AN EXAMINATION OF EFFECTIVE LEADER-FOLLOWER MULTIGENERATIONAL COMMUNICATION METHODOLOGIES

by

Daniel J. Loynes

TERRY WALKER, PhD, Faculty Mentor and Chair

SHELLEY ROBBINS, PhD, Committee Member

ROBERT ROWDEN, PhD, Committee Member

Barbara Butts Williams, PhD, Dean, School of Business and Technology

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

Capella University

June 2015

Abstract

The following quantitative study explored the communication methodology used by leaders of multi-generational organizations. Organizations of the 21st century are comprised of multiple generations of cohorts. The leaders of these multi-generational organizations need to develop communication skills where a message can be effectively communicated to the cohorts. A leader has to have the skills to communicate with Baby Boomers: born between 1946 and 1964, Generation Xers: born between 1965 and 1982, and Generation Yers: born after 1982 that have different levels of computer skills, different work ethics, and different loyalty to their organizations. The study was conducted electronically through panels provided by SurveyMonkey, who met the demographics requirements of this study using a questionnaire. The study looked at three communication methods: Electronic, Texting, and Face-to-Face. The results of this study indicated that there is not a one-size-fits-all solution. The study revealed that members of the three generations were receptive to the three communication methods for general and corporate information, with Face-to-Face communication being the desired method for personal level information delivery.

Dedication

I would like to dedicate this dissertation to my loving wife, Beatrice, and my Granddaughter, Makayla, for their support and inspiration for completing this endeavor.

Acknowledgments

This has been a long journey with many changes in mentors and committee members. With the help and support of my latest mentor, Terry Walker, PhD, I have got the ball across the goal line. Dr. Walker earned his stripes. I would also like to thank my dissertation committee, Dr. Shelley Robbins and Dr. Robert Rowden, for their support and encouragement and for not giving up on me.

Table of Contents

List of Tables

List of Figures

CHAPTER 1: INTRODUCTION

Effective communication methods must be utilized by twenty-first century leaders to encourage their generational cohorts to achieve performance and attain the goals that have been established by the organization. When communication, a learned skill, is used properly it can greatly improve the internal environment of an organization, and limit the misunderstandings that cause conflict. Effective communication will assist leaders in analyzing situations and understanding the personal issues to create an environment where the problems and differences are resolved. Communication offers the advantage of effective leadership through the building of mutual trust, respect, and devotion, through exchanges between leaders and generational cohorts (Northouse, 2004).

To build trust, communication exchanges have to be respectful of the other person, focus on the subject at hand, be clear, and not have a hidden agenda (Rainey, 2013). Leaders who use communication skills effectively will build trust and respect within the organization and between the generations of the organization. Through communication the goal is identified, transferred thoroughly to the generational cohorts, and the generational cohorts have to comprehend the requirements to accomplish that goal (Brown, 2011; Lazarus, 2011). Without effective communication, the leader cannot lead and the generational cohorts cannot follow (Brown, 2011; Lazarus, 2011).

As society and the workforce mature, the Baby Boomer leaders are retiring and the leadership roles in organizations are transitioning to the next younger generation (Bransford, 2011; Myers & Sadaghiani, 2010; Twenge, Campbell, Hoffman, & Lance, 2010). Communication methods used with one generation may not be effective for all generations. Behaviors of the members of the different generations create communication challenges for those in leadership (Caprino, 2012). Each generation's behavior was impacted by their environment. Baby Boomers are forced to adhere to the ever changing computer technology in order to compete with the other generations. The concept of effective communication with the generations has to be a skill of a leader which includes the removal of the communication barriers between leaders and generational cohorts (Caprino, 2012).

Employees in most organizations are comprised of three different generations: (a) Baby Boomers, those born between 1946 and 1964, (b) Generation Xers, those born between 1965 and 1983, and (c) Generation Yers, those born after1983, (Bureau of Labor Statistics, 2013). The Silent Generation also called the Greatest Generation, those born before 1946, are not being considered in this study because they comprise less than one percent of the working population. The Bureau of Labor Statistics report listed the United States 2013 workforce at 155,388,000, comprised of 30% Baby Boomers, 43% Generation X, and 21% Generation Y generational cohorts (Bureau of Labor Statistics, 2013).

Baby Boomers have been described in the literature as independent workaholics who are competitive and have the tendency to not trust their leaders. Baby Boomers are also hesitant with technology and would rather use Face-to-Face communication or a telephone to obtain a response to a question (Giang, 2013; Moore, 2013; Simons, 2010). Baby Boomers desire structure in their lives and need to know why they are requested to do a certain task (Simons, 2010).

Generation X members grew up in households where both parents worked. The television was their babysitters until the parents were home, giving them the label of "latchkey kids." The Generation Xers (Gen Xers) are perceived as the tech savvy generation, having mastered computer technology, self-reliant and individualistic (Just, 2011). Gen Xers are further described as able to accept diversity, yet they are pragmatic, distrust institutions, and reject rules (Simons, 2010).

The Generation Y (Gen Yers) cohorts grew up with computers and electronic technology (Erickson, 2009). Members of Generation Y would rather send a text message than talk on the phone; they live via smart phones and the latest computer technology (Bennett, 2012). Generation Yers set lofty personal and business goals, with the desire to attain related goals instantly, and they are impatient with other generations (Simons, 2010).

This study examined some of the communication issues that a leader will face with a workforce made up of multiple generations and compared methods of effective communication available to a leader to achieve positive responses from their employees from different cohorts. An example of effective communication is the use of a text message to communicate with Generation X and Generation Y cohorts, where the use of written instructions may not be received as readily.

Background of the Study

Bransford (2011), Just (2011), Phillips (2011), Sessa, Kabacoff, Deal and Brown, (2007), Twenge, Campbell, Hoffman and Lance (2010), and others have conducted studies on the links between the generational ages of management and a multigenerational work force. Through these studies, researchers observed the workgroups and teams of Baby Boomers, Generation X, and Generation Y cohorts from the standpoint of the leadership styles used by leaders guiding this workforce. The studies substantiate that each generation is loyal to their organization, has preferred methods of communication, and have reliance on technology. The researchers also discovered that the generational traits were strongly impacted by the environment in their formative years (Altimier, 2006; Cennamo & Gardner, 2008; Gursory, Maier & Chi, 2008; Twenge et al., 2010).

Previous research has indicated that the Baby Boomers have not effectively mentored the Generation Xers in the skills of leadership (King, 2012; Morris, 2011; Schultz, 2010; Swiggard, 2011). This research implied the Generation Xers were not properly trained as leaders and, are therefore, not prepared to lead. The lack of leadership training will influence organizations for many years (Sessa, Kabacoff, Deal & Brown, 2007; Simons, 2010). The observed lack of training by the previous leadership contingent lead to the focus of this research study: based on generational age, what communication methods and skills are leaders currently demonstrating that impact their communication effectiveness from the perception of their employees?

Statement of the Problem

Future organizations (e.g., departments, businesses, hospitals, etc.) will require a leader who can communicate effectively with multigenerational cohorts, and a leader who knows which methods of communication would assist in expressing a point. The leader will have to focus on communication methods where corporate vision, methods, necessities, and goals are communicated effectively so the organization can attain objectives (Caprino, 2012). If the various generations of cohorts receive a different message, their effectiveness will diminish.

