

# DEVELOPING CORPORATE CULTURE IN A TRAINING DEPARTMENT: A QUALITATIVE CASE STUDY OF INTERNAL AND OUTSOURCED STAFF

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## ABSTRACT

*This qualitative case study was conducted to investigate and analyze the perceptions and lived experiences of 20 training department staff at a New York-based early childhood multi-service healthcare company. The study was used to discover the leadership practices involved in creating a positive corporate culture in a work environment with outsourced and internal employees working concurrently together. There were six emergent themes that resulted from the study. It was discovered in the study that leaders who do the following activities continually engage the employees, whether they are internal or outsourced: (1) lead to the specific needs of each staff, whether internal or external, (2) create an environment of “fun”, (3) create an environment that purports familial ties with all team members, (4) ensure that learning exists continually, (5) honor the employees who have worked in the industry the longest, and most importantly, (6) lead as a socially and emotionally intelligent leader.*

**JEL:** L2, M1

**KEYWORDS:** Outsourcing, Training, Internal Employees, Outsourced Employees

## INTRODUCTION

The challenge of leadership in an organization with an outsourcing arrangement continues to be more complex with the introduction of new technologies into the outsourcing solutions (Goolsby, 2010), as well as the increase in multi-cultural and multi-generational employees and contractors into the workplace (McCray, 2008). There are organizations that are able to navigate the complex outsourced-internal employee environments with success. In 2011, a Chief Financial Officer of the Year award was given to a New York-based early childhood multi-service healthcare company (Long Island Business News, 2011).

The acceptance speech of the Chief Financial Officer (CFO) became the impetus to the current study since the CFO indicated a correlation between leader’s impact on corporate culture in an environment with outsourced and internal employees resulting in positive employee satisfaction and profitability of the company (G. Vellios, personal communication, November 22, 2011). The researchers in the current study identified the need to discover the leadership factors that can be cultivated to create a positive working environment when outsourced and internal employees co-exist. With the sensitive information and confidential files surrounding children’s services, the organization will be anonymously identified in the study.

The purpose of this qualitative case study was to identify the leadership culture of a multi-service New York-based early childhood healthcare provider. Leadership practices influencing the corporate culture of a training department with an outsourcing-internal employee arrangement was uncovered in the study. The experiences of 20 training department staff were explored and analyzed through a convenience sample. The study can be used to examine: (a) leadership decision making, (b) management practices in relation to the workplace, and (c) the training department’s corporate culture.

The remainder of the paper is organized as follows. The next section describes the relevant literature on outsourcing. Next, we will discuss the data and methodology used in the study. The results are presented in the following section. The paper closes with some concluding comments.

## LITERATURE REVIEW

The literature in the study covered four topics: (a) development of training from traditional learning into corporate universities, (b) evolution of outsourcing and its link to training, (c) leadership and a leader's role in a training environment, and (d) corporate culture.

The focus of the current research was to discover linkages between the experiences and insights of a training staff and their leaders to determine how a positive corporate culture exists in a working environment with both outsourced and internal employees working concurrently. The majority of literatures utilized for the purposes of this research were published between 2007 to 2012. Title searches included words and phrases to acquire the most comprehensive sources available on the subject of outsourced training. The key terms used were *outsourcing*, *leadership*, *corporate culture*, *trainer*, *job satisfaction*, *performance*, *corporate belief systems*, *corporate tribal knowledge*, *training departments*, *training as business*, *leadership styles*, *management*, *training*, *learning*, *learning and development*, *training operations*, *training relationship management*, *learning consultants*, and *outsource-insource*. Numerous sources resulted from the search including scholarly and peer-reviewed journal articles, general textbooks, book chapters, and non-scholarly articles. More than 296 literature resources and 131 relevant references resulted from the title search.

