Millennials in a Small Business: Your Best Asset or Biggest Liability?

A teaching case and teaching note submitted in partial fulfilment of the requirements for the Executive Doctorate of Business Administration (EDBA) degree at Ecole des Ponts Business School

Paris, France

March 2019

Aseus Travel[1]: An Evolving Business Model

In 1995, Sam Barlow set up his own company, Aseus Travel Ltd., providing hotels with expertise to target the leisure travel market. From a spare room, Sam and a young graduate recruit ran everything from sales to administration, often working late into the night, sitting on uncomfortable dining chairs in front of second-hand computers. Raised by self-made parents and graduating from university to enter a dismal job market in the second recession of the decade, Sam worked 12-hour days, 6.5 days a week, cramming his hours with several appointments and grabbing sandwiches as he drove between meetings. Within a year, Sam was able to recruit three additional people on a junior level to assist in administrative roles. What the new recruits lacked in experience, they more than compensated for with hard work, and in six months they progressed from simple administrative tasks to making significant sales contributions.

Sam demanded strict discipline and his own dedicated work ethic of his team, and they did not disappoint; they were aware that if you wanted to succeed you started at the bottom and demonstrated that you could climb the ladder. Sam was direct to the point of being blunt, yet his team reacted how he expected them to—listening, learning, and achieving—with minimal supervision. Sam, as managing director, was at the helm of the business, supported by one manager who supervised all areas of the business and three junior recruits, who covered the administration, operations, and some sales.

Two years on, the company that started with three tour operator clients and three hotel suppliers now worked with 150 independent and global hotel chains supplying more than 50 customers. The recession had hit hard, and even larger chains were prepared to seek help to increase their revenues. Luxury hotels that previously targeted the corporate traveller were now ready to supplement their income by accommodating the more cost-aware leisure traveller. Furthermore, Aseus serviced primarily an older age group, who were prepared to spend their pensions on holidays, thus propping up the Western European leisure travel industry.

[1] This case study is based on real events; however, the names of the company and employees have been changed for reasons of confidentiality.

\With growth came the time to move the premises, and the team moved to a simple office on an industrial estate on the outskirts of London. There was great anticipation when the sales team managed to entice one of the bigger players of the industry to the office to listen to a sales pitch. The whole team contributed to the development of the presentation and new marketing proposals. Yet hours before the meeting the cleaner called in sick. Without prompting, the team rolled up their sleeves and cleaned in time for the presentation. This pitch proved to be the first in a line of successful sales pitches proposing new and previously unattainable travel packages. In response to the internet, cheaper air travel, and a changing landscape of the wholesaler model, customers were more discerning of service quality and demanded more for their money. Aseus was now leading the way to incorporating exclusive access to hotels and attractions that had previously avoided the mass leisure group market. Aseus was also persuading more customers, used to conventional packages, to explore new ideas.

There were crisis moments that accompanied the company growth too, the most serious in the form of the near bankruptcy of one of Aseus' biggest clients, Phoenix Voyages. With close to £100,000 debt owing, this could mean Aseus' downfall. Sam agreed to a rough payment plan with Phoenix directors, with whom he maintained a long-established relationship, and handed it over to the finance team. With tight cash flow management and creative techniques to stretch credit facilities, they succeeded in collecting the outstanding balance from Phoenix. The most promising outcome was the independence, innovation, and ownership the team displayed, requiring minimal intervention from the managing director.

Close customer relationships led to Sam adding a new brand, Rambling Tours, to the portfolio. The plan was to build the Rambling Tours brand and sell it for a significant profit. Quantitatively speaking, the target was to turn around a £20,000 turnover company to £2.5million within 3 years.

While Aseus faced its big and small challenges, Sam's focus remained unchanged. His dream of an ethically run, genuinely customer centric company providing exceptional service remained strong. Aseus now worked with 300 clients, over 500 hotels, and had expanded its range of services

to include Eurostar, Eurotunnel, and various ferry companies. The portfolio now included attractions such as Buckingham Palace, West End Musicals, and journeys on the Orient Express (Table 1).

Table 1

Aseus Travel Group's Brands and Backgrounds

Brand Name	General Details
Aseus	Established 1995. Began as a company offering marketing expertise to independent hotels to target the leisure market. The company has developed to become one of the UK's foremost architects of tour experiences, working with over 500 tourist attractions, 850 hotels and 300 customers.
Rambling Tours	Established 2010. A brand taken over from a customer on the verge of bankruptcy in lieu of payment. The company has become the main provider of high-quality rambling tours in the UK, fast identified as an enormous potential source of income working with 125 customers and 220 suppliers. Rambling is undergoing restructuring to become a technology driven company.
Aquaria	Established 2014. The luxury brand focusing on unique experiences offering privileged access to venues and events. Still in its infancy, the company has already attracted attention in certain travel circles for its innovative products and close attention to service quality. Introductory super car tours to Germany and France were very successful.

A Growing Employee Base at Aseus

Over the next seven years, new team members replaced the original staff to make up the now 10-strong team, all on substantial salary and bonus packages. However, Sam had noticed a drop in the quality of applicants. A strengthening economy meant companies were now competing for the best recruits. If Aseus was to compete for the cream of the crop, then a healthy salary was not enough; better staff would be attracted to more upmarket surroundings. Perhaps these were the first signs of a Millennial working world. In 2005, Aseus made its second move to expensive offices in Richmond, outside of London. Surrounded by boutiques, cafes, and bars in a trendy town center, the Aseus office was set to attract the best people. The most notable members of the team now comprised those described in Table 2.

Table 2

Key Team members at Aseus Travel Ltd.

Team Member	Position	Description
Ellie Swan	Operations Administrator	Early 20s; newest recruit; team relations are crucial to this well-spoken administrator; acknowledgement of her performance is essential.
Freddie Napier	Finance Manager	Late 20s; technological skills contributed to his recent promotion; quick learner; flexible second in command.
Harriet Karr	Sales Manager	Mid 30s; mortgage and elderly parents to support; hard working manager who regularly works through holidays; brusque in communications and prefers to work alone.
Jenny Deniaud	Office Administrator	Early 20s; talented administrator who joined recently; very aware of employee rights and benefits; focused on personal gain and promotion.
Kara Mbata	Rambling Brand Creative Assistant	Mid 20s; well-read and very politically correct; a strong advocate for minority and women's rights.
Marcus Koen	Operations Assistant Manager	Late 20s; intelligent and focused; particular about working contractual hours; very conscious of work-life balance.
Melanie Yanik	Operations Administrator	Early 20s; multi-cultural background; sensitive to team moods and feelings.
Noah Matthews	Operations Director	Early 40s; geared towards large salary, benefits, and impressive job title; process driven; creates fool-proof system for team to operate but he handles all problems; acts as go-between for Sam and the team to communicate Sam's messages in a more Millennial-friendly manner.
Pedro Diaz	Head of Rambling Brand	Late 20s; active team ambassador who thrives on team social activities; unsure of career goals but vague goal to return to his native Columbia to 'give back';
Peter Billingham	Sales Director	Early 50s; 25 years sales experience; Aseus sets up home office to allow him to regularly avoid the two-hour commute; holds traditional values of customer loyalty and trust over newer digital forms of business.
Susie Narula	Manager Aquaria Brand	Mid 20s; avoid social media user; enjoys personal and digital interaction with suppliers/customers; talented sales person and strong advocate of businesses facilitating employees' personal lives.

The new team members required a different form of motivation than his original staff, and Sam worked hard to determine and utilize the right incentives to encourage employee growth, development, and performance. For example, Sam felt Pedro would be best suited to running the Rambling Tours brand, and to gain Pedro's full commitment to the new venture, an attractive percentage of the final sale price was offered. Pedro was excited about taking on such a big project, largely because the generous package would take him significantly closer to his dream of moving to Columbia. Alternatively, Sam sent Susie to various international trade exhibitions to promote Aquaria, and she came back armed with contacts of many potential international partners who could sell the Aquaria products.

