

Effects of Leadership Styles on Performance of the Millennials (Generation Y) In the Banking Sector

Warui Andrew Muturi* Dr. Kepha Andrew Ombui**

* Msc. Student; Department of Entrepreneurship, Technology, Leadership and Management; Jomo Kenyatta University of Science and Technology: Nairobi, Kenya.

** Adjunct Lecturer: Department of Entrepreneurship, Technology, Leadership and Management; Jomo Kenyatta University of Science and Technology: Nairobi, Kenya.

Abstract- According to the 2009 Kenya National Census, the youth of this country forms the highest percentage of the population. This is the same population that has the largest number of unemployed youth. This same group also happens to have high academic and professional qualifications. However, even in state owned enterprises, this group is not given an opportunity to sit in the board, in spite of the qualifications. We continue seeing old people being recycled and put into positions of authority, especially in the public sector. This study contributes to the understanding of the characteristics of our youth and assists in the understanding of the relationship between the leadership styles in organizations and the performance of this age bracket (16 to 36 years). The study looks at the characteristics of the millennials and their relationship with work and authority. The millennials (Generation Y) is a demographic characteristic who now range between 16 years and 36 years. This group forms the largest number of the workforce virtually everywhere in the world. This demographic group also happened to come about during the era of rapid technological developments and this group is very conversant with the use of computers. The group has also been accused of being lazy and not consistent. With changes in technology and also the methods of work, it is (was) expected that management and leadership approaches in organizations had to change in order to cope with the changes. This paper tries to explore whether the millennials' performance in organizations is affected by the leadership styles.

Index Terms- Performance, Leadership styles, Millennials, Leadership theories

I. INTRODUCTION

A leader is a person who influences a group of people towards a specific result. It is not dependent on title or formal authority. An effective leader is defined "as an individual with the capacity to consistently succeed in a given condition and be viewed as meeting the expectations of an organization or society." Leaders are recognized by their capacity for caring for others, clear communication, and a commitment to persist. A leader must possess adequate personal attributes to match this authority, because authority is only potentially available to him/her. Leaders emerge from within the structure of the informal organization. Their personal qualities, the demands of the situation, or a combination of these and other factors attract followers who accept their leadership within one or several overlay structures. Instead of the authority of position held by an

appointed head or chief, the emergent leader wields influence or power. Influence is the ability of a person to gain co-operation from others by means of persuasion or control over rewards. Leadership can be defined as one's ability to get others to willingly follow.

Furthermore, scholars commented that any trait's effect on leadership behavior will always depend on the situation (Yukl & van Fleet, 1992). Subsequently, leadership stopped being characterized by individual differences, and behavioral and situational analyses of leadership took over and began to dominate the field of leadership research (Bass, 1990). During this period of widespread rejection, several dominant theories took the place of trait leadership theory, including Fiedler's (1967) contingency model, Blake and Mouton's (1964) managerial grid, Hersey and Blanchard's (1969) situational leadership model, and transformational and transactional leadership models (Avolio *et al.*, 2003).

Despite the growing criticisms of trait leadership, the purported basis for the rejection of trait-leadership models began to encounter strong challenges (Kenny & Zaccaro, 1983; Lord, DeVader, & Alliger, 1986) in the 1980s. Interestingly, Zaccaro (2007) pointed out that even Stogdill's (1948) review, although cited as evidence against leader traits, contained conclusions supporting that individual differences could still be predictors of leader effectiveness. With an increasing number of empirical studies directly supporting trait leadership (Judge *et al.*, 2002; Judge, Colbert, & Ilies, 2004), traits have reemerged in the lexicon of the scientific research into leadership.

The investigations of leader traits are always by no means exhaustive (Zaccaro, 2007). In recent years, several studies have made comprehensive reviews about leader traits which have been historically studied (Derue *et al.*, 2011; Hoffman *et al.*, 2011; Judge *et al.*, 2009; Zaccaro, 2007). There are many ways that traits related to leadership can be categorized; however, the two most recent categorizations have organized traits into (1) demographic vs. task competence vs. interpersonal and (2) distal (trait-like) vs. proximal (state-like).

Derue *et al.*, (2011) stated that most leader traits can be organized into three categories: demographic, task competence, and interpersonal attributes. For the demographics category, gender has by far received the most attention in terms of leadership; however, most scholars have found that male and female leaders are both equally effective. Task competence relates to how individuals approach the execution and performance of tasks (Bass & Bass, 2008). Hoffman grouped intelligence, Conscientiousness, Openness to Experience, and

Emotional Stability into this category. Lastly, interpersonal attributes are related to how a leader approaches social interactions. According to Hoffman *et al.*, (2011), Extraversion and Agreeableness should be grouped into this category.

Recent research has shifted from focusing solely on distal (dispositional/trait-like) characteristics of leaders to more proximal (malleable/state-like) individual differences often in the form of knowledge and skills (Hoffman *et al.*, 2011). The hope is that emergence of proximal traits in trait leadership theory will help researchers answer the ancient question: are leaders born or made? Proximal individual differences suggest that the characteristics that distinguish effective leaders from non-effective leaders are not necessarily stable through the life-span, implying that these traits may be able to be developed. Hoffman *et al.*, (2011) examined the effects of distal vs. proximal traits on leader effectiveness. He found that distal individual differences of achievement motivation, energy, flexibility, dominance, honesty/integrity, self-confidence, creativity, and charisma were strongly correlated with leader effectiveness. Additionally, he found that the proximal individual differences of interpersonal skills, oral communication, written communication, management skills, problem solving skills, and decision making were also strongly correlated with leader effectiveness. His results suggested that on average, distal and proximal individual differences have a similar relationship with effective leadership (Hoffman *et al.*, 2011).

