

MANAGING YOUNG CYBERSECURITY AND TECHNICAL EMPLOYEES WITH LOVE AND LOGIC

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Abstract

In 2017 a leading consulting and cybersecurity research firm, Consulting Ventures, predicted that cybercrime will cost \$6 trillion annually by 2021. That amount is a significant increase from the \$3 trillion in 2015. According to 2018 estimates, there could be as many as 3.5 million unfilled cybersecurity jobs by 2021. This has created a need for new expertise and workers from a newly degreed and young in information security professionals from the "Millennial Generation". These professionals have different interests from previous generations in terms of work environments and cultures. These younger professionals are a product of new degree programs in Cyber Security, Information Assurance, Information Security, and certifications in data security that have been newly developed in the last 10 years. But in order to attract, recruit, and retain this younger generation of professionals with these critically needed workforce skills, managers must consider alternative management approaches that look to empower, energize, and engage this new and different generation of employees instead of the use of micromanaging and controlling antiqued performance management approaches. This paper uses an exploration of managerial literature and theoretical constructs to present the "Love and Logic" performance management approach cybersecurity millennium employees with a goal of recommending some ideas as it relates to managerial employee engagement approaches for young employees in the workplace. The goal of this paper is not empirical analysis or the reconstitution of theory. This paper provides some novel insights for professional managerial practice as technical organizations struggle to find new ways to leverage the collective intelligence and knowledge of the younger generations of workers in the workplace, which becomes critical for organizations as older employees retire.

Keywords: Millennial employees, employee engagement, micromanagement, cybersecurity leadership, employee empowerment

INTRODUCTION

Many business and government organizations are facing the challenges of reduced budgets, increased retirements, and lost critical organizational expertise. On one end of the employment pipeline, a younger workforce is developing a new set of values and expectations, creating new recruiting and employee retention issues. The progression from an older, traditional, highly experienced workforce to a younger, more portable, employee generation has created critical challenges (DeLong, 2004). Global and local companies need to have effective business strategies in place that focus on information security (Magid, 2014). The demand for more cybersecurity professionals is expected to rise to 6 million globally by 2019, with a projected shortfall of 1.5 million cyber security professionals (Morgan, 2016).

This has created a need for organizations to consider the viability of hiring professionals from the “Millennial Generation”. These professionals have different interests from previous generations in terms of work environments and cultures (Lancaster & Stillman, 2010)

These younger professionals have undergraduate and graduate degrees in Cyber-Security, Information Assurance, and Information Security that have just been created in the last 10 years. They also have certifications in Security + and Information Systems Audit and Control Association (ISACA) certifications. But in order to attract, recruit, and retain this younger generation of professionals with these critical and emerging skills, managers must consider alternative approaches that look to empower employees over micromanaging and controlling them (Burrell et al., 2015).

The research objective of this paper is to provide a contextual review of the literature and current events to provide conceptual and practical solutions to how technical organizations and cybersecurity operations can effectively manage and engage Millennial employees. For the purposes of this research, employee engagement as the extent to which employees are acknowledged and valued for their contributions; are allowed to participate in how their work is conducted within the organization.

This engagement definition is grounded in the fact that an employee’s work life and career achievements embody a noteworthy percentage of their personal identity and such accomplishments gratify them on an insightful level. If an employee views their job, worth, and contribution as something more than just “work,” and finds his or her role in the company professionally and personally fulfilling, research has shown that he or she is less likely to seek a new position elsewhere.

The tasks include using a scan of current and significant management literature to develop an employee engagement managerial approach for technical Millennial employees built from the “Parenting with Love and Logic” method developed by Cline and Fay (2006) in a

manner that does not proclaim that managers are parents and the Millennials are children, but rather to explore the utility of using a human engagement framework this is built off of accountability, setting clear expectations, and empowerment. The goal is to examine employee engagement through a never explored belvedere or perspective.

The research methods include the exploration of the significant literature around the areas of management, performance management, employee engagement, and participatory management to better understand the most noted effective managerial trends and the challenges of employee engagement and the management of Millennial employees.

The research results indicate command and control, autocratic, dictatorial managerial approaches are not as effective in managing Millennial employees. Managing in ways that retain cybersecurity and technical employees become critical as more organizations face an increased onslaught of cybersecurity threats in conjunction with a cybersecurity workforce shortage. A new viable managerial focus on employee engagement could use the “love and logic” framework to be effective.

Despite the overwhelming evidence of the strength and impact employee engagement has on performance, a significant challenge for many organizations has historically been around how to find ways to effectively understand its approaches which becomes critical when employees in technical job roles are in short supply and in tremendous demand. This employee population is at the greatest risk of finding outside opportunities and organizational managerial cultures that are more compelling than their current positions.

LITERATURE REVIEW

Information security analysts (ISA) and cybersecurity positions are expected to grow 18% through 2024 (Morgan, 2016b). Crimes related to information security costs organizations upwards of \$400 billion annually (Morgan, 2016b).

Magid (2014) states that cybersecurity is an organizational-wide responsibility. Information technology companies and merchants have complex responsibilities to protect customers' payment information and personal private information (Magid, 2014). The demand for more cybersecurity professionals is expected to rise to 6 million globally by 2019, with a projected shortfall of 1.5 million cybersecurity professionals (Morgan, 2016a). The median pay for information security analysts has grown to \$88,890 per year; however, the position usually requires a four-year college degree (Morgan, 2016b). The bigger challenge for organizations that are able to recruit new talent is to how to manage them effectively, especially those that come from the Millennial Generation.