Aseus' motto was customer driven—customers came before everyone else—including the employees. Sam's philosophy went further to incorporate a moral stand about revenue—people always came before profit—and no amount of profit would replace customer relationships. With 20 years of experience behind him, Sam, attributed much of his company's success to relationships built on trust and loyalty. This was why Aseus phones were always manned, even on Christmas day. This perhaps explained why Sam was comfortable with his company always remaining a small medium sized enterprise and not aspiring to create a corporate giant. Over the next three years, Sam did a bit of everything—Aseus sales, Rambling Tours brand development, and the development of the new brand, Aquaria, which was the high-end brand for the group, focusing on *money-can't-buy* experiences.

Sam was immovable about his team; he had no wish to create an organization filled with order takers. He wanted a small, elite team who excelled at what they did and embraced his philosophy. The current workforce hovered between 12-16 people, primarily made up of Millennials and a handful of Generation X. Sam left Noah in charge of recruitment, making his expectations clear; he wanted staff who could take pressure and ownership and work independently. The Aseus office was small, so the team encountered Sam every day; however, Sam left Noah to supervise daily operations and communications.

A Changing Workforce Dynamic

Very few issues seemed to require Sam's involvement, and the company seemed to be developing at a steady pace. A big investment for the company was the custom-made software that was being developed in Bangalore in response to a discovery that Aseus administration accuracy rates were dropping, and many tasks were too labour intensive. This was a significant outlay for the company but one that would allow nearly all manual tasks to be completed by software. Noah was overseeing this software project with assistance from Freddie.

While working on Rambling Tours, Sam noticed a worrying trend; Pedro was regularly missing sales targets. When confronted, Pedro invested a last-minute sales push to scrape through the figures but would then quickly fall back again. He had two assistants for administrative and operational tasks, yet Pedro suggested that the quantity of chores meant that he was often assisting his assistants. With more people on his team, he was confident of surpassing the targets. However, Sam believed the problem lay deeper than a shortage of people. Sam had regular monthly meetings with Pedro; however, the potential that Sam recognised in the Rambling brand did not materialize, and they were behind on the three-year plan. Here was an untapped and sizeable domestic and international market of ramblers willing to spend abundantly on their hobby, but where was Pedro's vision and innovation for Rambling? Over the coming weeks, the amiable relationship between Pedro and Sam soured, and Pedro resigned. Pedro's resignation meant that until a suitable candidate was found, Sam would take over the running of the brand with Kara Mbata, the creative assistant of the team.

Rambling was taking up a lot of time. Kara was a quick learner and bought into Sam's vision to make it a tech brand, but she was also very sensitive. She disliked confrontation and would take time out to regain her emotional balance, which interrupted progress. Kara was well read and possessed perceptive insights for someone so young, yet she depended on regular, even daily, guidance from Sam.

More turmoil was to follow. Susie decided to leave the company; the excitement of setting up Aquaria had waned, and she wanted a career that left her with time for her personal life. Perhaps Sam

had expected too much by giving Susie, an outgoing, natural sales person, the autonomy with a new launch, and this had achieved the opposite of what Sam had hoped.

Sam also noticed a misalignment between Peter and the rest of the team. Peter appeared to eschew new, disruptive ideas, privately admitting to Sam that this new generation did not understand the old ways. Rather than balancing the younger team's digital communication approach to customers with traditional, personal interaction, Peter appeared overwhelmed by his tech-savvy, confident juniors. Peter failed to convince the team of the value of slowly building relationships and loyalty over the years. They countered that relationships had to be balanced with technology, with increasing numbers of older customers resorting to online bookings. Furthermore, how was the company to grow when so much time had to be invested in nurturing individual relationships, some of them hardly financially lucrative? To Sam, Peter seemed focused on only his workload and unconcerned with the team challenges in the office. He requested time off for a lengthy spring break, assuming that his juniors would run the show in his absence. They were quietly outraged by Peter's subsequent announcement that he would be leaving Aseus to return to his old job.

The Rambling situation and financial warnings from the accountant prompted Sam to start investigating the other teams. Finance was still churning out invoices and managing cash flow, but an unprecedented number of errors seemed to be appearing. Freddie was well liked by the team, yet he struggled with the transition from team member to finance manager. His three assistants seemed to work on their own terms. Freddie often put forward useful, technology-based ideas, but his enthusiasm and ability waned when things took too long to materialise or were met with resistance by his team. Sam discussed the situation with Noah; he felt weekly guidance from Noah would assist Freddie by giving him the comfort that there was someone else to support him.

With his own focus on Rambling, Sam decided to hand over the reins of Aseus sales to Harriet, who had made her way from administrative assistant to head of sales. Harriet was curt to everyone and quick to make her views public. If the quality of paperwork failed to meet her exacting standards, she would publicly reprimand the offender and demand it be redone. While most of the team confessed their fear of Harriet, Peter had appeared more irritated by her forthright manner, as

she openly challenged him at meetings. Peter had not been sure which was worse, the younger woman's blatant disregard for his position or the rest of the team's polite yet obvious habit of bypassing him to address Sam directly.

Sam was concerned that Harriet's authoritarian manner was discomfiting the team rather than encouraging them to aspire to her exacting standards. Harriet found the team's constant need for supervision frustrating, a very different scenario to when she first was thrown into the deep end in her first job. Sam could relate to Harriet's aggravation; he pondered whether companies had a duty toward their young employees to change their thinking or if companies should let a generational mind set lead the way to change.

Sam turned his attention to Noah's operations team; however, before the review, Noah's wife gave birth prematurely. Noah decided to take two weeks off but offered to be available any time via email or phone during his leave. Noah's unforeseen absence forced his team into situations they were unprepared for, which were usually handled by him. Melanie, who had been with the company for three years, was confronted with an irate customer and with no idea how to resolve the issue, approached Sam to hand it over. Sam was shocked; instead of the elite team of achievers, he employed a group of personable but mechanical individuals. They appeared to lack the soft skills of thinking on their feet and making decisions, and difficult situations were swiftly handed over to their boss.

Marcus Koen, who had recently been promoted, was not happy that he was to be part of the rotation for the emergency phone. True, Noah had rewarded him with a hefty salary increase with his promotion, but Marcus did not want the phone to impact his personal life. He also did not understand the fixation the bosses had with detail. For example, Sam expected his team to get the names of his clients right all the time. Yet Marcus countered that if it was a choice of getting all the work completed or every detail perfect, then completion of the work came first. Sam pondered this. Was it true that good service was now relegated to a lower standard? Was the essence of customer service changing? Not to a lower standard but to a different standard?

Melanie was also unhappy with the demands that were being placed on her as Noah had previously protected her from these situations. Sam and Harriet shouting at her left her uncomfortable, and she spent many lunch breaks miserably pondering the unfairness of it all.

Jenny Deniaud made a spontaneous decision and resigned. She was a first-rate office administrator on an excellent starting salary package (although she revealed during her exit interview that her title sounded menial), but felt that the company did not care about her. She had friends who were given free doughnuts every day in their offices, and she felt that Aseus failed to offer the same level of care towards its team.

Ellie Swan was new and unsure about the team situation. The senior team never acknowledged her hard work; she arrived an hour early and left an hour later than everyone else, but no one mentioned it. She tried approaching Harriet, who dismissed Ellie's worries by explaining that the outcome was more important than the hours she worked.

Noah returned to find a reduced team that appeared disharmonious with the detailed processes that he had meticulously embedded. Sam laid out the facts; rather than a team of exceptional service providers, he had a group of people incapable of acting without help from a process or manager.