While the field of training was evolving, the outsourcing industry emerged. The foundation for outsourcing can be traced to the Roman era where tax collection was systematic through contracting services (Jacques, 2006). The industrial revolution between the 18<sup>th</sup> and 19<sup>th</sup> centuries set the stage for the development of outsourcing. An increase in the production of goods accounted for externally-sourced tasks to be fulfilled. England contracted private companies for the operation of public street lights and highways, waste and prison management. France outsourced the development, management, and distribution of water storage and railways (Commonwealth of Australia, 1997).

In the United States, it was not until the mid-1960s that computer service bureaus began providing outsourced support in the financial and operational departments of organizations (Aalders, 2002). The introduction of increased production of consumer technology created horizontal or cross-function enterprise-wide relationships between host organizations and outsourced companies (Kakabadse & Kakabadse, 2002). From an agency theory perspective, the governance of work given by the host company to the outsourced company becomes the basis for the outsourcing agreement (Eisenhardt, 1989). By the 1970s, vertical or single department function outsourcing arrangements were made as organizations identified the shift from horizontal to vertical outsourcing as more efficient for the host company (Jacques, 2006).

In the 1980s, market competitiveness increased dramatically, and companies identified organizational core competencies and critical resources to ensure strategic advantages and competitive pricing with reduced costs resulting in increased outsourcing of departmental functions (DeRose, 1999). The streamlining of organizational focus provided a perspective that anything that was not considered core competency or critical to an organization's strategic vision was to be outsourced (Gefen, 2010). The precipitous drop in information and communication technology costs enabled massive investment opportunities in international bandwidth and paved the removal of communication barriers across continents and enticed companies to outsource functions *offshore* (Bhagwati & Blinder, 2009).

In 2001, the turning point was with the landmark contract between Nortel and PriceWaterhouseCoopers (PwC), where a high-end solutions provider received major attention from corporate executives to

outsource training - a pivotal moment that showcased training outsourcing as a strategic component of business planning (Rosenthal, 2010). Companies like Accenture Learning contracted with Avaya University, Sun Microsystems, and General Electric's Consumer Finance; and global consulting firms like Raytheon, IBM, Knowledge Planet, Productivity Point, Convergys Exult, and Intrepid and became forerunners and further expanded training outsourcing services to include training administration operations managing all of the staff, facilities, resources, and processes of clients (Trolley, 2004).

Outsourcing expanded worldwide. Macrae (2002) forecasted "global outsourcing growth to be 20% per annum within the Pacific Rim outsourcing market alone" (p.45). Robertson (2001) estimated the market for outsourcing in Australia was A\$1.3B in 1997 and jumped to A\$6.4B by 2008 (Lui, 2009). Businesses in the shrinking global market experienced dramatic shifts in organizational structure and in the makeup of the employee workforce (Nilson, 2003).

Outsourcing does not automatically mean offshoring, but offshoring can be part of an outsourcing contract (Gefen, 2010). Offshoring is a "geographical relocation of a job to another nation under the aegis of the same company's foreign subsidiary or to a foreign contract provider" (Contractor, Kumar, Kundu, & Pedersen, 2011). In 1989, outsourcing officially became part of a business strategy and additional activities were outsourced, including accounting, human resources, data processing, security and maintenance (Mullin, 1996). By the 1990s, many factors contributed to the refinement of outsourcing contracts. Examples of these factors are (a) the aging population in North American and Europe creating a shortage of skilled technical and managerial personnel (Dobbs, Lund, Roxburgh, Manyika, Kim, Schreiner, & Piotrowski, 2010), (b) technological change has accelerated dramatically resulting in organizations unable to keep up with the pace of their competition (Tan, 2012), modularized tasks and activities (Sanchez & Mahoney, 1996), and (c) the increase of knowledge repositories in organizations enabled tacit expertise to be codified in process templates, training materials, software, and expert systems (Balconi, Pozzali, & Viale, 2007).