Transformational leadership is a style of leadership where the leader collaborates with employees to identify the needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of the group (Bass, 1985). It also serves to enhance the motivation, morale, and job performance of followers through a variety of mechanisms; these include connecting the follower's sense of identity and self to the project and the collective identity of the organization; being a role model for followers in order to inspire them and raise their interest in the project; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, allowing the leader to align followers with tasks that enhance their performance.

Unlike in the transactional approach, it is not based on a "give and take" relationship, but on the leader's personality, traits and ability to make a change through example, articulation of an energizing vision and challenging goals. Transforming leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization and/or community. Burns (1978) theorized that transforming and transactional leadership were mutually exclusive styles. Bass (1985) expanded upon Burns' original ideas to develop what is today referred to as Bass' Transformational Leadership Theory. According to Bass (1985), transformational leadership can be defined based on the impact that it has on followers. Transformational leaders, Bass suggested, garner trust, respect, and admiration from their followers.

Bass (1985) extended the work of Burns (1978) by explaining the psychological mechanisms that underlie transforming and transactional leadership. Bass introduced the term "transformational" in place of "transforming". Bass added to the initial concepts of Burns (1978) to help explain how transformational leadership could be measured, as well as how it

impacts follower motivation and performance. The extent to which a leader is transformational, is measured first, in terms of his influence on the followers. The followers of such a leader feel trust, admiration, loyalty and respect for the leader and because of the qualities of the transformational leader are willing to work harder than originally expected. These outcomes occur because the transformational leader offers followers something more than just working for self-gain; they provide followers with an inspiring mission and vision and give them an identity. The leader transforms and motivates followers through his or her idealized influence, intellectual stimulation and individual consideration. In addition, this leader encourages followers to come up with new and unique ways to challenge the status quo and to alter the environment to support being successful. Finally, in contrast to Burns, Bass suggested that leadership can simultaneously display both transformational and transactional leadership.

In contrast to individual leadership, some organizations have adopted group leadership. In this situation, more than one person provides direction to the group as a whole. Some organizations have taken this approach in hopes of increasing creativity, reducing costs, or downsizing. Others may see the traditional leadership of a boss as costing too much in team performance. In some situations, the team members best able to handle any given phase of the project become the temporary leaders. According to Armstrong (2006), performance management is concerned with encouraging behavior that leads to attainment of the organizational objectives. It creates shared understanding on how to improve performance by agreeing what need to be done and how achievement will be measured. As expressed by a variety of organizations and researches performance management is about aligning individual objectives to organizational objectives and involve empowering, motivating and rewarding employees to do their best (BNET, 2007).

Performance management systems drive employees to engage in behaviors and achieve results that facilitate meeting organizational objectives. The results or goals to be achieved by employees should be tied to the organization's strategy and goals. The employee's development needs should also be taken into account in the goal setting process. The most effective practice is to establish a hierarchy of goals where each level supports goals directly relevant to the next level, ultimately working toward the organization's strategic direction and critical priorities (Armstrong, 2006).

Statement of the Problem

The millennials, or Generation Y, is a demographic characteristic who now range between 16 years and 36 years. This group forms the largest number of the workforce virtually everywhere in the world. This demographic group also happened to come about during the era of rapid technological developments and this group is very conversant with the use of computers. With changes in technology and also the methods of work, it is (was) expected that management and leadership approaches in organizations had to change in order to cope with the changes.

The objective of organizational development is to improve the organization's capacity to handle its internal and external functioning and relationships. This includes improved

interpersonal and group processes, more effective communication, enhanced ability to cope with organizational problems of all kinds. It also involves more effective decision processes, more appropriate leadership styles, improved skill in dealing with destructive conflict, as well as developing improved levels of trust and cooperation among organizational members. These objectives stem from a value system based on an optimistic view of the nature of man, that man in a supportive environment is capable of achieving higher levels of development and accomplishment.

The use of new technologies combined with globalization has also shifted the field of organization development. The constant innovation of technology results in a constantly evolving business environment. Phenomena such as social media and mobile adaptability have revolutionized business. The effect of this is an ever increasing need for change, resulting in change management. The growth in technology also has a secondary effect of increasing the availability and therefore accountability of knowledge. Easily accessible information has resulted in unprecedented scrutiny from stockholders and the media and pressure on management.

Due to the growth of technology, modern organizational change is largely motivated by exterior innovations rather than internal moves. When these developments occur, the organizations that adapt quickest create a competitive advantage for themselves, while the companies that refuse to change get left behind (Skelsey, 2013). The ability to manage and adapt to organizational change is an essential ability required in the workplace today. Yet, major and rapid organizational change is profoundly difficult because the structure, culture, and routines of organizations often reflect a persistent and difficult-to-remove

“imprint” of past periods, which are resistant to radical change even as the current environment of the organization changes rapidly.

While many studies have been carried out on organizational development, change and performance, none has been conducted on the effect of leadership styles and performance of age demographic aspect, especially different generations. It is this gap that this study expects to fill by investigating leadership styles and performance of millennials (Generation Y). The general objective of this study was to investigate the effects of leadership styles on performance of the millennials (Generation Y). The leadership styles examined are authoritarian, paternalistic, laissez-faire, democratic and self-leadership.

Objectives of the Study

The objectives of this study were to:

- i. Examine the extent to which authoritarian leadership style affects individual performance.
- ii. Determine how paternalistic leadership style affects performance of the work force.
- iii. Examine how the laissez-faire leadership style affects performance of the work force.
- iv. Examine how the democratic leadership style affects performance of staff in the organization.
- v. Determine how self-leadership style impacts on individual work performance.