Purpose of the Study

The purpose of this non-experimental, quantitative research study was to evaluate communication effectiveness between leaders and their employees classified by generational cohort using three different communication methods in a multigenerational workforce in small and medium manufacturing companies in the United States. This research study addressed possible relationships between a leader's actions and the reactions of the generational cohorts.

The survey questions from the Communication Satisfaction Questionnaire (Downs & Hazen, 1977) measured communication effectiveness of leaders as perceived by their employees. The results from this research will enhance the body of knowledge of leadership performance, communication effectiveness, and generational differences.

The communication methods addressed in this study are Electronic communication, text messaging, and Face-to-Face communication. These communication methods were chosen because each method is preferred by a specific generation but are also common to each generation (Simons, 2010).

Rationale

The style of leadership used by the leader was the main focus of studies in the early 1990s and not the communication between leader and follower and the resultant group performance. Studies by Bransford (2011), Just (2011), Phillips (2011), Sessa, Kabacoff, Deal and Brown, (2007), Twenge, Campbell, Hoffman & Lance (2010), and others have identified links between the generational ages of leaders and cohorts and the effectiveness of a leader's communication with a multigenerational work force. The studies indicated that the communication styles used by a leader were received and processed differently by the members of their workgroups. The leader's message in the multigenerational workforce will not be heard by the generational cohorts if the message conveyance is not in the method that they are used to hearing (Rees, 1998). The methods of communication of each generation are different and to identify the method that is the most effective is the leader's responsibility (Rees, 1998). Each of the generational cohorts can be classified by the types of skills, values, attitudes towards work, and communication methods that they prefer (Altimier, 2006; Cennamo & Gardner, 2008; Gursory, Maier & Chi, 2008; Twenge et al., 2010).

Research Questions

RQ1: What is the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using Email as the communication method?

RQ2: What is the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using Texting as the communication method?

RQ3: What is the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using Face-to-Face as the communication method?

The dependent variable for this study is the leader's perceived communication effectiveness as assessed by their employees using the Communication Satisfaction Questionnaire (Downs & Hazen, 1977). Responses to the questions on the Communication Satisfaction Questionnaire range from 1 (*very dissatisfied*) to 7 (*very satisfied*).

The independent variable for this study is the generational cohort, a nominal scale variable with three possible values: Baby Boomers, Generation X, and Generation Y.

Research Hypotheses

Hypotheses for RQ1

H_0: There are no statistically significant differences in the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using electronic mail (e-mail) as the method of communication.

H_0: $\mu 1 = \mu 2 = \mu 3$ where μ is the mean response by the generational cohorts to the usage of electronic mail as the method of communication. $\mu 1$ = Baby Boomers, $\mu 2$ = Generation X, and $\mu 3$ = Generation Y participants.

H_A: There are statistically significant differences in the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using electronic mail (e-mail) as the method of communication.

H_A: $\mu 1 \neq \mu 2 \neq \mu 3$ where μ is the mean response by the generational cohorts to the usage of electronic mail as the method of communication. $\mu 1$ = Baby Boomers, $\mu 2$ = Generation X, and $\mu 3$ = Generation Y participants.

Hypothesis for RQ2

H_0: There are no statistically significant differences in the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using text messaging as the method of communication.

H_0: $\mu 1 = \mu 2 = \mu 3$ where μ is the mean response by the generational cohorts to the usage of text messaging as the method of communication. $\mu 1$ = Baby Boomers, $\mu 2$ = Generation X, and $\mu 3$ = Generation Y participants.

H_A: There are statistically significant differences in the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using text messaging as the method of communication.

H_A: $\mu 1 \neq \mu 2 \neq \mu 3$ where μ is the mean response by the generational cohorts to the usage of text messaging as the method of communication. $\mu 1$ = Baby Boomers, $\mu 2$ = Generation X, and $\mu 3$ = Generation Y participants.

Hypothesis for RQ3

H_0: There are no statistically significant differences in the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using face-to-face interaction as the method of communication.

H_0: $\mu 1 = \mu 2 = \mu 3$ where μ is the mean response by the generational cohorts to the usage of a face-to-face interaction as the method of communication. $\mu 1$ = Baby Boomers, $\mu 2$ = Generation X, and $\mu 3$ = Generation Y participants.

H_A: There are statistically significant differences in the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using face-to-face interaction as the method of communication.

H_A: $\mu 1 \neq \mu 2 \neq \mu 3$ where μ is the mean response by the generational cohorts to the usage of face-to-face interaction as the method of communication. $\mu 1$ = Baby Boomers, $\mu 2$ = Generation X, and $\mu 3$ = Generation Y participants.

Significance of the Study

This study examined communication methods that current leadership utilizes in communicating with their employees. Research conducted by Bransford (2011), Just (2011), and Twenge et al (2010) identified communication as a factor that influenced performance and suggested that communication be examined further. Skiba and Barton (2006) discussed the need for educators to adapt their teaching styles to accommodate different generations of learners and how the learners respond to different teaching styles. As teaching is involves communication, a similar adaptation would potentially improve communication effectiveness between leaders and generational cohorts. Fraone, Hartmann, and McNally (2010) posit that communication issues exist in multigenerational organizations because of a technology gap between the members. Gen

Y employees prefer e-mail and texting, whereas Baby Boomers prefer face-to-face meetings and memos, and this gap becomes a barrier to knowledge transfer (Fraone, Hartmann, and McNally, 2010). Researchers suggested that "managers must be in tune with how to work best with their employees, and encourage their teams to listen and to respect each other's' experience and skills." (Fraone et al, 2010, p. 6).

Definitions

Baby Boomer Cohorts

Baby Boomers are the generation of men and women born between 1946 and 1964 (Bureau of Labor Statistics, 2013).

Effective Communication

"Effective workplace communication is based on interpersonal, professional relationships that are developed through a keen awareness of courtesy, attentive listening, active participation, and situation appropriate body language." (Richason, 2012, p. 1).

Electronic Mail

Electronic mail (e-mail) is a method of communication by computer, starting about 1982. E-Mail is an informal method of communicating electronically between a sender and a receiver(s) over a computer network; a method of sending messages or data from one computer to another or an e-mail system (Merriam-Webster Dictionary, 1993). Electronic communication for this study was centered on electronic mail and identified as text and graphics being sent in a single message. The message could include a formal letter or a statement of request which requires a response from the receiver. This form of communication allows either a single individual or a group of individuals to receive the same message and to communicate interactively.

Face-to-Face Communication

Face-to-Face communication is the direct exchange views, ideas, or information between two or more people. Exchange can be visual contact or via telephone. Face–to–face communication for this study is communication via a telephone, video conference or standing next to the receiver (Rees, 1998). With face–to–face communication the sender and receiver can monitor body language and ask questions for understanding. Body language in face–to–face communication will impact how the receiver accepts or rejects the message as truthful (Rees, 1998).

Follower Performance

Follower performance is a positive or negative reaction by the follower to the communication received from a leaders and the interpretation due to the method of communication (Walumbwa, Peterson, Avolio, & Hartnell, 2010).

Generation X Cohorts

Members of Generation X are the generation of men and women born between 1965 and 1983 (Bureau of Labor Statistics, 2013).

Generation Y Cohorts

The Generation Y cohorts, also called Millennials in some literature, are the generation of men and women born after 1983 (Bureau of Labor Statistics, 2013).