Outsourcing is a management tool that continues to be employed for a variety of reasons like financial, political, people, and product capability enhancement (Greaver, 1999). It is important that leaders understand the impact of a decision to restructure a company when the organization has outsourced and internal employees working concurrently (Contractor et al., 2011). Leadership is a key enabler in affecting the corporate culture (Aitken & Higgs, 2010). Research shows that employees continue to be dissatisfied with an outsourcing arrangement (Rifkin, 1995; Gefen, 2010) and the discontent impacts performance (Morgan, n.d.; Trolley, 2004; Klaas, Gainey, McClendon & Yang, 2005; Gainey & Klaas, 2005; Gareau & Lucia, 2010).

Satisfied and committed employees are "fully engaged and exhibit high levels of discretionary effort in support of the mission and vision of the organization" (Marciano, 2010, p. 40). Leaders are critical players in creating an environment of positive corporate culture in their role as mentor, trainer, or coach (Hamel, 2012). Motivation, engagement, and ultimate satisfaction of employees are crucial for organizational survival in the current global dynamic environment of high competition (Marciano, 2010). The current qualitative research case study explored the impact of leadership to a corporate culture of a training department staff where an outsourcing arrangement was implemented.

Outsourcing is a common phenomenon (Wankel & DeFillippi, 2008), which comes with many challenges, risks, and client complaints (Preimesberger, 2007). Concerns include hidden costs, unexpected outcomes, diminishing service levels (Lundby & Jolton, 2010), trust (Poitras, 2009), geographical and cultural disruptions (Farrel, 2006), and leadership cultures resulting in unintended low performance results (McCray, 2008). The complexity of leading a workplace with both internal and outsourced employees working concurrently continues to affect achievement of business goals (Contractor et al., 2011).

The trend of outsourcing job functions started with using external vendors to run company information systems (DeRose, 1999). Manufacturing and logistics departments were the next organizational function outsourced followed by human resources (HR) and training activities (Tipton & Nozaki, 2012). The role of the leader is crucial in creating a positive corporate culture when the working environment has both outsourced and internal employees (Stoddard & Wyckoff, 2009; Silzer & Dowell, 2010). The leader's role becomes especially important when the outsourcing contract includes outsourced individuals from different countries with dissimilar experiences and professional credentials (Gurung & Prater, 2006; Oza & Hall, 2006; Metiu, 2006).

Leadership's impact in the corporate culture of training departments with an outsource-internal arrangement has been overlooked so far. There has been a shift from training department employees having shared team identities to employees challenging workplace roles due to an increase in engagement of outsource employees (Mortensen & Hinds, 2001; Hinds & Mortensen, 2005). Employees have also challenged organizational controls (Kosmala & Herrbach, 2006) and sense-making due to the organizational changes stemming from outsourcing arrangements (Elsbach, 2003). Instances of inconsistent instructor performance (Bowersox, Closs & Cooper, 2002) and diminished learner satisfaction have been attributed to the training department outsourcing contracts (Worthington, 2002).

## METHODOLOGY

A qualitative case study approach was appropriate in this research because the method allowed for the ability to identify specific data concepts for coding and determining categories and thematic patterns (Creswell, 2009). Leadership decision making is a defining aspect of leadership (Nohria & Rakesh, 2010) and the decisions made that translated into insights on corporate culture were explored and analyzed in the research. The research study used the following overarching research question: What role does leadership have on the corporate culture of a training department, with internal and outsourced staff?

A pilot interview was conducted as a trial run in preparation for the in-depth interview (Polit, Beck, & Hungler, 2001). The in-depth interviews provided an understanding of the factors that affect corporate culture. Interviewing both internal and outsourced employees yielded an understanding of the leadership factors impacting the corporate culture. Coding each interview identified trends in insights of the corporate culture. Interviews were analyzed through pattern recognition software, e.g. NVivo10®, of specific key words that were indicative of the subject's trait or behavior.

The current research investigated the occurrence of leadership influence on the working environment of a New York-based early childhood multi-service healthcare provider's training department with an outsourcing arrangement. The research was conducted at a New York-based early childhood multi-service healthcare training department. The researcher documented the in-depth interviews using a web-based communication device called Skype™. There were 20 training department employees, in various roles including outsourced employees, interviewed in the study.