In a meeting with Sam, Noah stated he was not prepared to act as a mentor or life coach to his young team, nor was he prepared to advise on personal lives and engage in hand holding and gentle motivation. His focus was on getting the job done and rewarding consistent performance with financial bonuses. Furthermore, he expected his team to learn by watching as he was not prepared to invest time coaching them, when he could use the time more efficiently fixing issues. Sam on the other hand, felt managerial change was overdue. This young team seemed more concerned about doughnuts than customers; they needed a different management approach to previous generations. However, did Noah have a point? Did every generation differ from the previous one and thus create division in the workplace? Was it the role of organizations to keep running as they always had despite Millennial personalities? Noah and Sam left the meeting with an uneasy truce; Noah agreed to adjust the management of his team at least until the new software would take over from his team.

The situation escalated when Melanie resigned, citing excessive work pressure, and explaining she was going to train to become a teacher. Sam felt that Melanie's talent had been left untapped due to a combination of her attitude and Noah's mismanagement. He was uncovering an increasing number of Millennial traits that disturbed him; how was the world going to cope? Alternatively, was the world just changing as it always had, whether Generation X and Boomers liked it or not, and business and society would adapt accordingly?

A deciding moment came in the form of a reference request for Melanie's new job at a small school. One question asked specifically about her ability to take pressure. Sam felt the truth needed to be told as small companies depended on accurate references. Noah and Marcus disagreed. Noah argued that Melanie had offered to stay on an extra month (her new position started in the autumn) to help during the busy summer, and it would appear unfair to repay her with a negative reference. Marcus on the other hand argued in favour of friendship claiming it would be immoral for him to provide a friend with a negative reference. Tempers flared, and an uncomfortable atmosphere reined as the heated exchanges among Sam, Noah, and Marcus had been overheard by everyone in the office.

The Bangalore software engineers exacerbated the situation by not delivering to the specification, and much of Noah's time was spent resolving this. After an intense week, he approached Sam with a proposal. His wife and baby were due to visit India for three months, and he wanted to accompany them. He would use the time to manage the software project and take the opportunity to research the Indian market for Aquaria. Noah also requested the continuation of his current director's salary along with expenses. Sam considered the proposal; if anyone was qualified to oversee the software, it was Noah. He was the only person in the team with an exhaustive knowledge of processes. Furthermore, he had been working with the software team since the start and knew enough about technology to understand the systems. Noah had spent enough years with the company to know and understand the concept of the Aquaria brand too and his knowledge of the Indian marketplace was a bonus.

However, Sam felt that Noah had delivered an ultimatum. Should the operations director ask for time away when disturbing team fragmentation was taking place? Furthermore, asking for a

sabbatical for quality family time was one thing, but to be paid a significant salary at the same time was another. How was a small company to afford this? If Sam did not acquiesce, however, the already disheartened team might react negatively with the situation as precarious as it was. Losing more team members could have serious implications on the company.

What Next?

The initial 18 years of steady, organic expansion presented in table 3 had become sluggish in the last two years.

Table 3

Timeline of Events at Aseus Travel

Year	Event
1995	Sam sets up Aseus Travel Ltd.
1996	First three junior recruits
1999	Aseus moves to Heathrow office
2003	Product and brand development
2005	Aseus moves to Richmond office
2012	Team increases to 14-16 employees
2015	First problems identified
2017	An uncertain future

Aseus and its brands, Rambling and Aquaria, were failing to grow despite the investment in offices, systems, and people. The team was falling short; focus seemed to be on personal sensitivities and leadership/management conflict rather than a unified drive to achieve goals. It made Sam wonder, to what extent did organizations need to mould Millennials to fit into existing organizational frameworks? Was the onus on organizations to adapt to fit around Millennials and a changing world? While challenging in any company, in an SME such disturbances could have a profound impact on company performance. Sam had two decisions to make: how to handle Noah's request and how to solve the generational/management crisis in the company.

Teaching Note

Millennials in a Small Business: Your best Asset or Biggest Liability?

Case Overview

Introduction

Diversity of generations including Baby boomers (1946-1964), Generation X (1961-1981) and Millennials (1982-2002) within the workplace is commonplace (Bannon et al., 2011; Costanza et al., 2012; Pew Research, 2014), and organizations are increasingly directing attention to generational differences (Kaifi et al., 2012). With Millennials now making up more than half of the UK workforce (Office for National Statistics, 2017) and having a significant impact on traditional workplace ethics, structure and culture (Kaifi et al., 2012), organizations must evaluate how best to recruit and retain their Millennial employees (Diskienė, 2017).

Millennials make up more than half of the UK workforce, accounting for approximately 11 million workers as compared to approximately 10 million Generation X workers (Office for National Statistics, 2017). While generational differences have always been a cause of disagreement, it appears that the impact of the Millennial generation has been more pronounced than any past generation (Kaifi et al., 2012). Some Millennial characteristics may be accounted for by the considerable and unprecedented technological developments (Centre for Generational Kinetics, 2017; Gorman et al., 2004; Myers & Sadhagiani, 2010), doting helicopter parents (Alsop, 2008; Howe & Strauss, 2009; Thompson & Gregory, 2012), and being raised and surrounded by more affluence than previous generations (Alsop, 2008; Howe & Strauss, 2009). Literature is inundated with information about Millennials (dates), often depicted unfavourably as entitled, lazy, praise-hungry, and compulsive job hoppers (Deal et al., 2010; Devaney, 2015; Ng et al., 2010; Goudreau, 2013; Kilber et al., 2014; Myers & Sadaghiani, 2010; Twenge & Campbell, 2008). Although some research reveals a more positive side, many companies are apprehensive about their Millennial employees (Myers & Sadaghani, 2010). Small and medium sized enterprises (SMEs) are concerned about their financial inability to attract and retain Millennials employees (Evans, 2018; Lloyds, 2015), particularly when their own organizational opportunities are compared with the much-publicized perks offered by the

world's technology giants. Predisposed by the Millennial stereotype, many organizations are unsure how to manage their Generation Y workforce and surmount their typecast characteristics so that they can integrate and capitalize from them within a multi-generational environment (Al-Saad, 2014; Crampton & Hodge, 2009; Haugh, 2017; Tarmann Jr, 2017). Motivating and retaining Millennials appears to baffle organizations, which remain unsure how best to handle this generation (Campione, 2015). Perhaps this is key to the Millennial question: Can we stereotype the Millennials? And if so, is it the responsibility of organizations to train them or the responsibility of the Millennials to change their ways to fit into organizations?

Overview of the Travel and Tourism Industry

UK Travel and Tourism is a thriving industry (ABTA Travel Trends Report, 2018; Office for National Statistics, 2018; Travel Weekly Insight-Deloitte, 2017). Despite recent economic downturns, terrorism, pandemics, natural disasters, and political and market uncertainty, people not only want to travel but expect a new and innovative travel experience (Skift, 2018). Technology is also playing its part with radical disruption; from artificial intelligence and digital finance to a collaborative economy and sustainable international travel growth, the travel industry transformation is tremendous (Bearne, 2016; Globaldata, 2018; Skift, 2018).

Subsequently, customer expectations too have been increasing; the ease of reviewing hotels, attractions and travel facilities has meant that customers have completed their due diligence before choosing to book and are quick to register their opinions online if expectations are not met. *Experience* has become a key feature of travel (Davies, 2017; Skift, 2018), and customers require every facet of their travel, from booking to the journey home, to meet experiential expectations.