Command and control approaches can present challenges with employees that are from a younger generation. Members of the Millennial Generation occupy an increasingly prominent segment of today's workforce (Lancaster & Stillman, 2010). It is vital that new management approaches are explored and adapted to figure out the best ways to inspire and motivate Millennials while helping them accomplish their personal goals and aspirations (Lancaster & Stillman, 2010). Millennials do not share the same values or career motivators as their predecessors (Lancaster & Stillman, 2010). As a result, organizations not only need to do a solid job in recruiting millennials, but they also need to do a solid job in creating a culture that retains them in critical cybersecurity job roles, which is why leadership model of "managing millennials with love and logic" makes sense.

Generally recognized as the cohort born after 1980, Millennials differ from baby boomers and Gen X in the workplace in three primary ways (McMahon, Miles, & Bennett, 2011). Probably the most striking difference is the role work occupies in their lives. Work isn't as important to Millennials as it was to previous generations. Today's younger workers are more covetous of leisure time and describe work as less central to their lives (McMahon, Miles, & Bennett, 2011). They are generally more outgoing and assertive than previous generations and thrive on immediate feedback and affirmation from top-level management. (McMahon, Miles, & Bennett, 2011). Organizations with managers that do not respect their views or value ideas are those that will have challenges with retaining Millennials.

According to Lancaster and Stillman (2010), each generation's views are socialized and shaped by significant events experienced while growing up. Some of the significant things that have influenced the Millennials are:

1. **Parents have focused on them-** For this generation, the family focus moved back on children after the previous generation latchkey kids, children of divorce and kids with two working parents found themselves growing up on their own.
2. **Attacks in America and 9/11-** During their most formative years, Millennials witnessed the bombing and devastation of the bombing in Oklahoma City, 9/11, and the shootings at Columbine High School. They never experienced the times when you could meet a friend or family member who was flying right at the gate when they got off the plane.
3. **Engaged parents-** The Millennials were raised by active, involved parents who were often labeled "helicopter parents" for the way they hovered and intervened in their children's affairs to ensure that their children would grow up safely, receive fair treatment, and have many opportunities.

4. **Scheduled, structured lives**-Parents and teachers micromanaged their schedules to ensure that they would be stimulated by a variety of experiential learning experiences and developmental activities, which often left little free time.
5. **Diversity**-Because of increased immigration and globalization, children grew up in the 1990s and 2000s interacting with other ethnicities and cultures than ever before. This has changed their comfort level with different groups and races compared to previous generations but also creates a lack of understanding for the challenges and history of strife as it relates to race and ethnic relations in this country.
6. **Heroism**- Emerging out of those acts of violence, Millennials watched the re-emergence of the American hero. Policemen, firemen, firefighters, and mayors were pictured on the front page of the newspaper, featured on TV specials, and portrayed in art and memorabilia.

According to Lancaster and Stillman (2010), these events have created a generation of employees with a different work ethic than any other, certainly different from their Gen X colleagues. Here are the main components of their work ethic:

1. **Self-assured**-Raised by parents believing in the importance of self-esteem, they characteristically consider themselves intellectually ready to overcome challenges even if they lack experience. Managers who believe in “paying your dues,” or that the only opinions are worth listening to should come from someone with extensive work experience could find conflict with a Millennials “let me try to solve this problem attitude.”
2. **Optimistic**-They expect a workplace that is challenging, collaborative, creative, fun, and financially rewarding. They see situations from a framework of great things that can happen and not bad things that can go wrong.
3. **Accomplishment focused**-Many Millennials arrive at their first day of work with a vision of where they want to be with dates and times listed with each milestone. If they don't see progress, they will look for opportunities elsewhere.
4. **Community service oriented**- They are constantly focused on big-picture societal issues. They are focused on work and activities that allow them to make a difference and have an impact.
5. **Collaborative**- Millennials are used to working in teams and sharing knowledge, so workplace with closed department silos or that do not support collective knowledge sharing are not cultures that they prefer.
6. **Justice-oriented**- Millennials want to work in environments and for supervisors that are fair, ethical, honest, and transparent.

According to Espinoza (2010) "No matter how good companies are at attracting Millennials, however, keeping them still comes down to the relationship between manager and millennial. Numerous studies reveal that people leave managers, not companies."

Douglas McGregor

Consider many of the traditional approaches to as it relates to management and how these approaches can present challenges to managing Millennials. Among the world's most sought-after human motivation and organizational theorist, Douglas McGregor (1906-1964) was one of the most prominent philosophers during his time. McGregor was a Management professor at Antioch College in MIT Sloan School of Management from 1948-1954. During his tenure there, he also served as the president of the School of Management. Additionally, Douglas has other teaching experiences, such as the Indian Institute of Management in Calcutta. Not only was McGregor an educator, but a publisher as well. Particularly, one of his most profound writings in 1960 was his book *The Human Side of Enterprise*.

In light of this phenomenal perspective from McGregor, he believed that in organizations, the management theory most managers utilized was either theory X or theory Y. Theory Y closely followed Dr. Abraham Maslow's Humanistic Theory, most commonly known as The Hierarchy of Needs and applied it to scientific management principles. Likewise, Theory X focused on a different motivational principle, that being, motivation via the authoritative management style. Each viewpoint is dedicated to understanding the two types of employees that a typical manager is exposed to, therefore, providing a framework from which aspiring managers can investigate, invest in others or test out assumptions.

Managerial Control and Scientific Knowledge

According to McGregor (1960) "Every professional is concerned with the use of knowledge in the achievement of objectives". For this reason, he asserts that the engineer designs equipment, doctors' diagnoses and prescribe medications for their ill patients, and lawyers serve their clients. More specifically, the aforementioned professionals rely heavily on an existing body of knowledge and colleagues for guidance as a means to meet the needs and objectives society. Personal experience is also ancillary in the leadership or council of individuals or companies. McGregor (1960) postulates that "The degree to which the professional relies upon the first two of these rather than the third is one of the ways in which the professional may be distinguished from the layman.

