

gone to bed or after 9-10 o'clock to work overtime about up to 12 hours. And if anyone can't work overtime, I will let 2 people join the same task. During office hours, there will not be 2 people doing the same task. Person A works during office hours and then about 1 hour before going home, this person will transfer back to the current status of what they are doing to person B and B will cover the rest to complete the schedule for the day.			

	Software companies often have a big conflict between developers and testers, because the two sides will often have two different views. When encountering such situations, usually, I will clearly plan what the input scope of the team is based on. In order for everyone to have the same view, I will usually organize training sessions, transfer about that document from the BA team, then team members will have the same view. When	CONFLICT RESOLUTION	MEDIATOR	

they implement the product, there will be cases where the views are misunderstood, but it will be more limited.			
Motivating the group will have both rewards and punishments, once there is a penalty, there will be a reward.	REWARD/PUNISH MENT SCHEME	REWARD & PUNISHMENT	
First, I'll talk to that person to see if he/she's willing to share the issue. If in the case that he/she shares, I will work with him/her to find a solution if it is related to work, not let he/she solve that issue alone. And if in case he/she is	UNDERSTAND MEMBER ON PERSONAL LEVEL	INDIVIDUALIZED ATTENTION	TRANSFORMATI ONAL

not willing to share, I will ask a higher level to talk to him/her, I will raise the issue to a higher level. Maybe not he/she do not want to share with the person who directly works with him/her every day, but can share with a higher boss.			
Yes, because in order to maintain such a large team side, I must always inspire everyone so that every day when everyone goes to work, everyone does not feel tired, everyone feels like this job is quite fun and	INSPIRED BY WORKING ENVIRONMENT (2)	INSPIRATION FOR TEAM MEMBERS	

the company is like family, everyone can freely work and share. For example, I organize team building for everyone, usually once a week, or there will be cases 2 times a week, I let the team eat and then go to sing together, or there will be sessions where the team sit together for free talk.			
There is no difference between the boss and the employee, everyone is very comfortable with each other. In this meeting, the members	ENGAGE MEMBERS IN DECISION MAKING PROCESS	GROUP DECISION	DEMOCRATIC

will tell when this task will be done, they will estimate their own scope of work, maybe this scope will overflow the next day, so they will commit what they will do today and if anyone have an issue, they can raise the issue, and of course in that session will not solve their issue but will pick someone to solve the issue for them. Team will choose a few outstanding issues and together come up with a solution and apply according to			

that solution for the next 2 weeks, then after 2 weeks will check again. When there are important decisions, I still get opinions from the team leaders.			
if people still can't, I have to accept it.	TASK ASSIGNMENT	FREEDOM TO CHOOSE TASKS	
I will sit down and talk to my team once a month, the bosses will do the same with the managers, they will sit down and talk to me once a month. When there is a problem, issue or something, I will raise directly with the bosses, talk	GUIDANCE FROM THE ORGANIZATION	SUPPORT	LEADERSHIP CHALLENGES

frankly, face the problem honestly, the bosses will give me a solution or if the bosses can't solve it, the bosses will find someone to give it for me.			
Because at the beginning, I am a developer, which means that I do not have enough management skills. I have taken only internal courses, or when the bosses find it necessary to take any course, the bosses will suggest me to take it. Then I need to improve a lot in	SELF IMPROVEMENT		

management skills, for example, recently I have thought about going to MBA or take time management, or human resources management courses. I need to learn more knowledge to work more professional.			

Appendix 6: [Questionnaire] Demographic information

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	92	61.3	61.3	61.3
	female	58	38.7	38.7	100.0
	Total	150	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	23	5	3.3	3.3	3.3

		Frequency	Percent	Valid Percent	Cumulative Percent
	24	17	11.3	11.3	14.7
	25	22	14.7	14.7	29.3
	26	12	8.0	8.0	37.3
	27	18	12.0	12.0	49.3
	28	9	6.0	6.0	55.3
	29	18	12.0	12.0	67.3
	30	14	9.3	9.3	76.7
	31	13	8.7	8.7	85.3
	32	10	6.7	6.7	92.0
	33	3	2.0	2.0	94.0
	34	9	6.0	6.0	100.0
	Total	150	100.0	100.0	