Generational Differences

Generational differences are the traits, characteristics, communication methods and the approach to life between age groups (Schullery, 2013).

Organization

The term "organization" in this study is used as an identifier of a group of people who work together to reach a common goal and report to a leader/manager.

Team or Follower

The terms "team" and "follower" in this study are used as a generic identification of a group of people who report to a leader/manager and work together to reach a common goal.

Text Messaging

Text messaging (texting) is a service provided by communication companies and a method to transmit text from one person to another or to a group (The American Heritage Dictionary, 2009). Text messages are usually short and to the point. Text messaging is usually conducted via cellular telephones. Text messaging, also called texting, for this study was identified as quick text between individuals that would require a quick simple response (Babajanians, 2011). A text message is a fast method of communication, but can be easily misinterpreted by the receiver if the message is to cryptic, as abbreviations can be misunderstood.

Limitations and Assumptions

Limitations

There are two limitations of this study. First, the sample frame for the study was the SurveyMonkey panel that met the generational and business relation criteria. This limitation means that the results of the study are valid only for members of the SurveyMonkey panel and cannot be generalized to the total population of generational cohorts in the United States. Therefore, the findings of this study may not represent the Baby Boomer, Generation X, and Generation Y employees in the general U.S. population. Second, though some members of the

Silent Generation (persons born before 1946) are still working, they were not considered in this study.

Theoretical Assumptions

The theoretical assumption of this study was that there exists a relationship between the leaders of an organization and the respective generational cohorts. The first assumption is that the relationship was impacted by the communication method of the leader and the reception by the generational cohorts (Leroy, Palanski, & Simons, 2011; Conger, Kanungo & Menon, 2000). A second assumption was that the reception of the communication by the generational cohorts was impacted by the generational age of the generational cohorts (Fletcher et al., 2009).

Topical Assumptions

A need exists for the study of effective communication within a work environment and how the generational makeup of the organization receives and understands the communicated message from leadership (Fletcher et al., 2009).

Methodological Assumptions

A quantitative research study is the most appropriate method to understand and quantify the responses from the participants (Blaikie, 2003). Quantitative research attempts precise measurements of things like "behavior, knowledge, opinions, or attitudes." (Cooper & Schindler, 2006, p. 198). This research was designed to collect and analyze the perceptions about effective leader communication from the different generations in an organization (Archer, 2008).

ANOVA Assumptions

The ANOVA tests the null hypothesis that samples in two or more groups are drawn from populations with the same mean values. The use of a one-way ANOVA to analyze data involves checking to ascertain that the data can actually be analyzed using a one-way ANOVA.

If the data "satisfies" six assumptions identified by Laerd Statistics (2014), valid results are obtainable. Laerd Statistics (2104) identified the following assumptions to be reviewed when analyzing data using one-way ANOVA in quantitative studies:

- The dependent variable should be measured using interval or ratio scale (i.e., continuous).
- The dependent variable should be approximately normally distributed.
- The independent variable should consist of two or more categorical, independent groups.
- There should be independence between the independent variables (i.e., no multicollinearity).
- There should be no significant outliers.
- There needs to be homogeneity of variances.

Nature of the Study

The research questions drive the overall approach and design of this quantitative, non-experimental, comparative study. The study will examine the communication effectiveness between leaders and their workforce, comprised of Baby Boomers, Generation X, and Generation Y employees. Problematic skill areas that need to be addressed to improve communication within the organization will be identified in this study. The communication will be examined from the aspects of generational differences, the use of technology, as well as written and verbal methods used by leadership and employees.

Bransford (2011), Just (2011), Phillips (2011), Sessa, Kabacoff, Deal, and Brown, (2007), Twenge, Campbell, Hoffman, and Lance (2010), and others have conducted studies on the links between the generational ages of leader and a multigenerational work force. Through these studies, researchers observed the workgroups and teams of Baby Boomers, Generation X and Generation Y cohorts from the standpoint of the leadership styles used by leaders guiding the workforce.

Several studies substantiate that each generation has their own loyalty standards to an organization, desired methods of communication, reliance on technology, and that their traits were strongly impacted by the environment in their formative years (Altimier, 2006; Cennamo & Gardner, 2008; Gursory, Maier & Chi, 2008; Twenge et al., 2010).

Organization of the Remainder of the Study

The remainder of this research study includes a review of relevant literature on communication with and within an organization and multi-generational organizations in Chapter 2. The methodology for the study will be discussed in Chapter 3. The data summary, statistical analysis of the survey instrument results and a discussion of the results will be captured in Chapter 4. A summary of the research, conclusions of this study's results compared to previous research and recommendations for future research will complete Chapter 5 and conclude this study.

CHAPTER 2: LITERATURE REVIEW

This chapter contains a review of the literature relevant to the study of communication practices between leaders and generational cohorts made up of multigenerational organizations. The review focuses on communication effectiveness that influences the leaderships' perceived power on the function of the organization. Communication methods are affected by the leadership styles used by management. The use of an individual leadership style, or a combination of styles, to implement an effective response in an organization was not a primary focus of this study, but the subject is beneficial to examine for their effects on communication with the organization. A leadership style will impact the communication effectiveness within each of the three generations being studied. The chapter concludes with identified communication characteristics that leaders should attain and put into practice for the effective operation of a multigenerational organization. Literature detailing the positive styles and the negative styles of leadership and leadership theory are abundant. Leadership styles, characteristics and traits have been researched for many years. Aristotle's writings are a precursor to modern ethics and leadership.

Modern leadership research was first conducted by Max Weber in 1948 House, 1971), then House took Weber's observations and took another view in 1971 (House, 1971), and Burns added to the research in 1978 (Burns, 1978) and Kotter in 1988 (Kotter, 1988). There are many other studies and papers written even up through this year. These studies looked at leadership from the perspective of the skills that made a leader someone that the organization would follow. Very few studies have looked at leadership from within the organization. What skills does an effective leader portray that makes an organization want to follow them? How has the leader's approach to leadership changed when they become part of the team?

The purpose of this research is to identify the leadership skills and characteristics that provide the competencies for a manager/leader to be a positive influence in their team or organization environment. The 21st century participative executive leader does not have the same role in a team environment as was needed in the old totalitarianism department atmosphere. In the department setting, the executives' decisions set the path and goals for the department. The leaders' role in a team environment is that of support and guidance to achieve a goal, not the setting of the goals or ensuring that they are accomplished. The team concept has grown over the last twenty years to become a major part of all levels within organizations. Teams have proved to be an asset in keeping a company competitive, to leaning out their operations, and running a department in an efficient manner. Management's role has diminished from that of the delegator of authority and work schedules, to that of a person who offers support and direction to the department team.

Research into the specific skill sets required for being a manager, leader, and a team player is limited. The formation of self-directed work teams did not become popular until the mid-1980s, when the Saturn Division of General Motors Corporation opened their manufacturing plant in Tennessee. Because of teams, the impact of a manager on the team was not considered an issue until the late 1990s. The assumption was, rightly or mistakenly, that the manager was a supporter of the team. This literature review addresses the skills, traits, and people characteristics that a manager should have or obtain to be a positive influence in the operation of an organizational team. According to Kotter (2007): the fundamental purpose of leadership is to produce change, especially non-incremental change. Leadership is appealing to the values of the generational cohorts by satisfying the basic human needs for achievement, a sense of belonging, recognition, self-esteem, a feeling of control over one's life, and the ability to live up to one's ideals.