The goal of the research study was to understand the factors of leadership practice's motivational drivers towards a positive working environment with an outsourcing arrangement. This qualitative research case study used the following research question: What is the role of leadership in developing a corporate culture where internal and outsourced employees work concurrently in the same training department environment? The sub-questions to the research question were: What is the role of the leader to the employee's perception of the work environment? What is the role of the leader to an internal employee's perception of outsourced coworkers as it relates to the corporate culture of the work environment? What is the role of the leader to an outsourced employee's perception of internal coworkers as it relates to the corporate culture of the work environment?

To discover the reasoning behind the positive corporate culture of the researched organization, in-depth interviews focused on deliberated questions that directed study participants to the importance of the research study's design based on observation, insight, and knowledge (Moustakas, 1994). A highly rich description, particularly of novel or unique experiences, of the study participants enabled the researchers a deeper understanding of the corporate culture (Swanson & Holton, 2005). There were seven assumptions made in the research process.

First, it was assumed there is a possibility of gaining an insight about the culture of the organization in the study. Data was collected from the leadership phenomenon of a training department with an outsourcing agreement. The purpose of the research study was to uncover the experiences of the identified staff to explore the reasons behind the positive corporate culture in the workplace. In attempting to uncover the underlying essences and meaning of lived experiences of the study participants to arrive at a deeper, inter-subjective understanding of the phenomenon (Gibson & Hanes, 2003), the second assumption was that study participants identified the existence of a positive corporate culture in the company studied.

A third assumption was that study participants were willing to participate in the study and responded honestly to the interview questions. The employees have all been part of the shift from a pure internal employee only organization to an outsourced and internal employee structure. The fourth assumption was that study participants were able to recall the experiences they had from the shift of internal employee only organization to an outsourced and internal employee structure.

Due to research into the intensity and sensitivity of job satisfaction, as well as employee motivation, the fifth assumption was that the research study topic would not bias the responses of study participants to potentially impact the results of the research data. The sixth assumption was that the qualitative case study research method was the suitable method to use within the circumstances of the research. The last assumption was that the results of the research study would contribute to the field of knowledge.

A key component of research is to identify the most appropriate participant for the qualitative research study. Any potential participant falling within a high risk classification (i.e., pregnant women, children under the age of 18 years, residents of prisons or institutions, the elderly, terminally ill, comatose, cancer patients, individuals with AIDS, and mentally incompetent individuals) were not included in the current research study. Since the current qualitative study methodology is intended to deepen understanding more than to predict, participant selection were based on individuals who became the catalysts for dialogue about their lived experiences (Jemielniak & Kociatkiewicz, 2009). The criteria for the current research study's population were the individual was (a) an internal or contract employee, (b) employed by a New York-based early childhood multi-service healthcare provider, (c) a member of the training department staff, (d) currently working in an environment with internal and outsourced contract employees working concurrently, and (e) be at least 18 years of age.

In order to fulfill the research study criteria, participants were selected by the researcher through purposeful sampling due to availability and willingness (Patton, 2002). There were 10 outsourced and 10 internal employees who participated in the study. Of the 20 members of the training department staff, eight had direct reports, and the rest of the participants were outsourced instructional designers, outsourced instructors, internal trainers, and training coordinators. The sample excluded employees of the organization who were not part of the training department.

The current study participant invitation included a copy of the informed consent form. The contents of the informed consent form included (a) the researcher's name, university affiliation, and mailing address; (b) the current study's purpose; (c) the study participant's eligibility criteria; (d) the risks and benefits of the study; and (e) the details of a contact for any additional information requested (Creswell, 2009). While at the consent stage, the participants were encouraged to reflect on the elements of the current study, and to

participate voluntarily in the research (Miller & Boulton, 2007). Each study participant was asked for an e-mail address or a fax number for purposes of presenting the informed consent form for their review and reference.