Working experience: company

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< 1 year	14	9.3	9.3	9.3
	1 - 2 years	32	21.3	21.3	30.7
	2 - 4 years	69	46.0	46.0	76.7
	> 4 years	35	23.3	23.3	100.0
	Total	150	100.0	100.0	

Working experience: position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< 1 year	34	22.7	22.7	22.7
	1 - 2 years	76	50.7	50.7	73.3
	2 - 4 years	32	21.3	21.3	94.7

> 4 years	8	5.3	5.3	100.0	
Total	150	100.0	100.0		

Autocratic leadership

Reliability Statistics

Cronbach's Alpha	N of Items
.829	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
supervises employees closely to ensure they do their work	20.2533	5.224	.801	.763
considers employees passive and lazy at work	20.3000	5.258	.565	.813
uses punishments or awards to motivate employees to achieve organizational objectives	20.1467	6.502	.266	.864
asks employees to follow his directions	20.2867	5.427	.736	.777
is the main judge of performance of employees	20.2933	5.685	.566	.809
gives orders and clarifies procedures of how to do them	20.2867	5.051	.736	.772

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.838
	Approx. Chi-Square	381.397

Bartlett's Test of Sphericity	df	10
	Sig.	.000

Communalities

	Initial	Extraction
supervises employees closely to ensure they do their work	1.000	.790
considers employees passive and lazy at work	1.000	.518
asks employees to follow his directions	1.000	.724
is the main judge of performance of employees	1.000	.514
gives orders and clarifies procedures of how to do them	1.000	.769

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.315	66.294	66.294	3.315	66.294	66.294
2	.710	14.195	80.489			
3	.396	7.913	88.402			
4	.357	7.148	95.550			
5	.222	4.450	100.000			

Extraction Method: Principal Component Analysis.

Democratic leadership

Reliability Statistics

Cronbach's Alpha	N of Items
.670	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
keeps employees a part of the decision-making process	18.9000	9.849	.190	.704
provides guidelines with sincerity and a concrete plan	18.5867	9.305	.391	.632
provides supportive communication to employees	18.8333	8.717	.409	.625
helps employees to understand their responsibility and complete their work	18.6200	9.244	.461	.613
helps employees define their passion and positive working morale.	18.6600	8.400	.523	.585
properly assesses individual competence and assigns the right tasks to ensure good results.	18.7000	8.238	.471	.602

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.708
Bartlett's Test of Sphericity	Approx. Chi-Square	133.729
	df	10
	Sig.	.000

Communalities

	Initial	Extraction
provides guidelines with sincerity and a concrete plan	1.000	.408
provides supportive communication to employees	1.000	.515

helps employees to understand their responsibility and complete their work	1.000	.541
helps employees define their passion and positive working morale.	1.000	.476
properly assesses individual competence and assigns the right tasks to ensure good results.	1.000	.379

Extraction Method: Principal Component Analysis.

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.319	46.385	46.385	2.319	46.385	46.385
2	.950	19.000	65.385			
3	.708	14.164	79.549			
4	.576	11.516	91.065			
5	.447	8.935	100.000			

Extraction Method: Principal Component Analysis.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.652
Bartlett's Test of Sphericity	Approx. Chi-Square	102.585
	df	6
	Sig.	.000

Communalities

	Initial	Extraction
provides guidelines with sincerity and a concrete plan	1.000	.484
provides supportive communication to employees	1.000	.561

helps employees to understand their responsibility and complete their work	1.000	.587
helps employees define their passion and positive working morale.	1.000	.433

Extraction Method: Principal Component Analysis.

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.064	51.609	51.609	2.064	51.609	51.609
2	.872	21.808	73.417			
3	.613	15.313	88.729			
4	.451	11.271	100.000			

Extraction Method: Principal Component Analysis.