Digitalisation has also meant that competition can come in different shapes and sizes; thus, established hotel incumbents find themselves competing with private landlords such as Airbnb (Bearne, 2016; PWC UK Hotels forecast, 2017; Skift, 2018) and are thus compelled to step up to the challenge. Customers, now including Millennials, are no longer accepting of a one size fits all approach. Instead they demand personalisation in their travel arrangement (Globaldata, 2018; Skift,

2018; Travel Weekly Insight-Deloitte, 2017). The data to service them exists, and a custom-made approach is now the way forward. Every element of the travel experience is subject to a process of continuous improvement and disruption to meet the fast-evolving customer demands (Smith, 2018; Welch, 2015). The future of travel is expected to be continuously transformational.

Synopsis of the Case

The managing director of a small company, Aseus Travel, was grappling with the recruitment and retention of a reliable and effective team of employees. Instead of the disruptive growth representative of today's fast-moving Millennial generation, the team seemed to be more concerned with battling each other and the company culture. The situation reached a peak when key staff members resign, and the Managing Director faced a staff dilemma and management problems to resolve.

- It emerged that the most senior staff member's view of a successful team is radically different from that of the managing director. Furthermore, this staff member appeared to be giving an ultimatum when the company is struggling with an already depleted and disconnected team. How could a disengaged team be led by a director and managing director with clashing views?
- The evidence shows that the team was not working cohesively toward the managing director's vision for the company brands. How could he fix the lack of understanding and unity within the team?
- There appeared to be a difference in culture of the Millennials and Generation X (and even Baby Boomer customers) that was proving hard to overcome. How should the managing director realign the company culture to capitalize on the skills and qualities of the different generations?

Definitions of the Generations

Millennial. By some definitions, Millennials were born between 1980 and 1999, but other studies use ranges anywhere from the mid-1970s through to the early 2000s. Millennials are also known by the terms Generation Y, Generation Next, Echo Boom, Boomer Babies, Generation.com (Howe & Strauss, 2007, Howe & Strauss, 2009), and the neologistic name Generation Snowflake.

Based on birth years between 1982 and 2002, in 2018 Millennials would be aged 16-36 years old (Bannon, Ford et al., 2011; Costanza et al., 2012; Pew Research, 2014).

Generation X. This is the generation born between 1961 and 1981; however, again no exact, universally accepted definition exists. This generation is also known as the latchkey generation (Howe & Strauss, 2007). In 2018, Generation X would be aged 37-57 years old (Bannon, et al., 2011; Costanza et al., 2012).

Estimating the number of Millennials and Generation X in the UK workforce involves a two-fold difficulty. First, there is no universally accepted definition of each generation. Second, the Office for National Statistics does not provide data based on generational breakdown. For the purposes of this case study, the figures presented in Table 1 were utilized to estimate the number of Millennial and Generation X employees in the UK workforce.

Table 1

Number of Millennials & Generation X in the workplace as at 24 January 2018

Age of Workers	Number
Workers aged 16-64 years	31,077,000
Workers aged 18-64 years	30,725,000
Workers aged 16-17 years	352,000
Workers aged 18-24 years	3,542,000
Workers aged over 64 years	1,188,000
Workers aged 25-34 years	7,469,000
Workers aged 25-49 years	10,840,000
Total Number of workers aged 50-64 years	8,875,000

Source: Office for National Statistics

Based on the information in Table 1, for the purposes of this case study it is estimated that there are more than 11,363,000 Millennial workers aged 16-34 and 10,840,000 Generation X workers aged 35-49 in the UK workforce.

Recommended Readings

Table 2 includes a list of reading material suitable for both lecturer and learners.

Table 2

Recommended Readings

Bannon, S., Ford, K., & Meltzer, L. (2011). Understanding Millennials in the workplace. *The CPA Journal*, *81*(11), 61.

Brack, J., & Kelly, K. (2012). Maximizing Millennials in the workplace. *UNC Executive Development*, 1-14.

Calk, R., & Patrick, A. (2017). Millennials through the looking glass: Workplace motivating factors. *Journal of Business Inquiry: Research, Education & Application*, *16*(2), 131-139.

Espinoza, C., Ukleja, M., & Rusch, C. (2011). Core competencies for leading today's workforce. *Leader to Leader*, *2011*(59), 18-23.

Hershatter, A., & Epstein, M. (2010). Millennials and the world of work: An organization and management perspective. *Journal of Business & Psychology*, *25*(2), 211-223.

Howe, N., & Strauss, W. (2007). The next 20 years: How customer and workforce attitudes will evolve. *Harvard Business Review*, *85*(7), 41-52.

Kapoor, C., & Solomon, N. (2011). Understanding and managing generational differences in the workplace. *Worldwide Hospitality and Tourism Themes*, *3*(4), 308-318.

Pew Research Center, Millennials: A portrait of generation next. (2010). *Millennials Confident. Connected. Open to Change.* Retrieved from http://www.pewresearch.org/wp-content/uploads/sites/3/2010/10/millennials-confident-connected-open-to-change.pdf

PWC Global, Workforce of the future. (2017). *Workforce of the future the competing forces shaping 2030.* Retrieved from https://www.pwc.com/gx/en/services/people-organisation/workforce-of-the-future/workforce-of-the-future-the-competing-forces-shaping-2030-pwc.pdf

PWC, Millennials at work; Reshaping the workplace. (2011) *Millennials at work Reshaping the workplace.* Retrieved from https://www.pwc.de/de/prozessoptimierung/assets/millennials-at-work-2011.pdf

Stein, J. (2013, May). Millennials: The Me Me Me generation. *Time*. Retrieved from http://time.com/247/Millennials-the-me-me-me-generation/

Sujansky, J. G. (2017). Spoiled, impatient and entitled: Why you need strong Millennials in your workplace. *Supervision*, *78*(6), 6-8.

Potential Audience

Over and above the main objective of identifying how a small business can successfully overcome intergenerational clashes between Generation X and Millennials, this teaching case study also confronts other issues such as leadership methods, office culture/transformation, staff motivation, recruitment and retention, and employee training in small organizations.

The range of issues covered calls for academic foundations in general business topics and/or significant business management experience. For this reason, this teaching case study would be considered suitable for post-graduate students studying for an MBA degree, with modules such as Human Resource Management, Leadership, Small Business Management, or Human Capital/People Management.

Learning Objectives

This teaching case provides an opportunity for readers to tackle several interrelated issues concealed by what appears initially to be a clash of personalities. Learning objectives are characterized as follows:

1. Learners will identify the problems experienced by SMEs regarding recruiting, retaining, and capitalising on Millennial (and Generation X) talent.
2. Learners will provide explanations as to why SMEs (and other organizations) are facing this unprecedented situation with Millennials and the multi-generational workforce.
3. Learners will develop solutions to overcome the challenges of effectively integrating Millennials into the SME workplace.

Methodology

This teaching case is based upon a real-life situation of an SME struggling to effectively integrate Millennial employees into an intergenerational environment. This inductive form of teaching and discussing the problem of generational clashes was most suitable for this phenomenon. This is because no singular, correct solution exists, thus allowing the problem to be analysed through open-ended discussion with solutions transferable between different companies. Furthermore, examination of the phenomenon of generational clashes may be enhanced by referring to circumstances involving people and an organizational context that draw from reality, as set out in this teaching case, rather than by a more theoretical approach.

The teaching case commences with a description of the situation that is followed by teaching case notes. The latter include learning objectives accompanied by suggested background reading and class or assignment discussion points. The teaching notes also include a reference to relevant theories, teaching suggestions for practical exercises, and an epilogue to explain what happened in the actual situation.

Limitations

The supporting references, both academic and popular press, in this teaching case study often refer to Millennial research conducted in the USA and some other countries. Although the company in this teaching case study is a British one, British and American Millennials and SMEs were considered sufficiently similar for American references to apply. The references from other international academic research were also generic enough to be deemed suitable.