The research study invitation informed prospective participants that the study involved an in-depth web-based interview that lasted approximately 30 to 60 minutes. The informed consent form included a notification of voluntary participation in the study and provided the option of withdrawal at any time without consequences to the subject's current or future employment status. The informed consent form also indicated that study participants were not compensated, nor was there any risk associated with their participation.

Web-based interviews were recorded for accuracy and were part of the informed consent form. The study participants were informed that an audio-recording of the interview was to be made. There were an additional hand-recording and transcription by an external company of the audio-recordings to triangulate the data (Flick, 2002). In the event a participant refused to be audio-recorded, the researcher hand-recorded the interview. Participants were advised that interview questions were conducted for the purpose of research only and would be provided with a published summary without any reference to the participant's personal information.

The results of the research were triangulated by documentation on employee performance reviews of the study participants. The documentation and descriptive narrative from the interviews provided the support necessary to strengthen the validity and reliability of the qualitative research (Yin, 2009). A copy of the transcribed in-depth interview was sent by e-mail to each of the respondents to review for accuracy. Every respondent was instructed to make any necessary transcription changes and send the updated transcription to the researchers by e-mail. A deadline to return the updated transcription was given to all participants. Each participant was thanked for their participation to the current study. Updates given by the participants included spelling and grammar corrections or deletion of text. Any inaudible text provided by the transcription service was corrected by the researcher and then changes were confirmed by the study participant for accuracy.

The prospective participant was advised the research data will be secured in an offsite locked storage facility for the sole purpose of keeping the data private, confidential, and secure. Participants were informed that 3 years after the interview, any and all paper documents, audio and web-based camera recordings, as well as flash drives, will be discarded and destroyed. All paper documents and audio recordings will be frayed and shredded. A document shredding service will crush and discard web-based camera recordings embedded on flash drives.

## **RESULTS AND DISCUSSION**

The in-depth interviews were conducted by a web-based communication device called Skype™ while the study participants were at a team bi-annual gathering at the organization's main office in New York. Each study participant was asked to go to a private room specifically setup with a laptop, a webcam, and Internet access for the interview. No other individual was in the room. Upon completion of the interview of one study participant, the participant would leave the room, and another study participant would come in to be interviewed.

The resulting 20 in-depth interviews were transcribed by a third party. The third party signed a confidentiality agreement to ensure the anonymity and security of the study participants and their responses. To ensure anonymity, an identification code was given to each study participant starting with 6 to 26. The letters SP (study participant) were used to identify each participant to assist in determining participant responses in place of using the actual name of the participant.

The population of the current case study included eight management level staff with roles like a project manager, manager, director, and vice president and 12 department staff with roles like administrative assistant, training coordinator, instructional designer, facilitator, developer, and learning consultant. The criteria for the current research study’s population was (a) internal or contract employee, (b) employed by the current study organization, (c) a member of the training department staff, (d) currently working in an environment with internal and outsourced contract employees working concurrently, and (e) be at least 18 years of age.

There was equal representation between internal employees and outsourced employees from all the participants interviewed. Of the 20 participants, 10 participants were current outsourced employees who held positions such as project management, trainers, instructional designers, learning consultants, developers, managers, and coordinator. The 10 internal employee study participants held similar roles including senior manager, director, and vice president.

There were five participants who have been in their current position between 7-10 years, nine participants between 4-6 years, and six participants have been in their role for 1-3 years. The outsourced employees have a total of 47 years among the 10 study participants and the internal employees have a total of 49 years. The 20 participants have a total of 96 years in the current position and a total of 186 years in the industry. The study demographics included participant time in the organization as well as the training industry. The demographics also incorporated questions on gender, ethnicity, and age. Each study participant was also asked to provide their academic background (see Table 1).