Furthermore, McGregor (1960) believed that "One of the major tasks of management is to organize human effort in the service of the economic objectives of the enterprise". For this

reason, "Every management decision has behavioral consequences." (McGregor, 1960). Additionally, McGregor postulated that the success of management depends significantly upon the manager's ability to predict and control human behavior in order to accomplish interdependent goals. Alternatively, McGregor purported that "In literally thousands of ways, we predict with a high degree of accuracy what other will do, and we control their behavior in the sense that our actions lead to the desired consequences" (McGregor, 1960).

Essentially, if a company is successful, it can be safely surmised that a manager was able to influence individuals within their organization and direct their efforts into producing, selling, or servicing at a profit for the company. Nevertheless, McGregor discovered that there were very few managers who were "satisfied with their ability to predict and control the behavior of the members on their organizations" (McGregor, 1960). In light of this perspective, McGregor firmly believed that "The social sciences could contribute more effectively than they have to managerial process with respect to the human side of enterprise" (McGregor, 1960). The social sciences provide an abundant amount of resources; however, McGregor did not agree with primitive methods of organizational management nor did he agree with its applicability. McGregor asserted, "I am not particularly impressed with the arguments that social scientists do not publish their findings in language intelligible to the layman" (McGregor, 1960). In other words, the professional should not have to be a scientist to understand the literature, rather, "he must be sophisticated enough to make competent use of scientific knowledge" (McGregor, 1960).

Moreover, another possible issue that arises within an organization that employs coerced human control methodologies is accountability. More specifically, when the company fails to reach the results desired, the blame is often placed everywhere else, instead of where it should be. McGregor believed that the failure is significantly related to the poor choice in methods of control.

Considering our previous analogy of the engineer and laws of nature, we must remember, "the engineer does blame the water for not flowing uphill or gases for expanding rather than contracting when heating" (McGregor, 1960). Irrespective of this fact, McGregor noticed in organizations, "When people respond to managerial decisions in an undesired way, the normal response is to blame them" (McGregor, 1960) and not the company's failure to choose adequate means for control.

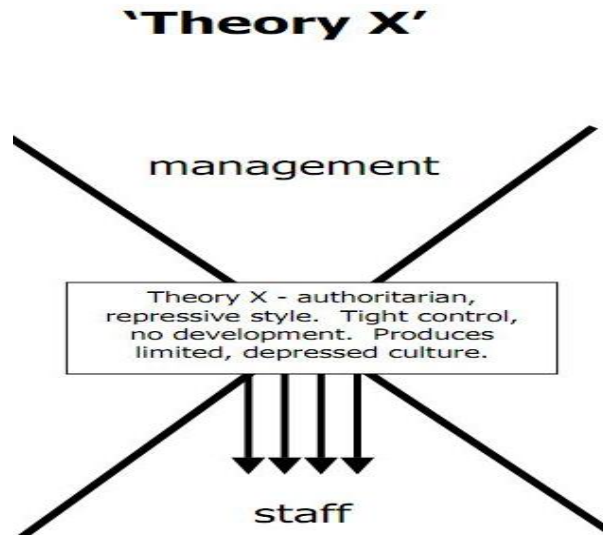


Figure 1 Theory X

Source: McGregor (1960)

Theory X Management

The above Figure 1, Theory X Management outlines the traditional view of direction and control, as affirmed by McGregor, is Theory X. Again, McGregor (1960) postulates, "Behind every managerial decision or action are assumptions about human nature and human behavior". The following will outline the traditional outline of McGregor theory of direction and control.

1. The average human being has an inherent dislike of work and will avoid it if he can.
2. Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives
3. The average human being prefers to be directed, avoid responsibility, possesses little ambition, and wants security above all (McGregor, 1960)

In light of the aforementioned paternalism of organizations that utilize Theory X, McGregor (1960) asserted that "The philosophy of management by direction and control – regardless of whether it is hard or soft – is inadequate to motivate because the human needs on which this approach relies are relatively unimportant motivators of behavior in our society today". More specifically, direction and control are inimical and are not satisfactory methods of encouraging people for those whose important needs are social and egoistic. With this in mind, it is not out of the question to consider some of the causes and effects of organizations utilizing insufficient motivators.

For example, individuals who are deprived of occasions to satisfy at the workplace, especially if these are their important motivating factors, could result in unfavorable behaviors. These conducts could include but are not limited to "indolence, passivity, unwillingness to accept responsibility, resistance to change, willingness to follow the demagogue, unreasonable demands for economic benefits" (McGregor, 1960). According to McGregor, it is possible that companies who employ these organizational directions and control methodologies may be "in a web of their own weaving" (McGregor, 1960).

Essentially, Theory X is a limiting managerial strategy that fails to recognize human nature, although, it asserts to. These flawed assumptions fail to see the true potential within humans. Even in child-rearing, it is unanimously recognized that parents must control must be "progressively modified to adapt to the changed capabilities and characteristics of the human individual as he develops from infancy to adulthood" (McGregor, 1960). This approach acknowledges that human adults do possess that ability of continued learning and growth. In light of this revelation, McGregor (1960) concludes, "so long as the assumptions of Theory X continue to influence managerial strategy; we will fail to discover, let alone utilize, the potentialities of the average human being" (McGregor, 1960).