Participative leadership

Reliability Statistics

Cronbach's Alpha	N of Items
.736	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
always encourages employees to express their own ideas	20.0600	7.506	.372	.729
always listens to employees' suggestions and opinions	19.8200	7.504	.508	.692
integrates and uses employees' suggestions to make decisions	20.0333	6.757	.561	.672

facilitates the open exchange for ideas and gives employees chances to participate in important decisions	20.0400	7.086	.511	.688
understands individuals' situations to find out good solutions when disagreements exist	20.0600	7.412	.463	.702
always shares problems and involves consultation with employees before making a decision	19.7533	7.207	.433	.711

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.648
Bartlett's Test of Sphericity	Approx. Chi-Square	203.540
	df	15
	Sig.	.000

Communalities

	Initial	Extraction
always encourages employees to express their own ideas	1.000	.286
always listens to employees' suggestions and opinions	1.000	.491
integrates and uses employees' suggestions to make decisions	1.000	.586
facilitates the open exchange for ideas and gives employees chances to participate in important decisions	1.000	.487
understands individuals' situations to find out good solutions when disagreements exist	1.000	.425
always shares problems and involves consultation with employees before making a decision	1.000	.350

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.626	43.759	43.759	2.626	43.759	43.759
2	.992	16.531	60.289			
3	.839	13.984	74.273			
4	.667	11.119	85.392			
5	.585	9.754	95.146			
6	.291	4.854	100.000			

Extraction Method: Principal Component Analysis.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.733
Bartlett's Test of Sphericity	Approx. Chi-Square	124.261
	df	6
	Sig.	.000

Communalities

	Initial	Extraction
always listens to employees' suggestions and opinions	1.000	.567
integrates and uses employees' suggestions to make decisions	1.000	.696
facilitates the open exchange for ideas and gives employees chances to participate in important decisions	1.000	.506
understands individuals' situations to find out good solutions when disagreements exist	1.000	.457

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.225	55.628	55.628	2.225	55.628	55.628
2	.700	17.500	73.128			
3	.653	16.331	89.459			
4	.422	10.541	100.000			

Extraction Method: Principal Component Analysis.

Transactional leadership

Reliability Statistics

Cronbach's Alpha	N of Items
.674	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
works out agreements with them	19.7733	6.002	.382	.642
takes actions to find solutions before problems become more serious or chronic	19.8267	6.050	.570	.584
takes employees' standards of work quality to perform with a clear expectation	19.7267	5.663	.560	.576
uses extrinsic motivations to encourage employees to work	19.8000	5.987	.569	.582
control and monitor employees' performance and keeps track of all mistakes	19.9733	6.174	.384	.639

puts efforts to push employees to achieve the goals	20.0667	7.324	.074	.745

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.782
Bartlett's Test of Sphericity	Approx. Chi-Square	173.890
	df	10
	Sig.	.000

Communalities

	Initial	Extraction
works out agreements with them	1.000	.305
takes actions to find solutions before problems become more serious or chronic	1.000	.561
takes employees' standards of work quality to perform with a clear expectation	1.000	.674
uses extrinsic motivations to encourage employees to work	1.000	.598
control and monitor employees' performance and keeps track of all mistakes	1.000	.423

Extraction Method: Principal Component Analysis.

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.561	51.229	51.229	2.561	51.229	51.229
2	.854	17.077	68.306			
3	.639	12.782	81.088			

4	.545	10.903	91.990			
5	.400	8.010	100.000			

Extraction Method: Principal Component Analysis.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.755
Bartlett's Test of Sphericity	Approx. Chi-Square	146.624
	df	6
	Sig.	.000

Communalities

	Initial	Extraction
takes actions to find solutions before problems become more serious or chronic	1.000	.610
takes employees' standards of work quality to perform with a clear expectation	1.000	.662
uses extrinsic motivations to encourage employees to work	1.000	.609
control and monitor employees' performance and keeps track of all mistakes	1.000	.470

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.351	58.782	58.782	2.351	58.782	58.782
2	.670	16.746	75.528			
3	.565	14.115	89.643			
4	.414	10.357	100.000			

Extraction Method: Principal Component Analysis.