Conceptual Framework

A conceptual framework of the study was developed from the research objectives and is represented in the figure below.

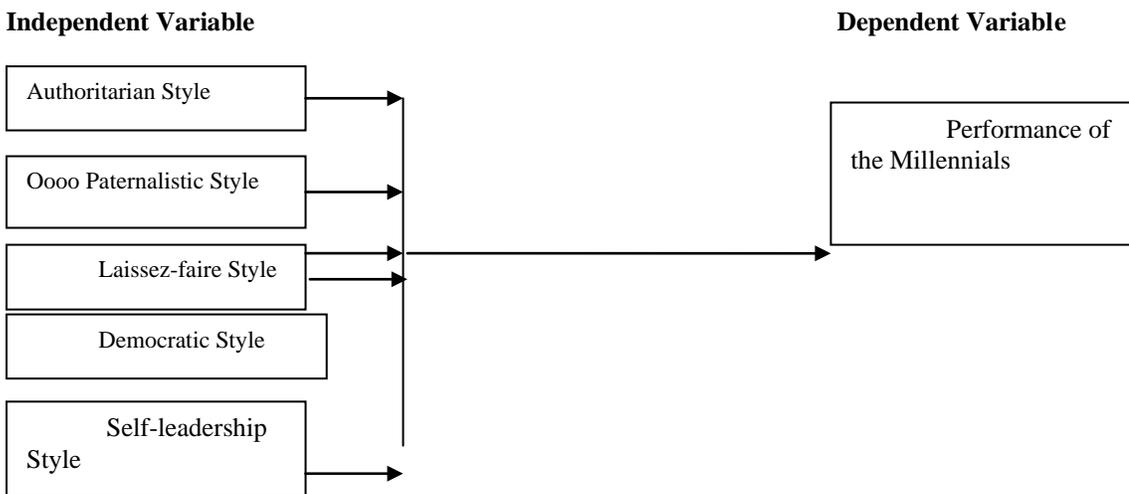


Figure 1: Conceptual framework

II. RESEARCH METHODOLOGY

The study adopted a descriptive research design to examine the effects of leadership styles on performance of the age set commonly known as Generation Y who fall between the age of 16 and 36 years. In the workforce today, Generation Y forms the bulk of the employees. According to Franklin (2012), a descriptive survey is intended to produce information about

aspects of the leadership styles and the characteristics of the millennials. The design was appropriate because the researcher was interested in showing the effects of leadership styles on performance of the millennials.

The study was conducted in Nairobi City of Nairobi County. The location was selected because it was convenient to the researcher and the researcher wished to investigate the relationship between leadership styles and performance of the

millennials The organizations used have their headquarters based in Nairobi and therefore easily accessible by the researcher.

Population refers to a complete set of individuals, cases or objects with some common observable characteristics from which the researcher wishes to make some inferences (Cooper & Schindler, 2003). A population can also be referred to as the total collection of elements about an entity and also refers to all of a particular type of entity either limited by geographical location or one or more characteristics (Cramer & Howitt, 2004). The target population for this study consisted of all staff employed in the five (5) oldest banking institutions in Kenya and are also quoted in Nairobi Securities Exchange. These are the Kenya Commercial Bank, Cooperative Bank, National Bank of Kenya, Barclays Bank and Standard Chartered Bank. The staff employed in these institutions gave a broad spectrum of age demographics.

A sampling method is a way of selecting a portion of the population such that the selected portion presents the population adequately. Cooper and Schindler (2007) describe a sampling procedure as the systematic process of selecting a number of individuals for a study to represent the larger group from which they are selected. The researcher got the desired sample by determining variables to apply by using the staff status (senior and middle) to which each category fell into main criteria. The researcher selected five (5) participants randomly from the senior/middle category and 15 participants selected in systematic sampling at every Kth case in the population which also used purposive sampling (millennials) from the supervisory level category in each organization. In total, the researcher settled for a sample size of 20 respondents from each of the five banks for this study making a sample size of 100 participants. The researcher interviewed the 25 senior/middle managers from the five banks (5 managers from each bank) and administered a questionnaire to the 75 millennials from the five banks (15 millennials from each bank).

The researcher used oral interviews on the 25 senior and middle managers in the five banks. An interview is an oral administration of questions with an intention to obtain in-depth enquiry about a certain study so as to meet certain objectives (Kothari, 2004). Interviews provide in-depth information about a particular research issue or question. Since the information is not quantifiable, the interview method often is described as a qualitative research method. Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic and are useful as follow-up to respondents to questionnaires, or further investigate their responses (Jack & Norman, 2000). The advantages of in-depth interviews are that they are ideal for investigating personal, sensitive or confidential information, which is unsuitable to cover in a group format. Interviewing is also the best method to apply when seeking for individual interpretations and responses. The disadvantage of in-depth interviews is that the respondent may be unwilling to open up and can be costly in terms of time and the skilled labour required (Mugenda & Mugenda, 2003).

The researcher also used the questionnaire. Engel (2005) describes a questionnaire in the context of communication discipline as structured, goal-oriented communication. The main purpose of a questionnaire is to communicate to the respondent

what is intended and to elicit desired response in terms of empirical data from the respondents in order to achieve the research objectives (Chandran, 2004). Babbie (1989) observes that questionnaires are more appropriate when addressing sensitive issues, especially when the survey offers anonymity to avoid reluctance or deviation from respondents. Some drawbacks of using questionnaires are: a) questionnaires cannot obtain large amounts of information and b) participants may generally refuse to cooperate with a long and/or complex questionnaire unless they perceive a personal benefit.