The fundamental purpose of management is to keep the current system functioning. Management on the other hand develops the capacity to achieve the leader's plans by organizing and staffing, creating an organizational structure and set of jobs for accomplishing plan requirements, staffing jobs with qualified individuals, communicating the plan to those people, delegating responsibility for carrying out the plan, and devising systems to monitor implementation (Kotter, 1990).

At the time of publication of Kotter's article, the development of teams and the team concept was in its infancy. The thought of the workers managing their own destiny was not on most theorists' radar screens. The old school theorists required that there be a leader from management to guide the generational cohorts to accomplish their goals. So what are the leader theories to guide a leader and the leadership skills to use that will help a 21st century leader succeed in their position? First an in-depth discussion on leadership theories is provided.

Leadership versus Management

A starting point is first to define leadership and management, and explain how they are different. The terms manager and leader are most times used synonymously, but there are critical differences. Managers are not always leaders, but leaders are managers (Kotter, 1990, Kotterman, 1999, Fisher, 1989). A manager is a person who supervises a group to accomplish a goal (Merriam-Webster Dictionary). A manager manages workers to accomplish short-term objectives, and a leader leads people to accomplish long-term visions that lead to an organizational change. A leader is a person who has the authority to command and influence their generational cohorts to accomplish a goal through change and movement (Merriam-

Webster Dictionary). Northouse (2004) defines management as providing order and consistency to organizations by seeking order and stability. Northouse (2004) defines leadership as the process of seeking adaptive and constructive change. Bennis (1989, p. 36) states; "managers are people who do things right and leaders are people who do the right things."

Leadership

The role of the 21st Century leader has changed over the last 20 years in order to meet the needs of a changing work environment within organizations (Chowdhury, 2000). The leader is no longer the distributor of work. The new leader is transitioning to be part of the organizational team who is the conduit between corporate leadership and the generational cohorts. The leaders main goal is to identify the work and provide due date for completion. The organization, which may be comprised of teams, will assess the assignment and agree to the completion date or provide a date for completion of the work.

The members of the organizational teams consist of members from Baby Boomer, Generation X, and Generation Y cohorts. Organizations have found value in organizing departmental employees into work teams, because the employees have the tribal knowledge to operate successfully while, leader still has responsibility for the overall team performance (Carroll, 1997). Carroll has acknowledged in his research that in developing work teams there has to be training of both the employees and the leader. There is the need to train leader to help them identify when they need to intervene into the operation of the organization to keep them moving towards their goal and when to monitor (Carroll, 1997). The leader has to transition into the role of a communication link between the team and the senior corporate leaders (Carroll, 1997). The leader has to be able to adapt to situations in a supportive manner.

The new organizations are transitioning from a hierarchical structure to a team type of environment. These changes cause the corporate leader to lose some of their authority as they transition to the team type organization (Douglas, Martin & Krapels, 2006), requiring the leader to learn how to communicate with a multigenerational workforce. In the transition, the relationship of the leader (manager) and the employee evolves to a dyadic relationship where they work together to solve a problem or to reach a common goal (Zaccaro, Rittman & Marks, 2001). The leader has to communicate at all levels of the organization, and to communicate effectively the needs and the goals of the generational cohorts. Therefore, the establishment of a strong communication system, up and down the organization, will set an organization apart from others (Chowdhury, 2000).

Burns (1978) stated, "…leadership is one of the most observed and least understood phenomena on earth." (p. 2). The study of leadership and the interaction between leader and follower date back to ancient history. Burns identified leadership as having two types of leader approaches to reach a goal; transactional leadership and transforming leadership (Burns, 1978). Burns defines transactional leadership as the leader approaching the generational cohorts with a need to exchange for a demand of the generational cohorts and transforming leadership as the leader recognizing and exploiting an existing need or demand of the follower and seeking to satisfy those needs (Burns, 1978). Burns concludes that a leader has to be able to command both styles of leadership to work effectively with the various groups of generational cohorts a leader may encounter (Burns, 1978).

Hersey and Blanchard's (1988) situational leadership model identified three factors that an effective leader has to incorporate when interacting with their organization: guidance and direction, socio-emotional support, and the readiness level the follower's exhibit. When a leader can use these factors effectively and efficiently, the leader will have the most impact on the organization (Hersey & Blanchard, 1988). The Hersey and Blanchard model identifies the leader behaviors exhibited for the different behaviors of the generational cohorts and the degree of difficulty of the task. The situational leadership model shows that there is not a certain method for a leader to influence generational cohorts, but that there are various levels of leader interaction to help achieve results (Northouse, 2004). The 21st century leader needs to exploit these same [situational leadership] behaviors as part of their skill set (Chowdhury, 2000).

Yukl and Mahsud (2010) posits that the influence of leadership is not always from the top down, and effective leadership has to be guided from the influence of leader to follower and the influence from follower to the leader. Northouse (2004) states that leadership does not exist without the ability to influence the organization. Yukl (2010) states that the term leadership connotes different images for different people, and that leadership does not always have to be related to greatness, like Julius Caesar or Gandhi. He also concludes that there are as many definitions of leadership as there are those researching the topic (Yukl, 2010). Northouse (2004) identifies leadership as a phenomenon consisting of a process, influence, occurs in a group, and has an attention to goals. Yukl (2010) also states that the most common assumption is that "…[leadership] involves a social influence process whereby intentional influence is exerted by one person over other people in an attempt to structure the activities and relationships in a group or organization." (p. 14).

Yukl and Mahsud discuss the leader having control of influence as a contributor to having power (Yukl & Mahsud, 2010). The power can be control of a group of generational cohorts or a single follower's behavior as described in French and Raven's (1959) five forms of power taxonomy. This research is addressing the positive effect of a leader on an organization, which will limit the review of power to legitimate power, expert power and referent power because a leader working within the organization will not have control of rewards and punishments (French & Raven, 1959). Sources of political and personal power in an organization are listed as; formal power, control over rewards, control over punishment, control over information, ecological control, expertise, friendship/loyalty, and charisma (French & Raven, 1959). The level of power that a leader will need to exert is dependent upon the characteristics of the organization. The more effective a leader is will result in less power exerted on the organization (French & Raven, 1959).

Effective communication is choosing the right words to speak, taking your emotions out of the conversation, listening with an open mind, making the employee feel that they are part of the decision process, and making sure that the receiver understands the message by receiving feedback (Watson, 2013). Miscommunication can lead to poor productivity, unmotivated generational cohorts, and negative results. Miscommunication can take the form of a poorly worded statement, a memo with errors, using 100 dollar words that many do not understand, or emphasizing the wrong word. Effective communication includes nonverbal cues; poor/no eye contact, posture, voice control, and paying close attention to the audience's body language.

The issue that leadership faces is communicating with a multi-generational audience. This audience is comprised of the Baby Boomers who require contact, the Generation Xers who avoid contact, and the Generation Yers who want everything electronically and as much data as they can receive (Simons, 2010).