Transformational leadership

Reliability Statistics

Cronbach's Alpha	N of Items
.891	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
spends time and effort to guide and coach employees	20.3600	6.809	.476	.909
emphasizes individual differences and strengths to allocate tasks	20.1533	6.493	.711	.873
always encourages and motivates employees to go for it	20.4333	5.375	.867	.845
sets challenging objectives to motivate employees to move forward	20.2267	6.136	.841	.854
gets employees to open their mindsets and think new ideas	20.4867	5.741	.808	.856
listens to employees' concerns and instills confidence in employees	19.9400	6.835	.606	.888

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.806

Bartlett's Test of Sphericity	Approx. Chi-Square	678.623
	df	10
	Sig.	.000

Communalities

	Initial	Extraction
emphasizes individual differences and strengths to allocate tasks	1.000	.641
always encourages and motivates employees to go for it	1.000	.900
sets challenging objectives to motivate employees to move forward	1.000	.806
gets employees to open their mindsets and think new ideas	1.000	.827
listens to employees' concerns and instills confidence in employees	1.000	.508

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.683	73.666	73.666	3.683	73.666	73.666
2	.590	11.802	85.468			
3	.437	8.748	94.216			
4	.248	4.958	99.174			
5	.041	.826	100.000			

Extraction Method: Principal Component Analysis.

Charismatic leadership

Reliability Statistics

Cronbach's Alpha	N of Items
.666	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
gives constructive feedback to improve employees' work as much as possible	19.6200	5.808	.329	.650
gives high recognition for employees' achievements	19.5267	5.325	.512	.581
acts as a friend of employees with big influences on them	19.5133	5.258	.561	.563
inspires a visionary belief for employees	19.5200	5.513	.522	.581
always does his best to support and motivate employees to drive for high results	19.4067	5.907	.381	.629
often makes sure all employees fully understand all points and able to perform through careful listening, effective communication and proper motivation	19.5133	6.869	.106	.714

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.743
Bartlett's Test of Sphericity	Approx. Chi-Square	158.910
	df	10
	Sig.	.000

Communalities

	Initial	Extraction
gives constructive feedback to improve employees' work as much as possible	1.000	.212
gives high recognition for employees' achievements	1.000	.640
acts as a friend of employees with big influences on them	1.000	.669
inspires a visionary belief for employees	1.000	.567
always does his best to support and motivate employees to drive for high results	1.000	.328

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.416	48.312	48.312	2.416	48.312	48.312
2	.886	17.729	66.041			
3	.778	15.562	81.603			
4	.553	11.062	92.664			
5	.367	7.336	100.000			

Extraction Method: Principal Component Analysis.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.683
Bartlett's Test of Sphericity	Approx. Chi-Square	119.719
	df	3
	Sig.	.000

Communalities

	Initial	Extraction
gives high recognition for employees' achievements	1.000	.735
acts as a friend of employees with big influences on them	1.000	.710
inspires a visionary belief for employees	1.000	.612

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.057	68.558	68.558	2.057	68.558	68.558
2	.555	18.489	87.047			
3	.389	12.953	100.000			

Extraction Method: Principal Component Analysis.

Appendix 8: Correlations

Autocratic leadership

Correlation Matrix

		supervises employees closely to ensure they do their work	considers employees passive and lazy at work	asks employees to follow his directions	is the main judge of performance of employees	gives orders and clarifies procedures of how to do them
Correlation	supervises employees closely to ensure they do their work	1.000	.533	.707	.566	.759

	considers employees passive and lazy at work	.533	1.000	.581	.301	.550
	asks employees to follow his directions	.707	.581	1.000	.505	.639
	is the main judge of performance of employees	.566	.301	.505	1.000	.580
	gives orders and clarifies procedures of how to do them	.759	.550	.639	.580	1.000
Sig. (1-tailed)	supervises employees closely to ensure they do their work		.000	.000	.000	.000
	considers employees passive and lazy at work	.000		.000	.000	.000
	asks employees to follow his directions	.000	.000		.000	.000
	is the main judge of performance of employees	.000	.000	.000		.000
	gives orders and clarifies procedures of how to do them	.000	.000	.000	.000	

Democratic leadership

Correlation Matrix

	provides guidelines with sincerity and a concrete plan	provides supportive communication to employees	helps employees to understand their responsibility and complete their work	helps employees define their passion and positive working morale.