Data collection involves contacting members of the sample that the research was conducted in order to collect the required information about the study (Cooper and Schindler, 2003). The researcher interviewed five (5) senior/middle officers from each bank who are beyond the Generation Y age bracket, in order to get their views and opinions on the behavior of the millennials towards their work, the authority and personal disposition.

The data collection exercise also involved administration of structured questionnaires. These were given to the supervisors as they interacted with the staff closely and are responsible for work distribution. They are also responsible for monitoring work performance and ensuring that goals set are achieved. The questionnaires were distributed through the heads of human resources who selected the respondents purposively since they have the personnel records and know who amongst their staff belongs to Generation Y. Emphasis was given to both primary and secondary data. Additional information was got from books, journals and magazines available in libraries which were visited as well as information from relevant websites. The respondents were assured that strict confidentiality would be maintained in dealing with the responses. The completed questionnaires were collected at the agreed time.

Data was coded into meaningful categories so as to see any emerging patterns and determine any relationship or variations between the results and the research objectives of the study. In order to analyze the data, the researcher also included editing and data entry (Franklin, 2012). A computer statistical package, Statistical Package for Social Sciences (SPSS) Version 2.2 was used to facilitate the data analysis. Where applicable, Pearson's Chi Square test was used. After analysis, the data findings were presented using descriptive statistics methods namely, percentages and frequencies. Tables, pie charts and bar graphs will also be used to present the results.

III. RESEARCH FINDINGS AND DISCUSSION

Table 1: Supervisor's Character

Character	Frequency	Percentage
Accommodating	24	27
Friendly	21	23
Aloof	45	50
Total	90	100

Source: Research Data (2016)

According to Table 1, half of the respondents indicated that their supervisor's character was aloof and only 23% of the respondents said that their supervisors were friendly while 27% indicated that their supervisors were accommodating. This is a worrying because an aloof supervisor may not be good in communication, or may exercise a style of leadership that is not liked by staff. It may not be possible to indicate if the respondents who said their supervisors were aloof were millennials. This is because of the stereotyping that millennials are anti-establishment and anti-authority. The stereotyping results in excessive discipline, and sternness in command results in cruelty.

Supervisors' Leadership Styles

The researcher sought to find out how the respondents viewed their supervisors' leadership styles. According to the

responses, 40% of the respondents said that their supervisors' leadership style was autocratic and 22% of the respondents indicated that their supervisors' leadership style was hands-free. Only 20% and 18% indicated that their supervisors' leadership styles were democratic and participative respectively. The findings indicate that most of the supervisors were either autocratic or hands-free. This cannot endear them to their subordinates because of their styles, since they are viewed as not being helpful. A leader can be said to have done their job well when they have contributed to group effectiveness and cohesion (Hackman & Wageman, 2005). Emotional intelligence, the ability to understand and manage moods and emotions in the self and others, contributes to effective leadership within organizations Derue, *et al.*, (2011). Furthermore, Derue, *et al.*, (2011) found that leader behaviors are more predictive of leader effectiveness than are traits. This is shown in Figure 2.

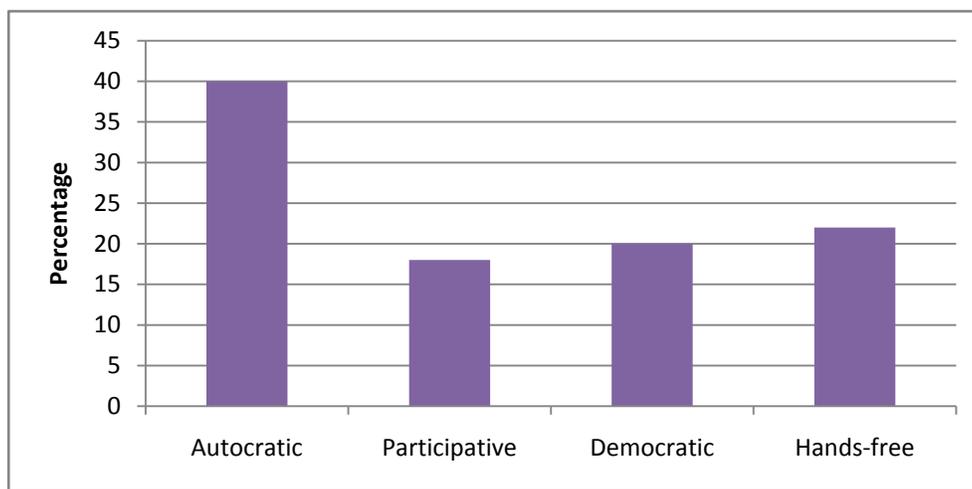


Figure 2: Supervisors' Leadership Style

Source: Research Data (2016)

Supervisor Viewed as Conservative

The researcher wanted to find out whether the respondents viewed their supervisors as being conservative and vice versa. Majority of the respondents, 62%, indicated that their supervisors were conservative while 38% said that their supervisors were not conservative. These results show that the supervisors belong to the school that likes the status quo, and going by the literature on

the millennials, therefore, these type of supervisors will view the millennials as uncooperative and restless. This is indicated in figure 3. The above leaders are people, who are able to express themselves fully; they also know what they want, why they want it, and how to communicate what they want to others, in order to gain their co-operation and support. They also know how to achieve their goals (Bennis, 1998).