Early Leadership Research

Stogdill and Shartle (1948) conducted research for Ohio State University to develop a methodology to study leadership, establish criteria for judging effectiveness, and prepare information and techniques for training future leaders using a Leader Behavior Description Questionnaire. The Leader Behavior Description Questionnaire was the study technique used by Stogdill and Shartle (1948) for group members to describe the behaviors of their leaders. The one-hundred question questionnaire was designed to be used by any type of organization as long as the generational cohorts had observed the leader in action in their group using a 5-point Likert scale. The Ohio State Leadership Studies were a ten-year research program on leadership "in military, business, industrial, educational and civilian governmental organizations," concluding that leadership had two important dimensions, "initiating structure" and "consideration" (Stogdill & Shartle, 1948, p. 286). Katz and Kahn (1952) conducted studies on the impact of leadership on small groups for the University of Michigan and their research confirmed the Ohio State leadership dimensions and added the task of participative leadership to the findings. The objective of Michigan Leadership Studies was to identify the principles and types of leadership styles that would lead to improved productivity and enrich worker job satisfaction. The Michigan Leadership Studies identified three critical characteristics of effective leaders; task-oriented behavior, relationship-oriented behavior, and participative leadership style (Katz & Kahn, 1952).

Transformational leadership theory is one of the primary theories that are synonymous with early leadership. Burns (1978) was the first to introduce this theory when he coined the term 'transforming leadership' in order to describe the relationship between the leader and the generational cohorts that drives the generational cohorts to reach their goals. "Transforming leadership occurs when one or more persons engage with others in such a way that leaders and generational cohorts raise one another to higher levels of motivation and morality." (Burns, 1978, p. 20). Burns expressed leadership as an aspect of power that is needed by a leader to gain the attention and respect of the generational cohorts (Burns, 1978). The leader of a group needs to transform the generational cohorts from individuals to a contiguous group that works towards a common goal using the methods laid out by the leader. This transformation is accomplished with the aspect of power (Burns, 1978). Burns posits that the organizations' members should collaborate and then approach a task as a united force instead of failing as individuals. Burns also suggests that "transformational leadership involves attempts by leaders to move individuals to higher standards of moral responsibility." (Burns, 1978, p. 184). Bass (1985) expands the transformational concept to include those leaders who motivate their generational cohorts in order to meet and exceed their goals. Bass and Avolio (1993) expand Bass's 1985 leadership model further and identify three distinct leadership styles that were part of the industry at that time: transformational, transactional, and laissez-faire leadership.

Early theorists used the term transformational leadership synonymously with charismatic leadership. However, Bass (1985) and House (1971) defined a transformational leader as one who motivates generational cohorts and does not necessarily have to be charismatic in order to achieve success from his/her generational cohorts. Bass (1985), House (1971), and Northouse (2004) conclude that charismatic leaders need to use transformational leadership in order to achieve success.

Kotter (2007) and Goleman (1995) expand the model of transformational leadership into the current model for leadership applications. Many studies and papers deal with leadership; each of these studies lists the works of Burns (1978), Kotter 2007), and Goleman (1995) as motivating contributors to leadership theories. The works of these authors is a critical part of this research into leadership skills and characteristics.

Burns (1985), Kotter (2007), and Goleman (1995) assess corporate leadership from the perspective of the skills that make a leader someone who an organization would follow. The same skills are necessary in order to lead an organization through a change process. Studies conducted in the last ten years have looked at leadership from the perspective of leaders' skills and their leadership style when working from within the organization (Anand & UdayaSuriyan, 2010; Darling & Heller, 2009; Haughey, 2003; Hobson, Strupeck & Szostek, 2010: Hopen, 2010; Kearney & Gebert, 2009; Wilson, Sin & Conlon, 2010).

Current Leadership Research

Leadership methods have changed since the early 1990s mostly due to the introduction of the usage of teams within organizations (Fisher, 1993). Teams are replacing the typical foreman/generational cohort's single person atmosphere, to one of shared responsibility for the performance and accomplishments of the organization. Teams have changed the departmental dynamic of leader/follower to that of joint decision making (Fisher, 1993). The leader's responsibility has changed from giving orders, to that of setting goals and allowing the organization to plan and execute that plan to achieve the goals. To accomplish this, the leader has to have the communication skills to work with each member of an organization. The 21st century leader does not need to have a specific leadership skill, i.e., transformational, transactional, or charismatic, but have a combination of skills to work within the team structure and guide the team to a goal. The leader now has the responsibility to remove the roadblocks that would prevent the generational cohorts from accomplishing their goals (Fisher, 1993).

Walumbwa, Avolio, and Zhu (2008) conducted a study on the relationship of transformational leadership, and the perceived performance of the manager/supervisor. The authors posit that the performance of the leader has a direct relationship to the organization's belief that they have the right tools to use to accomplish their task (Walumbwa et al., 2008). If the leader convinces the generational cohorts that they have the right tools, the organization will perform at the optimum level (Walumbwa et al., 2008). Similarly, if the organization perceives that the tools are inadequate, by the leaders' actions or comments, then the performance level will be severely impacted (Walumbwa et al., 2008). The authors hypothesize that an individual of the organization identifies with the leader and the organization the more positive their performance (Walumbwa et al., 2008).

Through their research, Walumbwa et al. suggest that transformational leadership has an effect on the organizations' performance (Walumbwa et al., 2008). They posit that transformational leadership practices have a longer lasting effect on the performance of the team. They also suggest that a charismatic leader may get the same initial response from the organization, but the performance level is short lived because the charismatic leader does not become involved in the team and share in the success or failure (Walumbwa et al., 2008). Walumbwa et al. (2008) strengthen the idea that transformational leadership theory is the correct model to build strong 21st century leadership.

Anand and UdayaSuriyan (2010) studied the impact that a leader's emotional intelligence skills have on his/her choice of leadership style. Emotional intelligence is a new area of leadership behavioral research first introduced and modeled by Goleman (1995). The impact of a leader's ability to use his/her emotional intelligence skills with the organization builds an effective organization by developing the right strategies to meet the needs and wants of the organization (Anand et al., 2010). The researchers show that if leaders have a grasp on their emotional intelligence skills, they can adapt their leadership styles in order to fit the situation (Anand et al., 2010; Goleman, 1995). Leaders need to have the ability to perceive or express emotion in order to stimulate and motivate their generational cohorts. The researchers demonstrate that leaders with high emotional intelligence skills are more effective in their organizations (Anand et al., 2010). These authors conclude that interpersonal relationships, flexibility, and problem solving skills are major components of effective leadership, and their research serves as building blocks for this research.

Kearney and Gebert (2009) study the impact that transformational leadership exerts in managing teams that are demographically and informationally diverse. The authors posit that transformational leadership is an effective leadership style in fast-paced change, innovation, and global competition. The authors suggest that the reliance on teams to generate solutions will sustain business success, and that the use of transformational leadership will have a positive impact on team performance while bridging the communication gaps related to demographic and organizational diversity (Kearney & Gebert, 2009). Transformational leadership supplements organizational diversity by engaging the organization's members in order to work collectively to reach a common goal (Kearney & Gebert, 2009). Kearney and Gebert conclude that the transformational leadership style supplements organizational diversity by engaging members to work collectively to reach a common goal (Kearney & Gebert, 2009). Transformational leadership fosters team social identity through identifying goals and objectives that are within reach of the team. The authors suggest that transformational leadership and the positive effect on organizations need further research (Kearney & Gebert, 2009).