Theoretical Framework

Much research (both academic and popular business press) on managing Millennials within multi-generational workforces are framed around the expectations of each generation and broad suggestions of what organizations should seek to achieve (Crampton & Hodge, 2009). However, there is no specific Millennial/intergenerational theory which furnishes organizations with practical guidelines on managing Millennials. This teaching case study offers an opportunity to focus on the results of previous research and to discuss real solutions that are applicable to and transferable among SMEs.

To date there does not appear to be any theory that specifically applies to the integration of Millennials within an intergenerational workforce. However, there is scope to apply Generational Theory and ERG theory which might be in part or whole applicable to the Millennial conundrum. Subject to the intensity and depth of the discussion, this might stimulate dialogue to cultivate practical solutions.

Generational Theory. For the purpose of this study, the theory of generations was first introduced by Karl Mannheim and refers to a commonly agreed belief that generational groups or cohorts share commonalities such as their attitudes, behaviour, and disposition as a result of shared common experiences during specific formative stages of their life (Lyons & Kuron, 2014). Neil Howe and William Strauss, who are generally credited as the pioneers of contemporary generational theory, suggest that each generational cohort will display similar identities because of similar life experiences (Strauss & Howe, 2007). For this teaching case study, the acceptance of similarities within each generation is key to understanding and managing the Millennial generation.

ERG Theory. While learners will be familiar with Maslow's theory of needs, some believe that this is no longer relevant to the Millennial generation. Clayton Alderfer has re-categorized Maslow's Theory of Needs into three simpler and wider ranging needs to create

ERG theory (Alderfer, 1969; Caulton, 2012), including existence, relatedness, and growth that may require addressing simultaneously (Arnolds & Boshoff, 2002). Existence refers to basic material needs, while relatedness refers to esteem, recognition and relationship needs. Finally, growth refers to personal growth and self-development needs (Arnolds & Boshoff, 2002). Contrary to Maslow's theory where each level needs to be satisfied before moving to the next, ERG theory is less hierarchical, suggesting that needs may require simultaneous attention. Based on knowledge of Millennials, it could be argued that this generation's expectation of certain elements of relatedness and growth and their requirement to have all their needs fulfilled simultaneously correlates with ERG Theory. This seems to be in line with the Millennial expectations of requiring that professional and personal requirements overlap and be met in the workplace.

Relevance of Generational Theory and ERG Theory. Generational theory provides the foundation to this teaching case study as it offers an understanding of the definition of a generation and an acceptance that attitudes and opinions differ among generations. ERG theory, however, offers scope for more exploration by pinpointing employee expectations within the case and categorizing them within the ERG classifications of existence, relatedness, and growth needs, thus offering a tool to identify practical solutions to managing Millennials.

Discussion Points and Sample Answers

Below is a list of discussion points and sample answers to assist the lecturer in guiding the class to conclusions and solutions. Each discussion point includes suggested reading that may assist learners in the discussion.

- Discussion: Describe the characteristics, attitudes, and opinions of Generation X and Millennials.

Response: Students should identify the birth years of each generation along with main historical, social, and economic circumstances that have shaped each cohort. This section will

enable students to describe attributes of each generation, albeit stereotypically. Arguably, stereotyping the generations will provide a picture of each cohort that may assist organizations in making the correct decisions when it comes to capitalising upon abilities.

Part of a sample answer on the background on Millennials might be as follows: Abortion and divorce rates started declining in the early 1980s and after lower baby birth rates that epitomised the Generation X era; this was the first generation of 'wanted' babies. Furthermore, popular culture started to promote babies as special, and hands-off parenting was derided. These babies grew up in a world that revolved around them; they were supervised, cossetted, and encouraged every step of the way. They were driven to carefully selected activities, enrolled in team sports, and started working on their CVs from the day they were born. Terrorism, school shootings, and technology all served to make their doting parents even more protective

If taught at academic institutions, students are likely to be part of the Millennial generation. Therefore, many of the opinions will be first hand Millennial data. This provides an opportunity to ask Millennial students about their preferences on different aspects of work life (such as training, feedback, benefits, working hours, remuneration, etc.) and to compare these with Generation X responses.

- Discussion: To what extent can problems experienced by Aseus Travel be attributed to leadership, personality clashes and generational issues?
  How has the concept of leadership changed for the Millennial generation?
  To what extent do leaders have to forsake their own belief systems in favour of the Millennial way of doing things?

Response: The teaching case study incorporates different issues that have jointly contributed to problems experienced in the organization. While it is easy to dismiss those as generational disputes, further analysis may reveal that leadership and personality also play significant roles. In this section, the lecturer can include the ERG theory raised above as theoretical background and encourage some discussion on how it could apply towards finding the

contemporary model leader. This exercise will assist in unravelling the case to reach solutions.

Students would be expected to categorize each of the problems that are raised in the case, ascribing them to leadership, personality, and generational issues. For example, Sam's decision to leave things in Noah's hands may be a leadership problem; Harriet's communication with her colleagues may be a personality issue; Freddie's waning enthusiasm and constant requirement for handholding could be a generational issue. The lecturer could create three tables entitled generation, leadership, and personality, and students could categorize the problems within one or more of these.

It may be helpful to use Aseus as an example to identify what leader a Generation Xer like Peter may prefer as opposed to Melanie, a Millennial. A follow-up question might be: How feasible is it for a leader to be able to apply different leadership techniques to different team members to satisfy their personal needs? This could initiate discussion about Situational Leadership Model, that suggests that successful outcomes may be achieved by a leader assessing a situation and a group's requirements and changing his behaviour accordingly rather than the onus being on the leader's personality or beliefs (Hersey & Blanchard, 1997; McCleskey, 2014; Mujtaba & Sunkhawan, 2009).

While the technological skills of the Millennials and their way of life and career have driven some formidable and successful changes, are the ways businesses are led by Millenials sustainable in the long term? Are we at the risk of losing crucial skills such as communication, face to face interaction, and psychological understanding of society and communities, which Generation X and previous cohorts have mastered? Are leaders spending valuable time on motivating, encouraging, and inspiring their team rather than on the development of the business?

- Discussion: Identify the current culture and design a new, contemporary company culture for Aseus Travel. What are key, non-negotiable elements of the new culture? What are the tools and techniques to implement a new culture?

Response: Company culture is often recognised as a key component to company success, particularly in today's Millennial driven corporate world. This topic may allow students to utilize learnings from previous discussion points to design a new corporate culture that may be instrumental in finding solutions for Aseus' people problems and maximising output from the different generations. The goal is to create a new company culture that will be suitable for Aseus, Aquaria, and Rambling.

The remaining analysis involves a generic discussion to establish what role a change in culture plays in turning around the fortunes of a company. Depending on the generation of the participants, the significance attributed to company culture may vary. However, enough popular and academic literature points towards the positive impact of office culture, and the conclusion of the discussion should result in agreement that office culture will need addressing.

Learners would be expected to understand that a new culture would be a combination of the CEO's values and those required to implement successful business strategy. Using Aseus, learners could create two lists—one containing the non-negotiables within the culture (e.g., a customer-centric and loyalty driven ethos), and one containing the negotiables (e.g., placing less emphasis on traditional communication such as phone calls).

The discussion about differences among generations can frequently lead to a fixation on the negatives of each cohort. In this discussion, there must be strong emphasis on the positives and how they can be honed and transferred between groups for the benefit of the organization. For example, excellent oral and written communication skills amongst Generation X may be utilised to convey certain sharp, punchy messages. On the other hand,

the confidence of the Millennials can be tapped into to encourage interaction among the different ranks within an organization.

Having identified the new culture for Aseus Ltd., the next step is to implement it. While there is some academic and popular literature on implementing organizational culture, some innovative ideas from learners too will be encouraged. Again, there are no fixed rules.