No = 38%

Yes = 62%

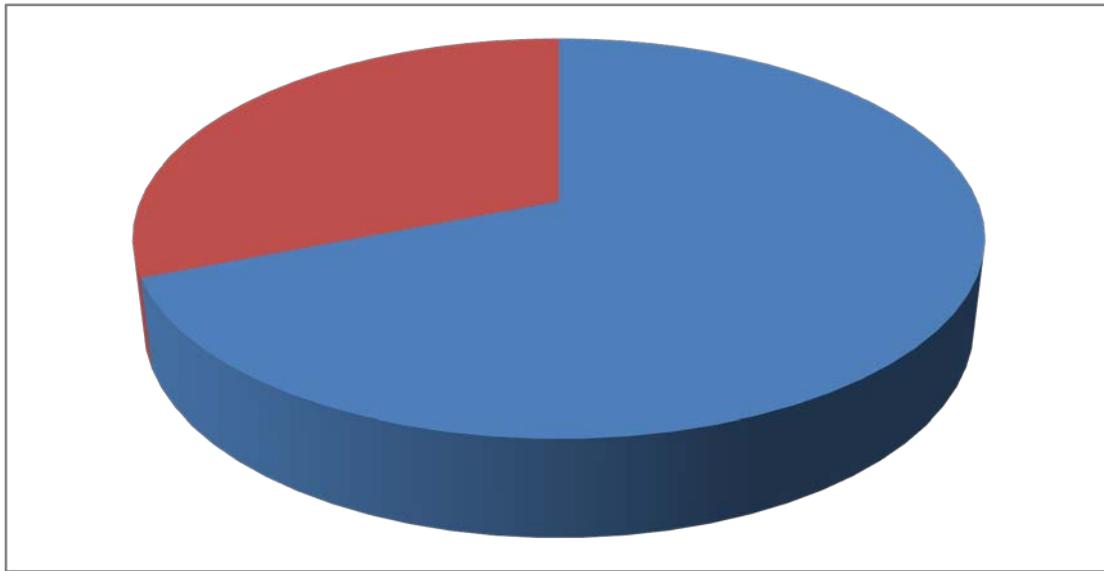


Figure 3: Is Supervisor Conservative?

Source: Research Data (2016)

Factors and Performance of the Organization

Respondents were presented a total of 13 potential factors that may affect the performance of the organization. They were requested to give their opinion on the extent to which they think each of them has happened in the organizations where they work.

Table 2: Factors and Performance of the Organization

Factors	Strongly Disagree	Disagree	Agree	Strongly Agree
There is feedback on employee’s performance	5.9%	24.3%	62.3%	7.5%
The attitude of millennials toward their supervisors	1.3%	31.4%	61.5%	5.9%
The quality and the speed of service provided to customers by the millennials	1.7%	31.8%	53.1%	13.4%
The sense of competition among the staff members	2.9%	31.5%	53.8%	11.8%
The promotion of staff is based on an objective criteria	6.7%	34.4%	45.0%	13.9%
The communication and overall relationship between managers and employees	2.1%	30.4%	55.3%	12.2%
Adherence to organizational rules and regulations among the millennials	2.1%	27.2%	52.7%	18.0%
The millennials do not care if they get promotion or not	2.5%	29.3%	56.5%	11.7%
The millennials are able to meet their daily targets	7.9%	27.6%	47.3%	17.2%
Good performers are recognized for their efforts	2.1	30.4	55.3	12.2
Punctuality has improved	6.3%	29.7%	59.8%	4.2%
Turnover of staff is more on millennials than other staff	5.9%	31.8%	50.2%	12.1%
Absenteeism among millennials is higher than other staff				

Source: Research Data (2016)

Less than 50% of respondent agreed that the following factors affected the performance of the organization: The promotion is now based on an objective criterion; the communication and overall relationship between managers and

The communication and overall relationship between	2.5%	36.3%	46.9%	14.2%
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employees has improved and good performers are now recognized for their efforts. However, the extents to which respondents agree or disagree that each of these factors has impacted in the organizational performance varied from one to another. Table 2 presents the extent to which the respondents agreed factors in their organizations.

In order to simplify the presentation of the results related to the factors affecting organizational performance, the strongly disagree and disagree were consolidated into one category called "not agree" while the agree and strongly agree were consolidated into the category "agree". After this categorization, the result shows that six out of the 12 potential factors affecting performance were considered favorably by at least two-third of the respondents as a result of the introduction of the performance appraisal in the organization. They are as follow, classified in terms of priority. Seventy one percent ($n = 64$) of respondents agreed that the performance of the organization has improved while 29.3% ($n = 26$) of respondents do not agree that this has occurred. Both respondents with management responsibilities and their staff agreed that the performance of the organization improved.

The Chi square test was used to find out the association between this benefit and the management responsibility. The test shows that the extent to which respondents with management responsibilities and other staff agreed that the performance of the organization has improved is not statistically significant. Therefore there is no association between the opinion of the respondent about the performance of the organization and its management responsibilities ($P > 0.05$). Almost seventy percent ($n = 63$) of respondents agreed that feedback on employees' performance as a factor in organizational performance is important, while 30.1% ($n = 27$) of respondents did not agree.

The Chi square test was used to find out the association between the view of respondents on whether there has been feedback on employee's performance and the management responsibility. The test showed that the association with the two variables was statistically significant ($P < 0.05$), meaning that the extent to which respondents agree that there is feedback on employee's performance is influenced by their management responsibilities.

The same test was done to find out if there is any association between the response on feedback on employee's performance and the supervisors' leadership styles. The result showed a statistically significant association between the extent to which respondents agreed that there is a feedback on employee's performance and the supervisors' leadership styles ($P < 0.01$). The respondents tend to agree that there is feedback on employee's performance. The analysis also showed that there is no significant relationship between the number of years spent in the organization and the extent to which respondents agreed that there is feedback on the performance ($P < 0.05$).