The purpose of the current qualitative research case study was to uncover opportunities for leaders to create an environment of positive corporate culture in an organizational structure with internal and outsourced employees. Six emergent themes resulted in the current study. First, the employee’s expectation and experience was linked by a leader’s ability to understand each employee’s needs. Leaders need to be socially and emotionally intelligent at the core of their behaviour to develop and permeate a positive working environment. Second, it is imperative for a leader to engender a sense of belonging to a family in the corporate culture. Third, leaders need to have the capability to modify their leadership approach depending on individuals who are in their employment. Fourth, respondents with the highest adaptability rate are those who have been in the industry the longest. Fifth, it is important for leaders to create a work environment that is fun for all team members. Sixth, continuous learning is imperative to engage continually with the employees (see Figure1).

Table 1: Current Study Demographics

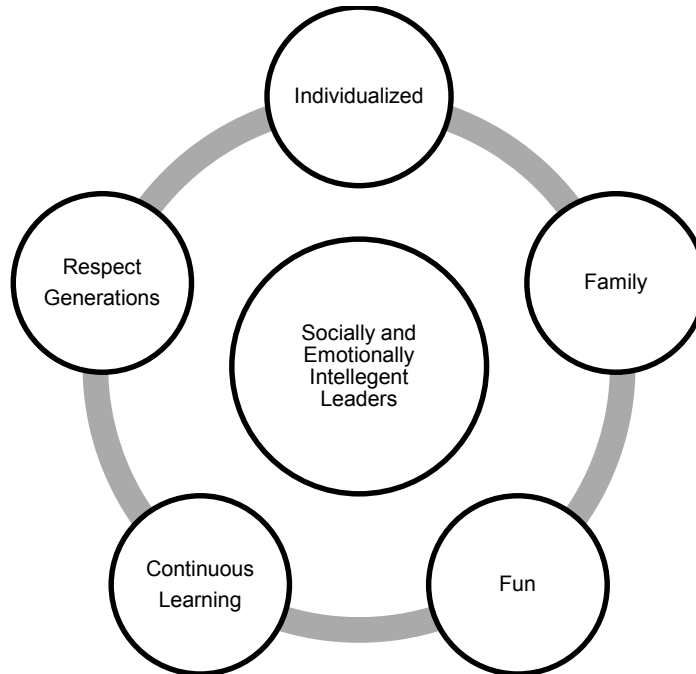
Total Time in Org. (years)	Total Time in Industry (years)	Gender		Ethnicity				
		Male	Female	African American	Asia American	Caucasian	Hispanic American	Native American
96	186	60%	40%	20%	13%	35%	25%	5%
		Age		Education				
26-35	36-45	46+	Associate	Bachelor	Master	Doctorate		
50%	35%	15%	5%	30%	60%	15		

*This table shows the demographic information provided by both outsourced and internal employees in this study.*

The research revealed a work environment that links leadership approaches to developing a positive corporate culture. It was discovered in the study that leaders who do the following activities continually engage the employees, whether they are internal or outsourced: (1) lead to the specific needs of each staff, whether internal or external, (2) create an environment of “fun”, (3) create an environment that purports familial ties with all team members, (4) ensure that learning exists continually, (5) honor the employees

who have worked in the industry the longest, and most importantly, (6) lead as a socially and emotionally intelligent leader.

Figure 1: Emergent Themes from Current Research Study



*This figure shows how five emergent themes are linked to the main theme of having a need to have socially and emotionally intelligent leaders.*

The implication for organizational theorists is the importance of trust, openness, and the need for employees to articulate their specific needs to their leaders to impact the corporate culture positively. It is imperative for the leader to listen actively to the specific needs of each team member, modify the leadership approach to address those specific needs, and have a heightened social and emotional intelligence. The data from the current study interviews discloses the linkage between leadership approaches to work environment.

The challenge in the current economic landscape is the overwhelming occurrence of financial issues, which result in rewarding training manager's performance for fiscal reasons alone (Chartered Institute of Personnel and Development, 2012). Training department leaders need a holistic balance between financial status, employee satisfaction, and organizational performance. The current study shows how a leader's approach impacts internal and external employee satisfaction. The leader also acts as a catalyst in fostering a positive corporate culture. Garmendia (2004) indicated that a positive corporate culture is correlated positively to organizational performance.