Suggestions would have to be well thought out and above all practical. For example, sending the team on a corporate culture trip to Hawaii is not an option for a small organization; however, a weekend away outside London to launch the culture may be feasible.

- Discussion: To develop an understanding of how to restructure organizations to incorporate generational expectations, mindset, and abilities. Identify the main features of training programmes for Generation X and Millennials.

Response: Once companies have accepted that generational differences exist within their workforce and a change in company culture and structure is recommended, the team will require training to understand and implement a new mindset and way of doing things. This training can prove to be a challenge for organizations. The following information will help learners recognise the complexities involved and focus on methods to facilitate the procedure and promote chances of success.

It is likely that the outcomes of the class discussions will steer towards Millennial-centric solutions such as personal development and coaching. However, this will not entice Generation X. How would an organization—an SME in particular—be able to design its training to draw in Generation X too? Learners must consider practical implications too (e.g., an already busy small company Managing Director being expected to invest valuable time mentoring new recruits).

Learners will be expected to make viable suggestions for the design of training programmes that incorporate the attributes of each generation (e.g., Millennials, known for

their technological prowess, would be more attuned to online, short, tutorial sessions that they can access at will. Techniques such as social learning, gaming, recognition/reward, and reverse mentoring are also commonly used to appeal to Millennials).

While there are several exciting, futuristic, and innovative training methods applied by many organizations, the viability of an SME applying these may be problematic. For example, how feasible is it that an SME can afford to provide their employees with a custom-made training game? Learners must be able to counter the much-publicized Millennial-driven techniques with practicality and be able to provide SMEs with suitable alternatives (e.g., using existing gaming software to teach generic skills that can be applied across the board). Furthermore, will these techniques be equally effective for Generation X? What are suitable alternatives?

- Discussion: How can office design and infrastructure be reorganized to capitalize on the different generations in the workplace? Discuss the practicalities of some of the solutions for an SME. To what extent do the well-known designs of large tech firms impact performance? Are businesses too susceptible to the whims of trend and the need to stand out with impact to please their Millennial employees? Are these trendy, contemporary layouts what Millennials want?

Response: Some of the most publicized Millennial preferences speak about contemporary and quirky workplaces that are said to enhance the way people work. Students will be expected to have enough background knowledge about this to conduct fluid and well thought out discussions on how office design can play a part in enhancing performance. Popularized ideas of the contemporary workplace, complete with sofas (collaborating areas), ping pong tables (fun) and complementary organic snacks (health) appear to be the way to entice Millennials to work for a company. However, are these ideas practical for an SME?

General knowledge and experience of the students contributing to a brainstorm session would suffice to collate suitable drawbacks and solutions. There is enough Millennial academic research that looks at the actual driving factors of Millennial expectations, and

students could deduce from these whether office design really features high on their list of priorities.

Learners would be expected to identify whether Generation Y's (and other generations') accomplishments can be enhanced or will remain unaffected by the office design.

Practical Tools for Class Discussion

This section provides practical suggestions on how to teach this case. It must be noted that as students (particularly in academic institutions) are likely to be Millennials (or younger) many of the suggestions below are geared towards them.

1. Technology

- In line with the expectations of this digitally astute generation, it is evident that digital tools must be applied when teaching this case. Such tools come with added benefits: encouraging class interaction, maintaining class attention, and instant and convenient results when required.
- Lecturers/professors should familiarise themselves with the tools prior to in-class utilisation of software applications, particularly as some of these involve active use within the class setting. Where necessary, it is essential that students download the necessary applications prior to class to avoid potential software download issues.
- LCDs, smartboards, printing facilities and charging units are of course a given; however, below is a list of other useful tools that could enhance the teaching experience.
    - Digital Story Telling: Applications such as Buncee allow users to easily create simple stories to enhance their learning messages-- e.g., a simple (entertaining) story about a Millennial and a Generation Xer could be created, narrating the different experiences in their lives from birth to

entering the working world. Time (and lecturer's familiarity with the application) permitting, it may be helpful to create the presentation together in class as students put forward their comments and the lecturer adds them to the story presentation.

- Video-making tools: These allow users to create professional educational videos easily to explain their teachings -- e.g., a short, simple video that raises one of the discussion points. Once watched, discussion can ensue. While these may prove expensive for individual purchase, universities or other institutions may hold subscriptions. This technique is best created in advance by the lecturer and is a tool to emphasise the message he/she is relaying.
- Online mind mapping and brainstorming: In place of painstakingly squeezing various brainstorming suggestions by learners onto white boards, apps such as Spiderscribe make the task easy. These convenient tools allow easy recording, sharing, rearranging, and analysing of discussions made in class -- e.g., the results of a brainstorm regarding the office design will be made significantly more manageable as class participants throw ideas out and, once collated, these ideas can be filtered and rearranged easily to eventually agree upon a final design.
- Social learning environment: Applications such as Flipgrid allow lecturers to post discussion points, inviting students to upload video responses as part of an assignment. This interactive manner of response from students can encourage them to dive deeper into the discussion point, thereby ensuring a far more enriching learning experience. This strategy could be applied to provoke candid responses from contentious discussion points --

e.g., ‘Why should an SME CEO spend precious time mentoring a Millennial who plans to leave in 18 months?’ or to enhance other discussion points that may be less exciting (e.g., List the traditional responsibilities of HRM).

- Screen casting presentations: These allow lecturers to include several sources of information to create one presentation. Applications such as Explain Everything allow this to be achieved effortlessly with useful functionalities and features (e.g., laser pointing, annotating, filming, multiple user access, attaching images, audio) to further enhance the presentation. The result would be a more easily understood and highly interactive presentation. One idea for using screen cast presentations would be to create a presentation based on the findings of the class company culture discussion to illustrate a solution -- this being one of the most crucial learning points of this teaching case and thus deserving of additional attention).
- In-class quizzes and surveys: These are interactive methods of increasing class participation, and popular applications such as Kahoot, Survey Monkey and Quizzizz can facilitate this. Preparation may take 5-10 minutes by the lecturer and results can be shared with the class immediately. Examples could include asking learners to make choices between current and traditional working practices such as promoting a profitable company vs an ethical one, or flexible hours vs fixed hours.

2. Board Plan

Sections of the case study that require listing of points will benefit from the lecturer using a board, thus allowing him/her to interact and guide the discussion and putting the onus

on students to do the talking and thinking. This case study has no dearth of discussion points that have opposing views or include lists of responses. For a more collaborative experience, a student can be appointed as scribe to record notes on the board, or the lecturer could also appoint different scribes for different elements of the same question or discussion point to encourage greater class participation. For discussion points that include opposing viewpoints, two scribes could simultaneously record the comments and subsequently summarise and compare the findings or encourage more stimulating participation by asking learners to argue in favour of the points that each of them has recorded. The use of the board can vary from 10 minutes for a quick listing to 30 minutes for varied discussion of views. These are just some of the discussion points that could be effectively discussed with the support of boards:

- What are the main characteristics of each generation?
- Collating Millennial data on training, positions, titles, and promotion.
- To what extent can the problems experienced by Aseus Travel Ltd. be attributed to leadership, personality clashes and generational issues?
- What are key, non-negotiable elements of a new culture?
- How can a new culture be implemented? What are the tools and techniques?
- Identify the main features of effective training programmes for Generation Xers and Millennials.

Additional subjects for discussion including use of a board could include:

- Critically evaluate the main reasons for the problems experienced by Aseus Travel.
- Identify any areas of weakness in the management of the Aseus Team.
- Point out reasons why the team failed to successfully launch Aquaria and Rambling.
- List the lessons learned about Millennials based on Aseus and assess to what extent each of these matches research on Millennials. Are the Aseus members ‘stereotypical Millennials?’

This section may well stimulate debate, but the aim is not to get mired in debate but to focus on the class understanding that different elements might be at play. Use of the board to list and record findings makes it clearer to the class.