This factor was ranked third among the 15 potential benefits of the performance appraisal. More than 68% ($n = 163$) of respondents agreed that this has occurred in the organization as a result of the introduction of the performance appraisal while 31.80% ($n = 76$) did not agree so, as depicted by table 2. The Chi square test was used to find out if there is any association between this factor and the management responsibilities, the number of years spent in the organization and the leadership

styles. In all the cases the associations were not statistically significant ($P > 0.05$). This showed that there is no association between the extents to which respondents agreed that the introduction of the performance appraisal has helped to encourage employees for future performance or the experience and the leadership styles.

Punctuality - This factor was ranked fourth among the 13 potential factors in the performance appraisal. More than 68% of respondents agreed that the punctuality has improved in the organization as a result of the introduction of the performance appraisal while 31.80% did not agree with the statement, as indicated in table 2. The Chi square test was used to find out if there is any association between this benefit and the management responsibilities, the job group, the number of years spent in the organization and the number of time the respondent was appraised. The result showed a statistically significant association between the extent to which the respondents agreed that the punctuality has improved, and their management responsibility ($P < 0.05$). Respondents without a management responsibility tend to agree than managers. The association with all other variables was not statistically significant ($P > 0.05$). The analysis also showed that there is no association between the extent to which respondent agreed that punctuality has improved and the experience, and the number of times appraised.

The Chi square test was used to find out if there is any association between the extent to which respondents agreed that there is a positive change in the attitude of staffs, and the management responsibilities and the number of years spent in the organization. The result showed that the association between this factor and the above variables are not statistically significant ($P > 0.05$). The analysis also showed that there was no association between the extent to which respondent agree that the attitude of millennials has changed and management responsibility and experience. This is all supported by Brunnell *et al.*, (2008) who say that millennials grew up with computers, the internet and graphic user interface and makes them adept at understanding interfaces and visual languages and are good at self-promotion and fostering connections through online media.

Challenges Related to the Relationship

Respondent were presented a total of nine (9) potential challenges related to the relationship between the millennials and other staff and their effect on organizational performance. Table 3 represents the 9 challenges and the extent to which each is considered by respondents as related the relationship between the millennials and other staff. These findings compare with Winfield (2009) on the performance appraisal who concludes that with the implementation of performance appraisal, the public can expect more timely and efficient service rendered in a more professional manner.

Table 3: Challenges Related to Relationship

Challenges related to relationship	Strongly Disagree	Disagree	Agree	Strongly Agree
Some staff members do not fully understand the millennials	3.40%	21.50%	63%	11.80%
The millennials seem to like working on their own and setting their own goals	4.20%	29.50%	54.40%	11.80%
Managers are not trained on how to handle different cadres of staff, especially the millennials	4.20%	30.80%	50.60%	14.30%
Some managers exercise autocratic leadership and set unrealistic goals	4.70%	36%	45.30%	14%
The millennials are perceived by some managers as antiestablishment	5.10%	28.80%	52.50%	13.60%
Millennials under "one of their own" perform better than those who are not	2.10%	36%	50.80%	11%
The leadership has not developed a culture of performance in the organization	5.10%	30%	43%	21.90%
The rating by leadership on staff is usually arbitrary, unrealistic and biased	3.40%	29.70%	53.40%	13.60%
The feedback is not often communicated	4.20%	18.90%	55%	21%

Source: Research Data (2016)

In order to simplify the presentation of the challenges related to relationship between the millineals and the other staff, the strongly disagree and disagree were consolidated into one category called "not agree" while the "agree" and "strongly agree" were consolidated into the category "agree" After this categorization, five (5) emerged as the top of the factors affecting effectiveness of performance appraisal system. They were considered favorably by at least two-third of the respondents as related to the implementation of the performance appraisal.

Majority of the respondents, 76%, agreed that after the appraisal, the feedback is not consistently communicated to the staff while 24% did not agree. The researcher tried to find out if there was any association between the opinion of the respondents on lack of consistency in the communication of the feedback and the department, their management responsibilities, or the number of time they have been appraised. The analysis showed that there was no statistically significant association with all these variables. Therefore the opinion of respondents was largely independent from all others considerations. This shows that their leaders do not communicate. According to Hersey (1984), the main role of the leader is to facilitate and communicate.

The contention that some staff members did not fully understand the millennials was supported by 74.8% of the respondents while 25.2% disagreed. This was not statistically associated with management responsibilities or any of the other factors and was purely subjective. The others that had high ratings were: the rating by leadership on staff is usually arbitrary, unrealistic and biased 67%; the millennials seem to like working on their own and setting their own goals 66.20%; the millennials are perceived by some managers as antiestablishment 66.10%; the leadership has not developed a culture of performance in the organization 64.9%; managers are not trained on how to handle different cadres of staff, especially the millennials 64.9%; millennials under "one of their own" perform better than those who are not 61.8% and some managers exercise autocratic leadership and set unrealistic goals 59.3%.

The results indicate clearly that the millennials have issues with the other members of staff, especially those belonging to an older generation. These are challenges that cannot be ignored by the organizational leadership. The challenges are probably because the older generation is used to doing things according to set systems and procedures, while the millennials like challenges and are often bored by routine and repetitive jobs. It therefore calls to the leadership to understand the wave of change and be apt to it.