Theory Y Management

The assumptions in McGregor's Theory Y affirm the integration of individual and organizations goals. McGregor believed that under this particular strategy, the human potential within organizations may be revealed without direct control. According to Papa (2008), for the theory Y employee "to them, work is as natural as play". Listed below are the following theoretical assumptions regarding Theory Y, as asserted by Douglas McGregor (1960).

The expenditure of physical and mental effort in work is as natural as play or rest. The average human being does not inherently dislike work. Depending upon controllable conditions, work may be a source of satisfaction (and will be voluntarily performed) or a source of punishment (and will be avoided if possible).

1. External control and the threat of punishment are not only the means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of the objective to which he is committed.
2. Commitment to objectives is a function of the rewards associated with their achievement. The most significant of such rewards, e.g., the satisfaction of ego and self-actualization needs, can be direct products of effort directed toward organizational objectives

3. The average human being learns, under proper conditions, not only to accept but also to seek responsibility. Avoidance of responsibility, lack of ambition, and emphasis on security are generally consequences of experience, not inherent human characteristics.
4. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is wide, not narrowly, distributed in the population.
5. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

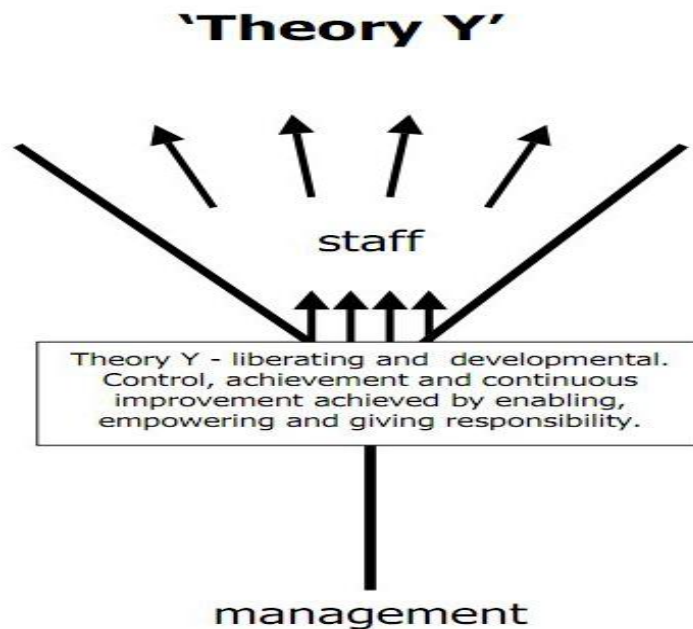


Figure 2 Theory Y

Source: McGregor (1960)

The above Figure 2, Theory Y is more of an optimistic perception of the average human being. Contrary to Theory X, this particular managerial strategy is "More dynamic rather than static" according to McGregor (1960). This process is open to selective adaptation and does not attempt to assume total control over the employee. That is to say, the employees are presumed to be valuable assets, rather than expendable slaves. McGregor, however, did agree that implementation would not be easier. Nevertheless, he did note that it would provoke managerial "deeply ingrained habits of thought and action" (Senge, 1990).

Essentially, the principle of integration is Theory Y. Mary Parker Follett, renowned social worker, management consultant, and pioneer in the field of organizational theory and organizational behavior asserted during a phenomenal speech in 1933 at the London School of

Economics, which adds value to Theory Y comprehension. Follett postulated "there are three ways of settling differences"

1. By domination: A victory of one side over the other. You stay where you are. This is usually not good for the long run, for the side that is defeated will simply wait for its change to dominate. Only one side gets what they want.
2. By compromise: This is how most controversies are settled, however, each side gives up a little to have peace. In the end, you deal with no new values. Neither side gets what they want.
3. By integration: Provides progress within organizations. Something new has emerged, the third way, some beyond the either-or. All parties work together to achieve a common goal (Graham, 1995)

Many organizations still manage from those early approaches outlined by McGregor and others. The war for cybersecurity employee talent is fierce (Burrell, 2018). All organizations must have an integrated approach to effectively recruit, manage, and retain Millennials (Burrell et al, 2015). This requires different approaches to management and employee development (McGrath, 2009)

Millennials have no interest in time-honored ideas of being managed or supervised. Therefore, one must adopt a coaching approach to management instead of micro-management and authoritative approaches to management (McGrath, 2009) Millennials want the freedom to work when and where they choose, and they don't believe face time in the office is important as long as work is being performed. Much of this is the result of being raised during the technology boom, with social networks and other online communication tools playing a large role in this mindset (McGrath, 2009) Millennials are, however, much more comfortable and open to communicating their interest in knowing "What are you doing for me beyond just paying my salary and providing benefits?" Surprisingly, money is not a primary motivator; most Millennials put time at the top of the list (McGrath, 2009) Millennials demand work-life balance. Millennials are socially and environmentally conscious, requiring free time for volunteerism and charitable work (McGrath, 2009)

According to a 2011 Pew study, 49 percent of Millennial took a job they didn't want just to pay bills. To organizations, this only means that most of their employees are not engaged in their job, which makes the task of managing even more challenging (Taylor et. al, 2012). According to Lynch, it is important for an organization to develop strategies to attract, develop, and retain this new generation. Given that most Millennials are roughly \$20,000 in debt, offering compensation packages at or above industry norms will prove to be fruitful in efforts geared towards recruitment (Lynch, 2008). Furthermore, according to Baker, it is important to foster

collaborative efforts in the workplace that will diminish the gap between the Millennials and Baby Boomers (Brack, 2008). Not only will this collaboration increase appreciation for diversity, but it will also diminish misconceptions and potentially prepare Millennials to assume positions leading the Baby Boomers (Brack, 2008). Baker also goes on to state that Millennials are usually in search of a fun and flexible community atmosphere at the workplace (Brack, 2008). Millennials are also in a constant search for more knowledge (Brack, 2008). If organizations could provide more coaching and continuing education programs, Millennials will most likely be more interested in applying what they learn in the classrooms to the job, thereby, increasing productivity and employee engagement (Burrell et al., 2015).