Paralleling the work of Kearney and Gebert (2009), Darling and Heller (2009) examine successful organizations by analyzing the socioeconomic environment of the organization. The socioeconomic environment comprises the attitudes and actions of the leadership and the resulting actions of the organization (Darling & Heller, 2009). The authors stress that leadership has to be open and honest with the organization in order to build trust and a strong working environment (Darling & Heller, 2009). The authors argue that when a leader uses these skills, an effective organization will arise and the organization will excel (Darling & Heller, 2009).

Leadership Theories

Leadership theories have been named for the different approaches taken to lead an organization. Each theory is a combination of characteristics that the leader uses to motivate their organization and to make them successful. The leader can use; a transformational style, where the leader transforms the organization to be successful; a transactional style, where the leader trades rewards for success; a charismatic style, where the leader's personality guides the organization; or a path-goal style, where the leader identifies the goal and then provides the path for the organization to follow. Some leaders use a single leadership theory while others use a combination of theories that will guide an organization to reach a goal or a set of goals.

Transformational Leadership

Transformational leadership theory is one of the main theory's that is synonymous with leadership. J. M. Burns was the first to introduce this theory in 1978 when he coined the term 'transforming leadership' to describe the relationship between the leader and the generational cohorts that drives the generational cohorts to reach their goals (Bradley & Charbonneau, 2004). In 1985 Bass expanded upon the concept to include all those leaders who motivate their generational cohorts to meet and exceed their goals (Northouse, 2004). Bass and Avolio (1993) expanded Bass's leadership model further to identify three distinct leadership styles that were part of the current industry: transformational, transactional and laissez-faire leadership. These three styles were coined the 'full range of leadership' (Bass & Avolio, 1993). Transformational leadership was identified as the style that would motivate the workers to meet their assigned goals.

Transformational leadership had been identified as charismatic leadership by other theorists, until studies by Bass and House in the early 1980s showed that a transformational leader did not have to be charismatic to achieve success from their follower, but that charismatic leaders had to use transformational leadership to achieve success. Towler (2003) conducted a study that tested the effects of a leader gaining charisma through various forms of training and how that leader's success varied from a transformational leader without the charisma training. Towler's conclusion supports Bass's theory that charisma can be a learned trait, but that charisma is mainly the personal characteristics that a leader has to influence generational cohorts (Towler, 2003). Walumbwa, Avolio, and Zhu (2008) conducted a study on the efficacy of transformational leadership skills and how they impacted the performance of generational cohorts in the Banking Industry. The authors found that the effects of charismatic leadership did not have a positive influence on generational cohorts over time. The same performance levels were recorded from transformational leadership as with charismatic leadership over an extended period (Walumbwa et al, 2008). The authors did find that charismatic leaders had a quicker response from generational cohorts, but the performance gain was short lived.

The transformational leadership style has been identified as a needed trait for a manager. This leadership style motivates the worker/employee to reach their desired goals (Walumbwa et al, 2008). The manager does this by showing them the path and helping them by removing obstacles from that path. A corporate manager can use these skills from within a team to assist the team in achieving their goals.

Transactional Leadership

Transactional leadership is a method whereby the leader exchanges rewards or punishments for the group's performance and accomplishments (Northouse, 2004; Shriberg, 2002). The leader gets agreement from the generational cohorts on what has to be done, and promises a reward when the task is completed correctly (Northouse, 2004; Yukl, 2010). This method is not very effective because the generational cohorts are treated more as children rather than responsible adults, and some people are not receptive to that methodology. Transactional leadership theory would not work within a team environment because the leadership style is contrary to the construct of team leadership (Fisher, 1993). The team works as one unit which would indicate team concurrence on all decisions and would not require negotiating acceptance (Fisher, 1993).

Charismatic Leadership

Charismatic leadership is the type of leadership where the leader arouses enthusiasm and commitment from generational cohorts by articulating a compelling vision and building follower confidence that they can achieve the final goal (Yukl, 2010). Some scholars (Bass, 1985; Burns, 1978; House, 1971) have argued that charismatic leadership generates excitement among generational cohorts and inspires them to want to meet the goal. A charismatic leader builds on the needs of their generational cohorts to motivate them, and because not everyone's needs are the same, the leader's impact would vary across a multigenerational organization (Jung & Avolio, 1999). Leaders can use their charismatic leadership capabilities for either good, i.e., Moses, Marilyn Monroe and Ronald Reagan or evil, i.e., Adolph Hitler, Jim Jones and Charles Manson.

Path-Goal Leadership

House (1996) reviewed the benefits of his Path-Goal theory of leadership originally developed in 1971, and how the theory can be applied to a current leadership needs. The premise of this leadership theory was to enhance the performance and satisfaction of the organization through focusing on motivation. This leadership theory was only applicable to a particular segment of an organization and at the time of the study, could not be generalized over the whole organization, because the motivational relationship of the leader and the follower was not fully understood. The theory addresses the importance of motivation by the superiors to obtain performance of the subordinates of an organization. This style of leadership is mainly used to lead an unwilling organization to meet a goal. The drawback of this theory is the effort required to find out what motivates that certain segment of the organization from which performance is desired. What motivates some people is not the same for all.

House (1996) chose to view the effects of leadership approaches on the organization. Analysis of the article shows that this leadership style is not one that would be chosen to implement in the current open atmosphere of leader-subordinate team. The theory was probably effective in the 70's and 80's when shop unions were strong and demanding, but this style would not be effective in a team environment where everyone has an equal stake in the operation of the team.

Schriesheim and Neider also evaluated House's Path-Goal theory and found that the practice of this theory was lacking in allowing autonomy of the organization (Schriesheim & Neider, 1996). In Path-Goal, the leader has tighter control on the organization and closely monitors their progress. Schriesheim and Neider agree with Northouse's (2004) evaluation of the Path-Goal Theory, that this theory challenged the leader to choose behaviors that would complement the working environment and meet the follower's motivational needs. Northouse, and Schriesheim and Neider agree with House that this leadership style has its place in leadership, but in narrowly focused applications. In evaluating this leadership theory, the Path-Goal Theory does not fit the profile of a leader in the 21st century and does not exemplify the working relationship that is needed in a team environment.

The path-goal leadership theory could be suited in a poorly functioning organizational environment as a leadership style to be used if the organization understands the ramifications of this style on their autonomy. The organization could not function under this leadership for a long period because this is not how an organization should operate (Fisher, 1993). The goal of a team leader is to gain unity in the organization and consensus opinions on plans and projects (Fisher, 1993). This is not a required skill but a nice to have skill to make the team leaders' job easier.

Management and Leadership Skills

Management and leadership are two different skills. Management consists of doing whatever is required to keep things moving in the organization (McNamara, 2014). Leadership consists of the activity of guiding and providing the tools for the organization to complete the visions of management (McNamara, 2014). Management comprises staffing, organizing, planning, controlling and leading an organization to accomplish a goal (Business Dictionary, 2014). Leadership has to focus on planning, organizing, directing, and controlling, using skills of interaction, vision, influence, communication, and mentoring (Business Dictionary, 2014).

According to Bennis (2009) managers are responsible for ensuring that the vision of the organization is implemented successfully and efficiently and leaders are responsible for communicating that vision and helping the organization understand what is required of them to meet that vision. To be an effective leader one must master both the management and leadership skills.