3. Online Talks

Online talks watched in class or independently are excellent means to get learners introduced to and thinking about a concept. Talks should be limited to approximately ten minutes to avoid taking up too much class time. Students can be encouraged to listen to longer talks in preparation for the class. The following list includes simple, popular talks on the Millennial question that may not all be research-based but are nonetheless a light-hearted introduction to anecdotal opinions.

Table 3

Online Talks on Millennials

Details	Link	Time
Simon Sinek Millennials in the workplace	https://www.youtube.com/watch?v=hER0Qp6QJNU	15 min
Kristen Hadeed The Millennial Myth	https://www.youtube.com/watch?v=5AO7SgaTBZY	20 min
Patrice Thompson Closing the gap	https://www.ted.com/watch/ted-institute/ted-state-street/patrice-thompson-closing-the-gap-a-Millennial-proposal-for-a-happy-multigenerational-workplace	8 min
Simon Sinek Millennials in the workforce; A generation of weakness	https://www.youtube.com/watch?v=QXWNChoIluo	13 min
IESE Business School Boomers, Gen X and Gen Y: Multi-generational workforce	https://www.youtube.com/watch?v=RGNiXMlLzO8	5 min
Neil Howe Meet Generation X	https://www.youtube.com/watch?v=uSEHuRP2-cA	5 min
CBC News: The National Millennials: coddled, entitled, narcissistic and lazy?	https://www.youtube.com/watch?v=Ff6M8mtQx-k	13 min

4. Role Play Debate

A potentially animated yet effective technique to understand the generational differences would be to split the class into two groups – one representing Millennials and one representing Generation X. The two parties are given generationally controversial topics to debate as per the list below. Typically, a debate can take 10-15 minutes per topic of discussion, depending on size of class and interaction. The very act of debating will prompt students not only to identify different generational viewpoints but ensure that they assume a different perspective; it is this understanding as opposed to condemning another generation which is central to solving generational problems.

- Why should a company support your personal work-life balance?
- It is a business not a charity – it is not up to business to save the world.
- Why do Millennials take offense so easily?
- Putting friends and lifestyle above work is damaging to the company and the economy.
- Stick to the company rules and ways of doing things, otherwise you cause confusion when everyone works in their own way.
- If Millennials don't want to do the routine, mundane tasks, who should do it?
- A company is a place of business, not a place for friends and life coaches.
- A company is not school and managers are not your parents – your bosses do not have the time or inclination to keep providing feedback and acknowledgement.
- Hard work is a long-term investment - if you put in the effort now, you will reap the rewards in years to come.
- Why do companies have to spend their resources teaching Millennials how to do the basics -- e.g., communication skills?
- How will Millennials ever become experts in a field if they keep job-hopping?
- How is the world going to survive being led by thin skinned, easily offended, entitled Millennials who need work-life blend?

Epilogue

Noah's Situation

Sam suggested an alternative working arrangement to Noah: three months to oversee the software project with a bonus for timely completion. He could also use this time to set the network building procedure in motion for Aquaria's Indian market. Sam estimated that the role would take three to four hours a day; therefore, the pay he offered was half the current salary. Sam's justification behind the decision was that Noah had the experience to complete the project but also in Noah's absence Sam could restructure the team mindset. The morale of the team, who were still loyal to Noah, would be upheld as they understood the need for the software to be dealt with and would thus accept Noah's temporary absence.

However, Noah turned down the offer, making it clear that money was his main motivator. Noah left the company shortly afterwards with the aim of pursuing a career as an entrepreneur.

The Software

With only three months left on the project, Sam decided to oversee the software himself. It was not an ideal situation; however, there were no other team members with the skills necessary to take it on. Freddie continued as a deputy as his IT technical skills were of value.

The Culture

An overhaul of the company culture was initiated. A major hurdle that was overcome was an acceptance by Generation X that Millennials have different mindsets. Rather than battling Millennial perspectives and trying to make them the same as Generation X, the company realized it was better off capitalizing on Millennial skills. Certain underlying principles that may not come naturally to Millennials are still held fast; however, it is the

manner in which they are communicated that is of overriding importance and will ensure success.

A new mission statement was supported by a number of ‘keys’ that the team was trained on and that had a dual purpose of enhancing their own professional abilities and honing in on personal development. Staff remuneration and bonuses were restructured to take into account individual preferences rather than across the board financial incentives.

Finally, an office redesign project has been launched to create a physical environment that is conducive to both generations.

While more time will have to pass before the effectiveness of the changes can be measured, initial responses from both cohorts were encouraging.

References

ABTA Travel Trends Report (2018). *Travel Trends Report 2018.* Retrieved from https://www.abta.com/sites/default/files/media/document/uploads/ABTA_Travel_Trends_Report_2018_0.pdf

Al-Saad, J. (2014, June 18) What employers really think of Millennials. *The Street.* Retrieved from https://www.thestreet.com/story/12786231/1/what-employers-really-think-millennials.html

Alderfer, C. P. (1969). An empirical test of a new theory of human needs. *Organizational behavior and human performance, 4*(2), 142-175.

Alsop, R. (2008). *The trophy kids grow up: How the Millennial generation is shaking up the workplace*. San Francisco: John Wiley & Sons.

Anderson, H. J., Baur, J. E., Griffith, J. A., & Buckley, M. R. (2017). What works for you may not work for (gen) me: Limitations of present leadership theories for the new generation. *The Leadership Quarterly, 28*(1), 245-260.

Arnolds, C. A., & Boshoff, C. (2002). Compensation, esteem valence and job performance: An empirical assessment of Alderfer's ERG theory. *International Journal of Human Resource Management, 13*(4), 697-719.

Bannon, S., Ford, K., & Meltzer, L. (2011). Understanding millennials in the workplace. *The CPA Journal, 81*(11), 61.

Bearne, S. (2016, February 29). How technology has transformed the travel industry. *The Guardian.* Retrieved from https://www.theguardian.com/media-network/2016/feb/29/technology-internet-transformed-travel-industry-airbnb

Birsel, A. (2017). What your Millennial employees really want in office design (it's not just a ping pong table). *Inc.* Retrieved from https://www.inc.com/ayse-birsel/what-Millennials-want-in-a-workplace-spoiler-alert-a-kitchen.html

Brack, J., & Kelly, K. (2012). Maximizing Millennials in the workplace. *UNC Executive Development*, 1-14.

Calk, R., & Patrick, A. (2017). Millennials through the looking glass: Workplace motivating factors. *Journal of Business Inquiry: Research, Education & Application, 16*(2), 131-139.

Campione, W. A. (2015). Corporate Offerings: Why Aren't Millennials Staying? *Journal of Applied Business & Economics, 17*(4).

Caulton, J. R. (2012). The development and use of the theory of ERG: A literature review. *Emerging leadership journeys, 5*(1), 2-8.

Center for Generational Kinetics, Generational Breakdown: Info about all of the generations. (2017). *Generational Breakdown: Info about all of the generations.* Retrieved from: http://genhq.com/faq-info-about-generations/

Costanza, D., Badger, J., Fraser, R., Severt, J., & Gade, P. (2012). Generational differences in work-related attitudes: A meta-analysis. *Journal of Business & Psychology*, *27*(4), 375-394.

Crampton, S. M., & Hodge, J. W. (2009). Generation Y: Unchartered territory. *Journal of Business & Economics Research, 7*(4), 1-6.

Davies, P. (2017, March 28). Luxury Travel Trends revealed in new report. *Travel Weekly* Retrieved from http://www.travelweekly.co.uk/articles/64688/luxury-travel-trends-revealed-in-new-report

Deal, J., Altman, D., & Rogelberg, S. (2010). Millennials at work: What we know and what we need to do (if anything). *Journal of Business & Psychology*, *25*(2), 191-199.