Leadership and influence on effectiveness of the performance

Table 4: Leadership Factors

Leadership Influence on Performance	Strongly Disagree	Disagree	Agree	Strongly Agree
The style of leadership exercised by different managers	14.2%	21.8%	52.4%	11.6%
Acceptance of leadership style by the staff members	19.8%	33.5%	36.8%	9.9%
Leaders not trained on flexibility in order to handle different situations	27.1%	56.9%	16.0%	-
Leaders within the Generation Y are more successful than their counterparts	17.5%	44.3%	18.4%	19.8%
Some managers do not like to be appraised	12.3%	17.8%	49.8%	20.1%
Poor performers are not given any chance to improve their results	8.9%	27.8%	40.8%	22.5%
Targets are set without the involvement of interested staffs	21.2%	25.1%	36.5%	17.2%

Source: Research Data (2016)

In the style of leadership exercised by managers, 64% of the respondents agreed that they influenced performance of the millennials on performance while 36% disagreed. Acceptance of leadership style by the staff members was indicated by 46.7% of the respondents as influencing performance while 53.3% of the respondents disagreed. With regard to leaders not having been trained on flexibility in order to handle different situations, 84% of the respondents disagreed while only 16% of the respondents agreed. This means that the respondents were of the view that their leaders were trained but probably ignored to put their training into practice. On the leaders within the Generation Y being more successful than their counterparts, 61.8% of the respondents disagreed while 38.2% of the respondents agreed. This could mean that the majority of the respondents did not think that the millennials made better leaders, and therefore more successful. Self (private) leadership covers the behaviors needed to influence individuals one to one. Greater leadership presence, knowhow and skill result in better performance (Scouller, 2011). With regard to some managers not liking to be appraised, majority of the respondents, 69.9% agreed and 30.1% of the respondents disagreed. This is a sure indication that some of the managers were afraid to be appraised because they were either afraid they would be rated low, or they knew they were not effective. On the question of poor performers not being given any chance to improve their results, 36.7% of the respondents disagreed while 63.3% of the respondents agreed. This could mean that no chance was given to those rated low to improve on their performance and hence they were either dismissed or did not get promoted. This could also have been the reason that a number of respondents had earlier indicated that the current employer has not been their only employer. On targets being set without involvement of interested staffs, 46.3% of the respondents disagreed while 53.7% agreed. This could be construed to mean that the leaders (managers) just set targets arbitrarily and this was a cause of frustration to the staff. This is supported by Foster (2002) who says that an authoritarian style of leadership may create a climate of fear, where there is little or no room for dialogue and where complaining may be considered futile.

Measures that Would Help Improve Performance

A total number of eight (8) measures were proposed to the respondents and they were requested to tell to what extent they agree each of them, helping improve the performance of staff. They were also requested to suggest other measure which they thing could be useful to the same purpose. All the measures proposed were considered by respondent as measures that could help to strengthen the improvement the performance of the organization with each of them receiving consideration by at least 78% of the staffs who participated to the study. The opinions of the respondents on the extent to which each of the proposed measures could help to improve the performance are shown in Table 5.

Table 5: Measures that would help improve performance

Measures of Improvement	Strongly Disagree	Disagree	Agree	Strongly Agree
Orientate all the managers and staff members on how to improve performance	2.90%	14.20%	50.80%	31.90%
Handle resistance to change through communication and participation	1.30%	10.90%	56.70%	31.10%
Reduce bias in the rating members of staff	2.90%	8.40%	52.50%	36.10%
Make feedback on the performance mandatory by all managers	2.10%	13.00%	47.90%	37.00%
Communicate on the best	4.20%	17.20%	43.30%	35.30%

performers and propose recognition				
Changing the leadership styles in order to link the selection for training with needs identified during the appraisal	1.30%	8.40%	53.60%	36.70%
Link promotion with the outcomes of the achievement of goals	2.90%	6.30%	45.80%	45.00%

Source: Research Data (2016)

After the aggregation of the variables into two new categories “not agree” and “agree”, the following actions were on the top of the list of the measures that need to be taken if one would like to improve the organizational performance in the banking sector included linking promotion with the outcomes of the achievement of goals (90.80%); linking the selection for training with needs identified during the performance appraisal (90.30%); reducing bias in the rating during the performance appraisal: 88.6%; handling resistance to change through communication and participation (87.8%) and orientating both managers and staff members on how to improve performance (82.70%).

In linking promotion with the outcomes of organizational performance, 90.8% of the respondents agreed that if implemented, this action would help to improve significantly the performance of the organization. The analysis showed a statistically significant association of this proposed measure with the management responsibility and the leadership styles. Those respondents who agreed that this would help to strengthen the organizational performance were probably recruited mainly among the millennials. There was no association with the number of years worked in the organization. In linking the selection for training with needs identified during the performance appraisal, 90% of respondents agreed that linking selection for training with performance appraisal will help to improve significantly the performance appraisal system. There is a significant association between this measure and the job group. Respondents in lower job groups more favorably think that the implementation of this measure would help the appraisal system. This finding is also in line with Nykodym (1996), BNET (2007) and Dattner (2002) who conclude that an effectively designed and implemented appraisal system can provide the employees, managers and the organization with a host of positive benefits.

A total of 88.6% of the respondents agreed that reducing bias would bring a great improvement to the performance appraisal system. The researcher found that there was a significant association between this measure and the job group. Respondents in lower job groups more favorably think that the implementation of this measure would help the appraisal system. In handling resistance to change, 88% of respondents agreed that the improvement of the performance incentive contracting would

be achieved if resistance to change is handled properly. However, the researcher did not find any association between this measure and the department in which the respondent works, the management responsibility, the job group or the number of times the respondent has been appraised. Leadership of teams requires hands-on experience and a lead-by-example attitude to empower team members to make well thought out and concise decisions independent of executive management and/or home base decision makers (Martindale, 2011).