Kets de Vries and Korotov (2010) argue that leadership development in the 21st century should focus on leadership capabilities as an indicator for future success. Kets de Vries and Korotov (2010) state, "as the world is changing, leadership is no longer defined by what a single leader does (the Great-Man Theory) but by the ability to collaborate, motivate and manage networks." (p. 6). The authors focus on the requirements of leaders and leadership as organizations emerged in the 21st century. The authors posit that organizations have had to build leadership structures and develop training programs in order to maintain an organization that can move with the changing environment, and maintain competitive advantages and control of their markets. The development of a leadership succession plan has become a staple in organizations in order to maintain consistency in the organization (Kets de Vries & Korotov, 2010).

In their research into leadership identity, DeRue and Ashford (2010) examined the ways in which leadership and leader-follower relationships are developed and maintained in organizations. They find that a relationship "is composed of reciprocal and mutually reinforcing identities as leaders and generational cohorts, is endorsed and reinforced within the broader organizational context, and is dynamic over time." (DeRue & Ashford, 2010, p. 627). The authors posit that a relationship built on offerings made by leadership and the acceptance of the offerings as truths by the generational cohorts is strong. Without offerings and acceptance, a strong relationship cannot emerge.

The works by Hobson, Strupeck and Szostek (2010); Kets de Vries and Korotov (2010); and DeRue and Ashford (2010) support the premise of this research; that a relationship of trust is necessary before a leader can be accepted by an organization and the organization's members obtain the confidence to follow that leader.

Elements of Effective Leadership

Likierman (2009) interrogates the concept of successful leadership and the ways to identify success. Likierman states that successful leadership is not what leaders do, but rather is the successful outcome of a project or an opportunity. Thus, a successful leader is an effective leader. Likierman first examines successful leadership, asking whether leaders have the correct skills or personable qualities. He finds that these qualities were not sufficient in order for a leader to be effective and successful. The author concludes that success is a result, not the process of getting there (Likierman, 2009). The author does not find a solid correlation between being a transformational leader or a transactional leader and success. Rather, he concludes that a successful leader needs both leadership qualities in order to guide and navigate an organization of diverse members and requires the people skills to interact with members of all levels of an organization.

Zaccaro, Rittman, and Marks (2001) contend effective leadership contains clear communication from upper leader of the wants, needs, and goals in the change process. The team can then work collectively processing information related to the issue to identify, diagnose, and generate a solution to the problem. Effective leadership would include the transformational leader styles to communicate and motivate the team (Zaccaro et al, 2001).

Blanchard (2006) conducted several studies between 2004 and 2006 to identify leadership strengths and leader traits that should be learned to empower leaders. The total respondents were 2004 business leaders (Blanchard, 2006). The study data identified communication skills as the most critical skill set needed (43%), followed by effective people management and third was empathy and emotional intelligence. The top five things that leaders fail at was identified in the study data as: failure to provide appropriate feedback, failure to listen, failure to use the right leadership style for the situation, failure to set clear goals, and failure to train and develop people (Blanchard, 2006).

Mikolul (2013) identified three leadership characteristics that will contribute to a leaders' success:

- Charisma
- Dedication
- Interpersonal skills.

Forbes published a list of 10 leadership characteristics from Prive (2012) that the ideal business leader should show:

- Honesty
- Ability to delegate
- Communication
- Sense of humor
- Confidence
- Commitment
- Positive attitude
- Creativity
- Intuition
- Ambition

Delegation

An effective leader has to be a delegator (Lipman, 2013). The task will not be completed if the leader is part of each segment of the task. Delegation of the task by the leader shows that there is trust within the organization and equal responsibility to complete the task. Knowing the capabilities of their organization, a leader can delegate task with confidence that they will be completed as required. Delegation begins with mapping out the task and identifying the resources required (Fisher, 1993). The leader will then delegate the parts of the task to the members of the organization who can accomplish the task successfully with only guidance from the leader (Fisher, 1993; Bennis, 1989).

There are several steps identified by Chapman (2012), Hall (2010), Lipman (2013), Randall, (2014), and Rosen, (2013) that will help leaders and managers be effective delegators. The steps can be summarized into the following list:

- Define the task.
- Select the individual or groups that are capable to manage the task.
- Assess the ability of the group or individual to handle the task.
- Clearly explain the task, the results desired, and the timeframe for completion. Ask for commitment.
- Provide support and do not micro-manage.
- Ask for reports on the status of the task at regular intervals. Remind them that you are available if there is a problem.
- Allow the group or individual to fail. If the task is critical do not delegate.
- Receive a final report on the task. Discuss the task with the group or individual. Provide training to allow them to be assigned future tasks.

- Reward performance.
- Request feedback.

Communication

Hall (1973) suggests that an effective method to assess organizational communication is to evaluate communication styles using the Johari Window model. Problems of communication in organizations often reflect feelings of distrust, resentment, and insecurity within the organization and the relationships can be identified using the model (Hall, 1973). Problems of communication tend to be reduced when leader is effectively communicating (Hall, 1973). The author concludes that interpersonal styles affect communication by building walls and distrust in the organization (Hall, 1973). The author suggests that leaders have to request feedback from the organization, good or bad, and use that feedback to improve their communication skills (Hall, 1973).

Shaffer (1998) developed communication best practices from his work consulting with major corporations that were experiencing problems in cost cutting, restructuring, and rightsizing. At each company, the author found that a major issue was poor communication that generated a lack of commitment by the organization (Shaffer, 1998). The author identified five categories of effective communication that common and not dependent on the size of the organization. These were: leadership, involvement, learning, relevant information sharing, and operations support (Shaffer, 1998). :

> The leaders walked the walk and talked the talk, they had consistent messages, they kept the organization informed and made sure everyone knew the goal. The organization was involved in the decision process. Training was offered to those in need. The organization shared in the relevant information for the processes they were working. Operations support is in the way of reward systems, consistent measurement systems, and the right tools to do the job. (Shaffer, 1998, p. 18-20)

The author concludes that the best practices are not to be used without first evaluating the current situation and then adapting the process to the identified issues (Shaffer, 1998).

Effective Communication

Communication in multi-generational organizations takes on a different structure where the leader directs the organization to a structure of open communication up and down the corporate ladder. The new role of the leader is to the guide organization towards their goal. The leader has to be proficient to communicate effectively to the organization (Watson, 2013). The method of communication has to be understood by the whole organization and understanding has to be verified through feedback from the organization.

McNamara (2013) and Froschheiser (2008) identified key communication attributes that effective leaders should exhibit in communication effectiveness. These attributes focus on important communication between leaders and their audiences. McNamara (2013) posits that there are six steps to communicate like a leader. Included in these steps are three tips on things to do, and the other three are what to avoid. McNamara states that excelling in communication is identified as a top trait of a leader. McNamara's "To Do" tips are: win their hearts, not just their heads; be a chameleon, and have a conversation and not a monologue. The "Don'ts" are: drop the lingo, don't ramble, and never blame. The step to winning their hearts is to get personal. The leader has to be humble and sincere and deliver the message in a manner that welcomes the listener in and makes them comfortable. Adjusting the communication style helps the leader become a chameleon and fit in with the audience. An effective leader has to talk to the audience and not at the audience. This is the difference between a conversation and a monologue. In a conversation the audience feels welcomed, valued and important (McNamara, 2013).