Deloitte, The 2016 Deloitte Millennial Survey Winning over the next generation of leaders. (2016). *GX Millennial survey 2016*. Retrieved from https://www2.deloitte.com/content/dam/Deloitte/global/Documents/About-Deloitte/gx-millenial-survey-2016-exec-summary.pdf

Devaney, S. A. (2015). Understanding the Millennial generation. *Journal of Financial Service Professionals*, *69*(6), 11-14.

Diskienė, D., Stankeviciene, A., & Jurgaityte, N. (2017). Challenges for human resource department: The case of Millennials in the workplace. Proceedings of the International Conference on Intellectual Capital, *Knowledge Management & Organizational Learning*, 67-77.

Espinoza, C., Ukleja, M., & Rusch, C. (2011). Core competencies for leading today's workforce. *Leader to Leader, 2011*(59), 18-23.

Evans, P. (2018, January 14). How to keep the young ones on board. *The Sunday Times Business & Money Supplement.* p.9.

Globaldata. (2018, March) Top 6 technology trends to watch out for in the travel and tourism industry in 2018. Retrieved from https://www.globaldata.com/top-6-technology-trends-watch-travel-tourism-industry-2018/

Gorman, P., Nelson, T., & Glassman, A. (2004). The Millennial generation: A strategic opportunity. *Organizational Analysis*, *12*(3), 255–270.

Goudreau, J. (2013, January). Are Millennials ‘deluded narcissists’? *Forbes*. Retrieved from https://www.forbes.com/sites/jennagoudreau/2013/01/15/are-millennials-deluded-narcissists/#1234680c7dc1

Haugh, L. (2017) Millennials don't need special treatment at work. *Fortune*. Retrieved from http://fortune.com/2017/01/30/how-to-manage-Millennials-at-work/

Hersey, P., & Blanchard, K. H. (1997). Situational leadership. *Dean’s Forum, 12*(2), 5.

Hershatter, A., & Epstein, M. (2010). Millennials and the world of work: An organization and management perspective. *Journal of Business & Psychology, 25*(2), 211-223.

Howe, N., & Strauss, W. (2007). The next 20 years: How customer and workforce attitudes will evolve. *Harvard Business Review, 85*(7), 41-52.

Howe, N., & Strauss, W. (2009). *Millennials rising: The next great generation*. New York: Vintage.

Kapoor, C., & Solomon, N. (2011). Understanding and managing generational differences in the workplace. *Worldwide Hospitality and Tourism Themes, 3*(4), 308-318.

Kaifi, B. A., Nafei, W. A., Khanfar, N. M., & Kaifi, M. M. (2012). A multi-generational workforce: Managing and understanding Millennials. *International Journal of Business and Management, 7*(24), 88.

Kilber, J., Barclay, A., & Ohmer, D. (2014). Seven tips for managing generation Y. *Journal of Management Policy & Practice, 15*(4), 80-91.

Lloyds Bank. Our future depends on recruiting millennials, say SMEs. (2015) *Our future depends on recruiting Millennials, say SMEs.* Retrieved from http://www.lloydsbankinggroup.com/Media/Press-Releases/2015/lloyds-bank/our-future-depends-on-recruiting-Millennials-say-smes/

Lyons, S., & Kuron, L. (2014). Generational differences in the workplace: A review of the evidence and directions for future research. *Journal of Organizational Behavior*, *35*(S1).

McCleskey, J. A. (2014). Situational, transformational, and transactional leadership and leadership development. *Journal of Business Studies Quarterly, 5*(4), 117.

Myers, K., & Sadaghiani, K. (2010). Millennials in the workplace: A communication perspective on Millennials' organizational relationships and performance. *Journal of Business & Psychology*, *25*(2), 225-238.

Mujtaba, B. G., & Sungkhawan, J. (2009). Situational leadership and diversity management coaching skills. *Journal of Diversity Management–First Quarter, 4*(1), 1-12.

Ng, E. S. W., Schweitzer, L., & Lyons, S. T. (2010). New generation, great expectations: A field study of the Millennial generation. *Journal of Business and Psychology,* (2), 281.

Office for National Statistics, UK Labour Market: November 2017. (2017). *Summary of UK labour market statistics for July to September 2017, seasonally adjusted.* Retrieved from https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/uklabourmarket/november2017#summary-of-latest-labour-market-statistics

Office for National Statistics, Travel Trends 2017. (2018*). Annual estimates of travel and tourism visits to the UK and associated earnings and expenditure between the UK and the rest of the world*. Retrieved from

https://www.ons.gov.uk/peoplepopulationandcommunity/leisureandtourism/articles/traveltrends/2017

Pew Research Center, Millennials: A portrait of generation next. (2010). *Millennials Confident. Connected. Open to Change.* Retrieved from http://www.pewresearch.org/wp-content/uploads/sites/3/2010/10/millennials-confident-connected-open-to-change.pdf

PWC, Facing the future: UK hotels forecast 2017. (2017). UK hotels forecast 2017 *Facing the Future.* Retrieved from https://www.pwc.co.uk/industries/hospitality-leisure/insights/uk-hotels-forecast-2017.html

PWC Global, Workforce of the future. (2017). *Workforce of the future the competing forces shaping 2030.* Retrieved from https://www.pwc.com/gx/en/services/people-organisation/workforce-of-the-future/workforce-of-the-future-the-competing-forces-shaping-2030-pwc.pdf

PWC, Millennials at work; Reshaping the workplace. (2011) *Millennials at work Reshaping the workplace.* Retrieved from https://www.pwc.de/de/prozessoptimierung/assets/millennials-at-work-2011.pdf

Schullery, N. M. (2013). Workplace engagement and generational differences in values. *Business Communication Quarterly, 76*(2), 252-265.

Smith, A. (2018, January). 5 ways the travel industry is changing in 2018. *Huff Post.* Retrieved from https://www.huffingtonpost.com/entry/5-ways-the-travel-industry-is-changing-in-2018_us_5a5cd843e4b0a233482e0d91

Welch, R. (2015, September). Personalisation: The key to innovation in the travel industry. *Real Business.* Retrieved from: https://realbusiness.co.uk/tech-and-innovation/2015/09/02/personalisation-the-key-to-innovation-in-the-travel-industry/

Sinek, S. (2016). Simon Sinek on Millennials in the workplace. *Inside Quest*. Retrieved from https://www.youtube.com/watch?v=hER0Qp6QJNU

Skift. (2018, January) Megatrends defining travel in 2018. *Skift, Issue 8.* Retrieved from https://skift.com/2018/01/18/travel-megatrends-2018-travel-brands-want-to-be-experience-platforms/

Stein, J. (2013, May). Millennials: The Me Me Me generation. *Time*. Retrieved from http://time.com/247/Millennials-the-me-me-me-generation/

Sujansky, J. G. (2017). Spoiled, impatient and entitled: Why you need strong Millennials in your workplace. *Supervision, 78*(6), 6-8.

Tarmann Jr., M. (2017). *Small to medium enterprise succession planning: Millennial employee development.* (Doctoral dissertation) Retrieved from Walden Dissertations and Doctoral Studies Collection.

Thompson, C., & Gregory, J. B. (2012). Managing Millennials: A framework for improving attraction, motivation, and retention. *The Psychologist-Manager Journal*, 15(4), 237.

Travel Weekly Insight-Deloitte, (2017). *Annual Report 2017-18 Resilience, investment and innovation in uncertain times.* Retrieved from http://www.travelweekly.co.uk/articles/293454/travel-weekly-insight-report 201718

Twenge, J. M., & Campbell, S. M. (2008). Generational differences in psychological traits and their impact on the workplace. *Journal of Managerial Psychology*, *23*(8), 862-877.