Millennials want to participate in how they are managed which is a dramatic departure from the Theory X command and control management or micromanagement approaches that have been traditionally used in organizations (Burrell et al., 2015). Employee engagement has delivered a powerful focus to many organizations' employee cultural and management assessment programs (Burrell et al., 2015). Beyond mere job satisfaction, employee engagement contributes to positive outcomes such as longer retention, higher individual performance, achievement of organizational results and customer loyalty (Penrose, 2007).

Levels of Leadership

Engaging and valuing this newest generation of cybersecurity employees requires that supervisors gain new knowledge and apply new approaches. John Maxwell's (2011) manifesto, "The 5 Levels of Leadership," reinstates the skills and abilities necessary for an organization to progress through four levels in order to attain the fifth level of leadership, otherwise known as the pinnacle.

Maxwell (2011) provides a practical model that moves beyond authoritative and command and control approaches and moves towards employee engagement that could be effective with managing younger generation employees by providing a roadmap of how a leader that engages cybersecurity employees should function and behave as he or she moves from a level one manager that is about command and control styles of management to a level five manager that is effective at engaging employees.

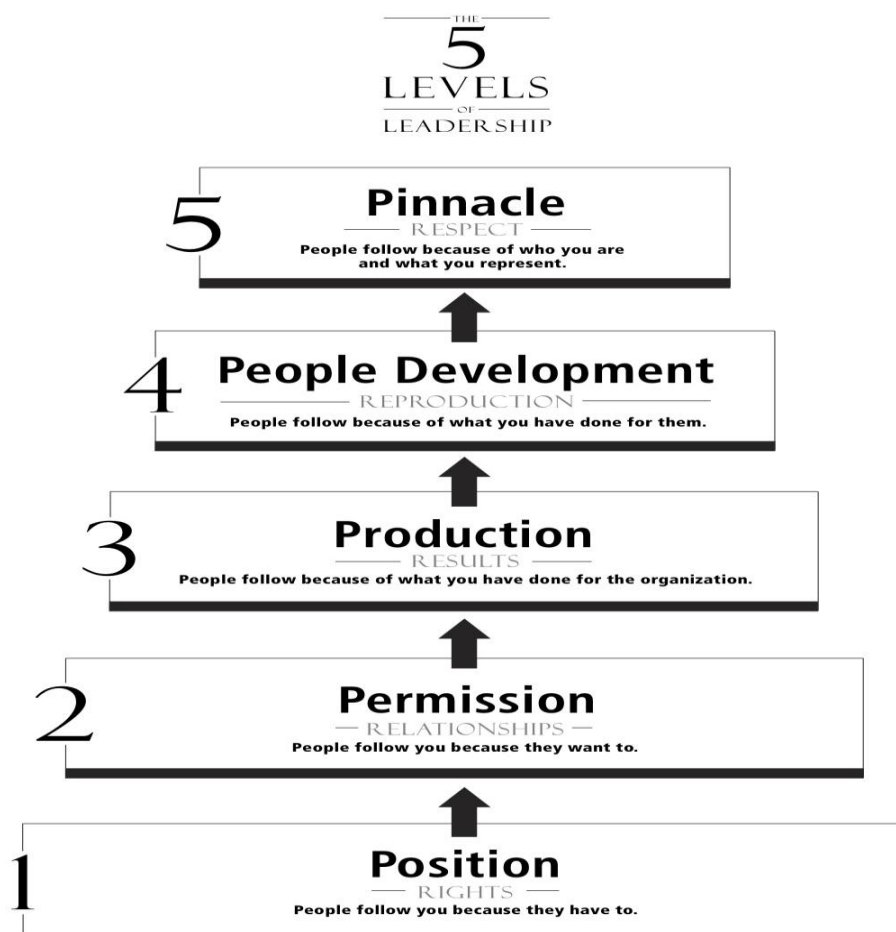


Figure 3 Five levels of leadership

Source: Maxwell (2011, p.6)

Level 1 of Maxwell's manifesto focuses on position. Maxwell states that a position is only the first step towards leadership. It is an opportunity granted to an individual by someone who believes in an individual's potential (Maxwell, 2011, p. 41). Moreover, the leadership position is an opportunity to shape and mold oneself based on "inner character and integrity of ambition (Maxwell, 2011, p. 45)." However, once a leader relies on position to push people, he/she has invited failure. A level 1 leader should shift from position to potential and rules to relationships in order to continue growing and eventually reach level 2 (Maxwell 2011, p. 79)." Therefore, even though level 1 is the most essential step for any leader, it can easily be lost if the leader assumes the position without transforming the position.

It is assumed that in order to be a leader, he or she must lead his/her people. The people who make up the team being led are a very essential part of one's leadership experience. Hence, level 2 explains why it is necessary to build relationships between a leader and those being led

as a solid foundation for overall success. A leader who shares positive relations with his/her workers will lead more effectively because the team will listen and be inspired by someone whom they can relate to. Contrary to popular belief, "people-not position-are a leader's most valuable asset (Maxwell, 2011, p. 74)." Some leaders who are naturally good with people will breeze level 2, while others may need to learn people skills in order to get through level 2. Since a more personable attitude may be misconstrued in goal-oriented situations, it is important to strike a healthy balance between caring or valuing an individual(s) being led and candor, valuing an individual(s) potential. Even though strong relationships form a foundation for any successful leader, it is necessary to use this foundation as a springboard to capture results.