Qualitative Analysis

The researcher also found that some members of staff left for “greener pastures”, while others said that they got “bored” in their previous jobs. Still others claimed that they had poor relationships with their supervisors. There were even respondents who indicated that they had defected from their previous employer. However, nobody indicated that he/she was dismissed from employment. This, of course, could not be verified with the current employer. Staff suggested other measures that would assist in improving the organizational performance as creating a good working environment for better results, because rewarding is not enough. They also said that the promotion and appraisal should be aligned so that promotion immediately follows the performance appraisal. Accordingly therefore, promotion should be linked to performance and not the number of years served in a job group or availability of vacancies and past/cumulative experience should be taken into consideration for the promotion. The roles and responsibilities for each department, each unit and each individual should be clearly defined and related to the organization’s goal.

The appraisers in the organization should value and aim to treat the staff with dignity and fairness. Interpersonal treatment is an important contributor to overall organizational success. Accordingly therefore, the raters should remove subjectivity and bias in performance evaluation. The performance appraisal system should be an effectiveness-based system whereby ‘objective’ results are given representing the measurement of an employee’s contribution into the job, not on employees’ activities or behaviors.

The benefits brought by the leadership styles practiced by managers would include feedback on employee’s performance, encouragement for better future performance, improved punctuality, and the change of attitude of staff toward millennials. The appraisal of an employee offers an opportunity to identify problems and to propose some corrective actions, to encourage the employee to perform better in future. Fairness influences the employees’ perception of the performance appraisal and encourages competition among employees and this can result in better performance. The increased level of motivation and job satisfaction, social recognition can have positive influence on commitment to job and improve the sense of belonging to the organization. The competitive advantage created coupled with resources based management creates an environment of healthy competition amongst the workers which adds value to the organization.

Performance appraisal offers the best opportunity for both the employee and the supervisor to identify training needs and development. The interaction between the two individuals can highlight the urgency and the relevancy of such needs. Effective

appraisal should motivate the employee to improve and encourage him or her to take advantage of mentoring and other informal processes as well as formal training opportunities.

Performance appraisal is applied as a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements. Effective performance appraisal can play an important part in improving management skills of employers. Through training and proper implementation of the performance management, supported by performance appraisal system, effective managers will recognize both the positive and negative changes in employee's performance and will take remedial action when required.

A good performance appraisal gives a manager an opportunity to review employees' past performance, plan their future work and role within the organization, and agree on specific goals. The appraisal of an employee offers an opportunity to identify problems and to propose some corrective actions and to encourage the employee for a better performance in future. The increased level of motivation, job satisfaction and social recognition can have positive influence on commitment to job. Performance appraisal data can be used to assess the effectiveness of a change performed in this key function of the human resource management. Appraisal data can be used to monitor the success of the organization's recruitment and induction practice. If an employee must be terminated, a record of performance appraisals provides a foundation for such a decision and may be helpful if the employee takes legal action.

IV. CONCLUSION

To know whether the leadership styles affected the performance of the millennials, the only way of knowing this was through an appraisal system. The attitude and personalities of managers and staff towards an appraisal system and adequate and consistent feedback all influence the performance of staff. The challenges to performance appraisal are: lack of consistency in the communication of the feedback, the lack of orientation of staffs and line managers on the appraisal system, the arbitrary allocation of ratings, the resistance to the performance appraisal and the fact that some managers do not like to be appraised. Despite the positive outcomes yielded by the performance appraisal in most banks was still imperfect and required some improvements. A special focus should be put on improving the skills of both employees and line managers on the performance appraisal system and the improvement of line managers and employee's relationship and communication. These among other measures, will pave the way for a more successful implementation of the appraisal system.

V. RECOMMENDATIONS

The following recommendations would help to improve the relationship between the leadership styles and performance of millennials in various organizations: the management must integrate the performance contract and appraisal system in the orientation package for new managers and ensure that all new managers are properly oriented on the system by the human

resource department not later than three (3) months after they have joined the service. Everyone in the organization needs to understand why appraisals are being conducted and how the system operates. There should be periodic assessment of the skills of line managers on the appraisal process, and include their training needs into the training annual training plan for each department.

Performance appraisal training must focus on helping managers develop specific appraisal skills and confidence in their ability to effectively appraise others. These skills should include: goal setting, communicating performance standards, observing subordinate performance, coaching and providing feedback, completing the rating form, and conducting the appraisal review. Encourage staff and their line managers to have quarterly "mini appraisals" where they discuss whether the employee is on track with the achievement of its targets, and the contribution of the employee to the attainment of the organization goal. This will also contribute to improve the communication between them.

The managers and heads of units should embrace information and communications technology and therefore appreciate the reason why the millennials are always glued to the computers. They should also try to be change managers, willing to change and accept any new concept without having to sit on their laurels and feeling comfortable with the "ordinary". This way, they will understand the millennials.

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AUTHORS

First Author – Warui Andrew Muturi is a Manager at one of the leading local banks. He has a Bachelors degree in Information Technology from Kenyatta University (KU): Nairobi, Kenya. His passion is Transformational Leadership, Corporate Governance and Service Excellence. He is currently pursuing an Executive Master of Science Degree in Governance and Leadership at Jomo Kenyatta University of Science and Technology (JKUAT): Nairobi, Kenya. Email: amwarui.aw@gmail.com

Second Author – Dr. Kepha Andrew Ombui is an adjunct lecturer in the School of Human Resource and Development at Jomo Kenyatta University of Agriculture and Technology (JKUAT): Nairobi, Kenya. He also works as a Human Resource Officer with a leading Agricultural Research Institution. He is an expert in Human Resource Management having attained a PhD in Human Resource Management. Email: andrew.ombui@kalro.org