The literature is rich in the areas of training, outsourcing, leadership, and employee motivation as separate fields of studies. Corporate training departments' mission statements align with corporate vision and goals (Meister, 1998). With the growing operational costs of training, outsourcing became an option to continue supporting business requirements within the shrinking budgetary constraints of training departments (Contractor et al., 2011). Leaders became more focused on running training departments like a business (Mumma, Todd, & Trolley, 2011) with the human side as a secondary lever (Brinkenhoff & Gill, 1994). Kehres (2011) indicated that companies with outsourcing arrangements could have a negative impact on their employees. Such an agreement can lead to disharmony, dissatisfaction, and low productivity in the workplace (Kehres).



The literature on motivation in corporate environments, though in-depth, is not fully researched in the area of training and development staff motivation in a workplace of internal and external employees working concurrently. Studies show that high performing work units benefit companies through increased productivity and service quality, advanced levels of safety performance, and financial stability (Gareau & Lucia, 2010; Marciano, 2010). Employees' level of trust and sense of ownership are the results of high performing work systems (Appelbaum, Bailey, Berg, & Kalleberg, 2000; Zacharatos, Hershcovis, Turner, & Barling, 2007). The impact of the current study relates to the linkage between the training department leader's approach and employee satisfaction and motivation, whether internal or outsourced.

## **CONCLUDING COMMENTS**

Karim (2008) indicated a strong correlation between emotionally intelligent leaders and the overall employee commitment to the organization; a commitment that includes employee satisfaction and motivation. The current study is significant to leadership as it reflects the linkage between socially and emotionally intelligent leaders and highly satisfied employees, whether internal or outsourced.

Gefen (2010) indicated that in outsourcing arrangements, the external employees are part of the fabric of the host organization, and management should not differentiate the corporate culture accorded to outsourced and internal employees as the relationship has become a true, shared venture. The current study confirms the leadership approach to external employees, in relation to developing familial ties, does not differ from treatment received by internal employees. The current research differentiated relationship building with employee development. The caveat is for contractors to remain independent of the host company as it relates to personal development. The legalities of developing an outsourced employee can be viewed by leaders as a limitation to the complete engagement of all employees.

As a result, the leadership approach could be individualized in addressing specific employee needs and requirements whether internal or external. Second, leaders could create a fun environment. Third, it may be important for leaders to develop an environment that purports familial ties with all team members, whether they are internal or external. Fourth, it could be a key factor for leaders to create an on-demand training environment. Fifth, it may be imperative for leaders to encourage and support the participation of team members, who have been in the industry the longest as they have the greatest capacity to adapt when the right work environment is in place. Sixth, it may be important for leaders to be socially and emotionally intelligent in their leadership approach. The basis of the recommendations stems from the themes from the current study linked to the responsibility of the training department staff, management, and organization.

Leaders have an impact to the corporate culture of an organization (Kaplan, 2011). The themes that emerged from the current study reflect the following recommendations to training department leaders with an outsourced and internal employee arrangement:

When planning for an outsourcing engagement, it may be imperative for leaders to consider the impact to the employees and to create a strategic people plan. The people plan should include both internal and external employees. It may be important to identify the workplace environment after the outsourcing arrangement is implemented by conducting an impact analysis on individuals' needs, behaviors and attitudes.

Workplace fun may require planning from leaders. Fun goes beyond the existence of humor and play. Leaders may need to create an environment that engenders an emotional connection among the team members to allow them to feel that they are part of a family.

Adaptability is not generational but individualized. There may be a need for leaders to create an environment where learning is addressed individually to the needs of each employee. Have different

learning inputs: face-to-face, online, social networks like learning labs and communities of practice. This approach will address the needs of a multigenerational workplace.

It may be important to incorporate social and emotional intelligence training not just for leaders but for everyone in the organization. This will assist in providing an environment of heightened respect, authenticity, and strengthen relationships amongst team members.

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