Luck may have brought an individual to level 1, good wit may have brought a leader to level 2, but only hard work will bring a leader to level 3. Level 3 stresses the importance of production for a leader. The ability to produce results and capture goals not only serves as motivation for others, but it also verifies a leader's credibility. Although a leader's success is motivational to others, it doesn't necessarily ensure that the team will also be successful. "Leadership is defined by what a person does with and for others (Maxwell, 2011, p. 146)." Therefore, in order to be a successful level 3 leader, he or she must use personal productivity to motivate and encourage the team to produce their goals and vision. To reach the upper levels of leadership that create elite organizations, leaders must transition from producers to developers. After reaching success on level 3, a leader is keen to look for ways to further grow their organization. Most leaders focus their attention and stop at the on the wrong place, level 3. Instead, level 4 stresses the development of people on the team.

A leader seeking to further enhance the success of his/her organization must seek the best in each individual on the team, thereby enhancing the success of the team overall. A level 4 leader will not only seek to enhance themselves but will also seek to create other successful leaders on the team. "With the addition of more good leaders, the organization's current efforts improve (Maxwell, 2011, p. 189)." Creating other successful leaders entails placing the right people in the right position. "A leader must understand how those players best fit on the team and put them there. To do that, he must have a clear picture of each individual's strengths and weaknesses and understand how they fit the needs of the team (Maxwell, 2011, p. 208)."

Level 5, or the Pinnacle, creates a legacy within an organization. "The Pinnacle level is not a resting point for leaders to stop and view their success. It is a reproducing place from which they make the greatest impact of their lives (Maxwell, 2011, p. 231)." It is easy for any leader to believe he/she has reached success and must now retire. However, it is essential that he/she realizes that there is still much to be accomplished. Leaving a legacy is no easy task, in

fact, far from it. There are few leaders who have left a lasting legacy. As Maxwell states, "the ultimate leader is one who is willing to develop people to the point that they eventually surpass him or her in knowledge and ability (Maxwell, 2011, p. 244)." A level 5 manager is truly a manager that focuses effectively on employee engagement. It is the level 5 manager that will have the propensity for success with Millennial employees.

It is critical for technical and cybersecurity departments to develop effective leaders that understand how to engage employees (Burrell et al., 2015). It does not matter how good organizations are at attracting Millennials with the needed critical information security expertise if their supervisors are not capable of creating a culture that would make young employees want to stay (Burrell et al., 2015). Can supervisors make the leadership style adaptations necessary to deliver on organizational promises and workforce psychological contracts? According to Espinoza (2010) Managers, because they have the most responsibility, have to adjust first. That does not mean Millennials do not need to change but the reality is that these information security professionals with this expertise are in high demand and will have a plethora of job options. (Burrell et al., 2015; Burrell, 2018). Having young professionals that understand the complexities and nuances of cybersecurity is important to all organizations. The challenge is not just about finding cybersecurity talent and hiring them. What is critical is creating a supervisory climate that will make cybersecurity and technical employees want to stay, contribute, grow, and stay committed to the organization, its mission, its leadership, and its values. Creating this climate is critical as Cybersecurity professionals are in short supply and high demand (Burrell, 2018).

UNDERSTANDING THE LOVE AND LOGIC PERFORMANCE MANAGEMENT MANAGERIAL FRAMEWORK

The love and logic performance management managerial framework is adapted from Cline and Fay (2006) book on parenting with love and logic. The premise is built on the idea of communication, coaching, setting fair expectations, providing feedback, and communicating consequence in advance (Cline & Fay, 2006). The first half of the love and logic managerial framework is "Love," which is essential to building trust, cohesive, honest, and healthy relationships (Cline & Fay, 2006). In this model, love is essentially an authentic care and invested increase in the personal and professional success and wellbeing of the technical employees that you manage (Cline & Fay, 2006). This does not mean that you give them a pass on performance, unprofessionalism, high standards, or meeting expectations (Cline & Fay, 2006). In this model "Love" means challenging them to live up to their potential, empowering

them to make decisions, having a tolerance for some level of failure in ways that allow them to grow through consequences (Cline & Fay, 2006).

The other component of the love and logic performance managerial framework is “Logic,” which centers on consequences and the growth that comes from honest feedback and communication around the nature and impact of those consequences (Cline & Fay, 2006). Honest feedback and communication around the nature and impact of failures, mistakes, errors, and consequences, with accompanied with care, constructive criticism, empathy, and encouraged reflection becomes the new face of performance management and employee engagement because it helps drive home the work values and expectations that the organizational goals and culture requires for employee performance success (Cline & Fay, 2006). The logic which includes honest and fair feedback, spurs reflection that allows millennials to figure out the cause and effect patterns of how their work ethic, critical thinking skills, behaviors, and actions lead to certain consequences that managers either love or that do not meet expectations (Cline & Fay, 2006). It allows cybersecurity employees the ability to develop their own work ethic as they work through their shortcomings and grow to solve challenges on their own. Using the love and logic performance managerial framework does not mean that we put all the responsibility to make the right decisions on the employees. The goal is to empower them and engage cybersecurity employees in ways that allow them to grow and align their own values with the expectations and values of the organization (Cline & Fay, 2006).

The love and logic performance managerial framework is more of an employee engagement and employee empowerment approach. When applied in the context of a healthy workplace relationship, one where trust, communication, and honest feedback are core elements, it frees young and inexperienced employees to grow in maturity as they gain significant work experience.