Correlation	provides guidelines with sincerity and a concrete plan	1.000	.360	.470	.168
	provides supportive communication to employees	.360	1.000	.349	.425
	helps employees to understand their responsibility and complete their work	.470	.349	1.000	.345
	helps employees define their passion and positive working morale.	.168	.425	.345	1.000
Sig. (1-tailed)	provides guidelines with sincerity and a concrete plan		.000	.000	.020
	provides supportive communication to employees	.000		.000	.000
	helps employees to understand their responsibility and complete their work	.000	.000		.000
	helps employees define their passion and positive working morale.	.020	.000	.000	

Participative leadership

Correlation Matrix

		always listens to employees' suggestions and opinions	integrates and uses employees' suggestions to make decisions	facilitates the open exchange for ideas and gives employees chances to participate in important decisions	understands individuals' situations to find out good solutions when disagreements exist
Correlation	always listens to employees' suggestions and opinions	1.000	.550	.347	.320
	integrates and uses employees' suggestions to make decisions	.550	1.000	.458	.417
	facilitates the open exchange for ideas and gives employees chances to participate in important decisions	.347	.458	1.000	.337

	understands individuals' situations to find out good solutions when disagreements exist	.320	.417	.337	1.000
Sig. (1-tailed)	always listens to employees' suggestions and opinions		.000	.000	.000
	integrates and uses employees' suggestions to make decisions	.000		.000	.000
	facilitates the open exchange for ideas and gives employees chances to participate in important decisions	.000	.000		.000
	understands individuals' situations to find out good solutions when disagreements exist	.000	.000	.000	

Transactional leadership

Correlation Matrix

		takes actions to find solutions before problems become more serious or chronic	takes employees' standards of work quality to perform with a clear expectation	uses extrinsic motivations to encourage employees to work	control and monitor employees' performance and keeps track of all mistakes
Correlation	takes actions to find solutions before problems become more serious or chronic	1.000	.545	.435	.397
	takes employees' standards of work quality to perform with a clear expectation	.545	1.000	.538	.370
	uses extrinsic motivations to encourage employees to work	.435	.538	1.000	.404
	control and monitor employees' performance and keeps track of all mistakes	.397	.370	.404	1.000
Sig. (1-tailed)	takes actions to find solutions before problems become more serious or chronic		.000	.000	.000
	takes employees' standards of work quality to perform with a clear expectation	.000		.000	.000

uses extrinsic motivations to encourage employees to work	.000	.000		.000
control and monitor employees' performance and keeps track of all mistakes	.000	.000	.000	

Transformational leadership

Correlation Matrix

		emphasizes individual differences and strengths to allocate tasks	always encourages and motivates employees to go for it	sets challenging objectives to motivate employees to move forward	gets employees to open their mindsets and think new ideas	listens to employees' concerns and instills confidence in employees
Correlation	emphasizes individual differences and strengths to allocate tasks	1.000	.678	.648	.624	.499
	always encourages and motivates employees to go for it	.678	1.000	.827	.950	.557
	sets challenging objectives to motivate employees to move forward	.648	.827	1.000	.758	.584
	gets employees to open their mindsets and think new ideas	.624	.950	.758	1.000	.504
	listens to employees' concerns and instills confidence in employees	.499	.557	.584	.504	1.000

Sig. (1-tailed)	emphasizes individual differences and strengths to allocate tasks		.000	.000	.000	.000
	always encourages and motivates employees to go for it	.000		.000	.000	.000
	sets challenging objectives to motivate employees to move forward	.000	.000		.000	.000
	gets employees to open their mindsets and think new ideas	.000	.000	.000		.000
	listens to employees' concerns and instills confidence in employees	.000	.000	.000	.000	

Charismatic leadership

Correlation Matrix

		gives high recognition for employees' achievements	acts as a friend of employees with big influences on them	inspires a visionary belief for employees
Correlation	gives high recognition for employees' achievements	1.000	.609	.501
	acts as a friend of employees with big influences on them	.609	1.000	.471
	inspires a visionary belief for employees	.501	.471	1.000
Sig. (1-tailed)	gives high recognition for employees' achievements		.000	.000

acts as a friend of employees with big influences on them	.000		.000
inspires a visionary belief for employees	.000	.000	