The ultimate goal of the love and logic performance managerial framework is to develop confident, committed, productive, and engaged employee leaders. It is based on a handful of core values. Each value is centered on developing employees that do not need to be micromanaged. These values include:

- Committed and engaged employees feel good about themselves and their jobs:

Employee commitment and job satisfaction does not just happen. It begins with creating a managerial climate where cybersecurity employees are empowered and challenged to take ownership of their work, their careers, and the contributions in ways that help them understand the importance of their expertise and contributions within the organization. When accomplishing significant things through their own hard work ethic, they will grow as self-confident leaders,

especially when their supervisor takes the time to provide the feedback that acknowledges their success (Burrell et al., 2015).

- Employee commitment and engagement is built not coerced:

A supervisor cannot motivate or effectively engage an employee towards superior performance through micromanagement, bullying, intimidation, and threats (Burrell et al., 2015; Williams, Burrell, Lu, 2013). Success requires clear direction, realistic expectations, consistent and constant constructive feedback, and authentic supportive encouragement that is focused on sharing observations on an employee's strengths and how to leverage them for the benefit of the employee, the work team, the organizational goals. This also requires fair and constructive feedback on the areas that an employee needs to improve and the sharing of expectations on what improvement looks like and multiple suggestions on how to improve performance (Burrell et al., 2015).

- Employees should own their mistakes, challenges, and errors and their solutions too:

A supervisor should not always attempt to rescue employees for making mistakes or committing errors. Supervisors also should not be overzealous with shame, embarrassment, humiliation, and blame mistakes are made. The key is to guide the employee in finding their own solutions through constructive questioning and constructive feedback in ways that are participative and share control of the performance improvement process between the employee and the manager.

- The supervisor should always show emotional intelligence:

Supervisors that intentionally yell, berate, bully, and humiliate employees are not very likely to develop confident, committed, and loyal employees (Burrell et al., 2015; Williams, Burrell, Lu, 2013). When emotions become too high it becomes a lose-lose performance management process.

- A supervisor still command and control the performance process through choices:

It is only natural for a manager to want to feel in charge but it is critical to resist the natural urge to keep all of the control for themselves in ways that always attempt to display power and authority (Burrell et al., 2015; Williams, Burrell, Lu, 2013). Instead of supervisor viewing their managerial role in performance management as a protracted conflict over control, why not create a culture of engagement where all technical and cybersecurity employees have trust and loyalty based on the nature of an authentic relationship which makes them want to perform at a high level on their own in ways that even allow them to course correct on their own when they have performance issues.

- Words matter in performance management and employee engagement:

Often it is not the message that is wrong when communicating, it is how it is delivered. The key is to use words in feedback successions that will illicit thought, mutual understanding, and constructive reflection not anger or confrontation as a response.

- Officer authentic empathy, constructive feedback, and clear performance expectations:

When an employee's attitude or performance is missing the mark, Love and Logic performance management supervisors face the utmost challenge and the paramount opportunity to engage all cybersecurity employees towards growth and commitment. Instead of giving in to the natural temptation to engage in assumptions, over-blaming humiliating shaming, or anger, Love and Logic performance management supervisors, empathize and ask questions for clarity and understanding to allow the employee to explain in ways that allow the logical consequences and impacts of a mistake to create a level of constructive reflection that creates a level of both ownership and a sense of personal and professional responsibility.

- Building a trusting and meaningful relationship is the key:

If employees feel empowered, trusted, respected, and valued by their supervisor they are more apt to be committed and fully engaged.

Barking commands or making demands are often not as effective as making statements with thinking and reflective approaches that challenge the employees to engage with the performance process by thinking through their roles, responsibilities, and decisions around meeting those performance expectations (Cline & Fay, 2006). Love and Logic performance management supervisors' employ the following framework as a tool for employee engagement:

1. Clearly communicating what is expected.
2. Clearly outlining what success on what is expected looks like.
3. Clearly communicating what resources and support systems are in place to assist the employee with meeting these expectations.

The key to the process is empowering technical and cybersecurity employees to be responsible. This essentially means:

1. Giving employees meaningful and significant work.
2. Trust that your employee can do the work and exhibit the performance to be successful.
3. If the employee does not make the employee expectations, stand back, express your empathy and concern without engaging in angry shame and blame. This requires you to articulate the impact and consequences of the unmet performance expectation.
4. Then turn around and give the employee the responsibility and task of fixing the issue and improving the unmet performance expectations because it sends a message of "love and support" that you believe that they are smart of enough to learn from their mistakes. If the supervisor responds with anger in ways that shame, berate, embarrass, or humiliate in ways that state "You're a failure, your incompetent. Now I have to give this to someone else to do. I don't have faith in you and your intellectual ability to even learn from what happened or to even comprehend why it happened."

RESULTS AND CONCLUSIONS

The talent shortage in cyber-security is not just a supply/demand problem, and organizations are not going to solve it by hiring more employees if managerial and organizational culture is not one that makes employees want to stay. Closing the gap will require a much more nuanced and thoughtful approach to how technical and cybersecurity employees are managed, coached, empowered, and engaged (Burrell, 2018).

Empowering and engaging employees to build their sense of responsibility and organizational commitment is not a harsh or cold-hearted system (Williams, Burrell, & Lu, 2013). We need to positively and constructively encourage our employees by helping them understand their strengths and giving them the means to leverage them (Williams, Burrell, & Lu, 2013). This helps them build a level of self-efficacy around their ability to exhibit high-quality work performance and work ethic (Williams, Burrell, & Lu, 2013).

Engaging millennial employees around performance management is about engaging in authentic care and empathy about the personal and professional well-being of all employees (Burrell et al., 2015). The key is to also not to use threats as tools for employee motivation. Love and Logic performance management supervisors use do not use consequences as threats. They explain the impact of the poor performance on the team, the department, or the organizational values and then ask the employee for their recommendations on how the problem can be rectified. According to Penrose (2007) employee, effective engagement includes:

- **Shared Values:** Do the company and its employees conduct day-to-day business based on a common set of values?
- **Effective Leadership:** How well do managers communicate and walk the talk?
- **Motivational Recognition:** Are employees recognized for a job well done in ways that have special meaning to them?
- **Contribution to Success:** Do employees understand how their work contributes to the organization's overall success?
- **Involvement:** Are employees involved in decision-making that affects their work?
- **Personal Development:** Are there opportunities for employees to grow and advance?
- **Economic Self-Interest:** Do employees think their pay and benefits are fair and competitive in the marketplace? (Penrose, 2007).

Kaner and Lind's (1996) idea of participative (or participatory) management, otherwise known as employee engagement or participative decision making, encourages the involvement of stakeholders at all levels of an organization in the analysis of problems, execution of change approaches, development of strategies, and implementation of solutions. An empowering

approach is vastly different from the command and control approaches that have been traditionally used in organizations (Burrell et al., 2015). Employees are invited to share in the decision-making process of the firm by participating in activities such as setting goals, determining work schedules, and making suggestions. According to Kaner and Lind (1996), creativity and innovation are two important benefits of participative management. Creativity and innovation are critical for organizations to effectively recruit and retain cybersecurity employees that can effectively respond to the complexity of emerging cybersecurity threats. By allowing a diverse group of employees to have input into decisions and methods of doing things, the organization benefits from the synergy that comes from a wider choice of options (Burrell et al., 2015).

The participatory and employee engagement approach of Love and Logic performance management for millennium cybersecurity employees are aligned with leadership approaches like Servant Leadership, which was coined by Robert Greenleaf (2012). It calls for the supervisor to be more pragmatic in their roles by leading others by being a servant first. The servant leader must empower employees to be part of the process that outlines how they are managed and must be responsive to the needs of those who benefit from their service (Greenleaf, 2012). The servant leader is “one who is a servant first” (Greenleaf, 2012, p. 21). This approach requires managers to treat employees like their own customers that have needs to be served. This includes removing the barriers that limit their ability to accomplish work. Getting employees, the resources they need to be effective and using their influence and contacts as a manager to make the team effective more effectively. This process also includes engaging in climate surveys, assessments, and creating feedback loops that are aligned with Love and Logic Performance Management approach.

DARRELL NORMAN BURRELL VALUED EMPLOYEE ENGAGEMENT ASSESSMENT SURVEY

Below is a simple assessment (Darrell Norman Burrell Valued Employee Engagement Assessment Survey) tool that employees can complete to share insights on how management engages and values employees.

Using the 5-point scale below, rate each question based on your organization's level of engagement on a:

_5 = Frequent level _4 = Reasonable level _3 = Fair level _2 = Infrequent level _1 = Never

1. To what extent do you feel that you have a say and flexibility in how you do your job and how you function in your job role?

_5 _4 _3 _2 _1

2. To what extent do you feel that you are supported by your organization and supervisors with realistic expectations and appropriate resources that are needed to be the most effective with completing your job duties?

_5 _4 _3 _2 _1

3. To what extent do you feel that your expertise, experience, and work contributions are valued by your supervisors and organization?

_5 _4 _3 _2 _1

4. To what extent do you feel that the supervisors and organization provide regular and consistent acknowledgment and appreciation for the quality of your work when you have done an outstanding job?

_5 _4 _3 _2 _1

5. To what extent do you feel that your viewpoints, opinions, and ideas related to improving work processes, work efficiency, work conditions, and work culture are solicited and heard by your supervisors and the organization?

_5 _4 _3 _2 _1

6. To what extent do you feel that your supervisors show concern and interest in you and your career beyond your current job duties and job role?

_5 _4 _3 _2 _1

7. To what extent do your supervisors acknowledge your work-related strengths and offer you opportunities to grow those strengths through professional development training opportunities or through new job-related projects?

_5 _4 _3 _2 _1

8. To what extent do you feel that the behaviors and actions of your supervisors match with the written values and mission of the organization?

_5 _4 _3 _2 _1

9. To what degree do you feel that there are other significant upward job opportunities in the organization that would allow you to use your education, expertise, and experience in the future?

_5 _4 _3 _2 _1

10. To what degree do you feel that supervisors show you honest and genuine respect in the workplace?

_5 _4 _3 _2 _1

Scoring Scale Darrell Norman Burrell Valued Employee Engagement Assessment Survey

- 41–50 points** It seems extremely likely that personnel in the organization feel very valued and engaged by their management and feel very committed to their organization and supervisor. Employees feel invigorated about the work that they do and their role in the organization.
- 31–40 points** It seems likely that personnel feel valued and engaged to a certain degree by their management and feel very committed to their organization and supervisor.
- 21–30 points** It seems likely that personnel feel marginally valued and engaged to a certain degree by their management and feel very committed to their organization and supervisor.
- 11–20 points** It seems very likely that the prevailing feeling on the part of personnel that their expertise and work contributions are not valued, and employees are not actively engaged by their supervisors. Employees have a limited amount of commitment to the organization and their supervisor.
- 0–10 points** It extremely likely that employees have adverse perspectives and feelings about the work culture, the management, and the potential of their future in the organization. Employees have a low commitment to the job and the organization. Employees do not feel energized or excited about the job or work climate.

Source: Darrell Norman Burrell in 2010 as a result of research done in conjunction with a doctoral dissertation at A.T. Still University

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