Froschheiser (2008) identified five attributes for effective communication, which closely mirror the steps of McNamara. Froschheiser's five attributes are: prepare so that your communication will be flawless; deliver your message clearly and include the audience; identify key points; evaluate the receiving of the message by the response of the audience and; evaluate what was wrong and what was right with your message to help yourself improve. Froschheiser states that the leader has to bring the audience into the conversation by asking for understanding and obtaining feedback. The leader will gain feedback from the audience by their attention to the conversation. As a leader prepares to communicate, they should clarify the goal of the communication, plan the delivery and anticipate their audience (Froschheiser, 2008). When the leader is delivering the communication, the leader has to identify the action to be taken, relate the message to the goals of the organization and the impact to the audience and the delivery has to be with confidence. McNamara and Froschheiser strongly suggest that the communicator monitor the reactions of the audience and ask for feedback from the audience to use the feedback to improve.

Facey (2002) discussed effective communication skills that will make a leader stand out in a crowd. Facey describes effective communication by leaders as conveying business objectives, business strategy, or important information while keeping the audience as an active participant of the communication (Facey, 2002).

The main skills identified for effective leaders were: understanding the current communication climate and add levity to relax the climate if necessary, understanding the organizational culture, presentation skills and body language, asking effective questions, encourage feedback, be appreciative, listening skills, facilitation and problem solving skills, coaching and mentoring skills and conducting high impact conversations (Facey, 2002) .

Generational Communication

Common methods of communication in the 21st century organizations are mostly electronic in nature through a group electronic board, e-mail, or instant messaging of requirements. Generational communication has been identified as the interaction between employees of multiple generations that is at a different level than corporate communication between leaders and generational cohorts (Pita, 2012; Tatusko, 2012). Each generation has a communication method that they are comfortable with and will use in their organization (Pita, 2012). The environment that the individual grew up in has shaped their particular communication method (Watson, 2013). Each generation expects the organization to conform to their method. Generation X members identify with e-mail and limited Face-to-Face communication as an alternative method. Generation Xers were raised on electronic communication. E-mail and other electronic forms of communication were part of their lives (Miller, 2013). Generation Xers preferred methods of communication are electronic mail and telephone. Generation Y members identify with instant messaging and e-mail as an alternative method. Generation Yers are the quintessential electronic wizards (Miller, 2013). This generation was fully entrenched in electronic gaming and text messaging. Baby Boomers identify with face-to-face and telephone communication and will use e-mail as a quick response method, which leads to the conclusion that there is no one-size-fits-all method (Pita, 2012; Watson, 2013). Baby Boomers were working before the introduction of the desktop computer, e-mail, calculators and mobile phones. Communication was by a telephone with a rotary dial, regular mail, or by waking to the person’s desk/ house and asking the question face-to-face (Miller, 2013). The Baby Boomer preferred method of communication was auditory.

Feedback – Giving and Receiving

An effective leader must be able to review and give feedback on a follower's performance. A leader's job is to help the follower grow within the organization and to be a positive influence in the team organization. Kouzes and Posner (2007) argue the importance of giving feedback that is relevant and constructive so that the person being reviewed can gain from the experience. Feedback does not have to be limited to the annual standard performance review. Timely and effective feedback should be given as close to the event that is being discussed (Kouzes & Posner, 2007). The event can be a successful project completion or a poorly given presentation. Good feedback is needed as much as corrective feedback. Either event should provide positive feedback to help the person improve their performance (Kouzes & Posner, 2007). Despite the importance of feedback, few leaders want to deliver feedback, and most generational cohorts do not want to receive feedback. A successful discussion session will include positive, negative, subjective, and objective feedback. A leader has to guide the person being reviewed in the right direction in order to help the person succeed. Critical feedback should be conducted in private with the person to eliminate embarrassment. Feedback is not criticism. Feedback is a positive method to help the person understand what can be improved, and can help them to become a better member of the organization. Leaders should also solicit feedback from the members of their organizations so that they know if they are being effective and can plan the ways in which they can improve (Kouzes & Posner, 2007).

A leader has to solicit feedback from their generational cohorts. The leader cannot improve their effectiveness without knowing how they impact the organization. The feedback has to be taken without offering defense for past events. The feedback should be documented, and the leader work on improving in the areas suggested (TRG, 1992). The leader should accept feedback from their generational cohorts as an effort to help the leader improve their communication skills with the organization. A leader should show appreciation for the follower's efforts (TRG, 1992).

Listening

According to Chowdhury (2000), Fisher, (1993), Kotter (1998), and Yukl (2010), leaders are often terrible listeners. Feuerman (2008) states that leaders are either too busy to take the time, or they do not want to put forth the effort to listen to another's complaint. Many people do not listen to what other people are really saying, because most of the time they are have formed an opinion and are waiting for a chance to speak. Leaders who develop a reputation for not listening are soon not trusted. If members of an organization have an issue, they want to know that their leaders are trustworthy and are there for them (Feuerman, 2008).

Hearing is more than listening. A person is hearing when he/she can make sense of what is being said. Listening helps to build rapport within the organization and with customers. Listening helps to solve problems that poor listening skills propagate. Active listening will position the listener in the speaker's place in which the listener can understand the issues expressed by the speaker (Kerfoot, 2010). Listening helps the leader find the underlying issues that the others are talking about and helps to reduce and eliminate misunderstanding (McKay, 2010).

An active listener will focus on what the speaker, or speakers, are saying. This requires giving the speaker his/her full attention, and not multi-tasking during a discussion. An active listener captures the body language of the speaker along with the words in order to be able to make an accurate assessment of the speaker's words. An active listener should be able to repeat what he/she heard in his or her own words (Feuerman, 2008). A required skill for an effective leader is to be a great listener.

Leading

Leadership is a skill that is learned and not one with which an individual is born. A person developing leadership skills will go through many stops and starts, attempting different leadership theories, until settling on a process that is effective and one with which he/she is comfortable. The leadership process needs to be the most effective process for the situation encountered by the leader. The leader needs to be flexible and to be amenable to using a variation in his/her "standard" leadership process.

Leadership involves creating an environment in which people can make a difference (Knight, 2006). Knight (2006) identifies ten keys points that lead to effective leadership from his tenure as a CEO. These key points are "be committed to success, set proper priorities, set and demand high standards, be tough but fair when dealing with people, concentrate on positives, develop and maintain a strong sense of urgency, pay attention to detail, provide for the possibility of failure, be personally involved, and have fun." (Knight, 2006, p. 8). Knight's key points map onto the skill requirements identified by Kotter, and other theorists, who first started researching leadership.

Carpenter, Fusfeld, and Gritzo (2010) set out to identify leadership skills and styles that were unique to research and development leadership, and cross-reference their commonality with other corporate leaders. The authors identify many of the same skills that Knight (2006) proposed. In their research, Carpenter et al. enumerate the many leadership skills that are common in any organization and are required for the leader to be successful in helping the organization reach their goals.

Team Leadership

Self-directed work teams have been in operation since the late 1800's (Fisher, 1993). A crude form of the team concept was first used in the coal mines of Great Britain where the miners worked as teams to keep track of each other for safety reasons, assisted each other with heavy work, and completed their assigned tasks for the day (Fisher, 1993). Management would travel with the miners into the mine and give out the daily instructions. The workers were left in the in the coal mine after management had given out the assignments and requirements to the workers. The need for the miners to accomplish the set goals as a group caused them to work together and to motivate each other (Fisher, 1993).

Gaining and maintaining a competitive advantage was a major selling point for the use of work teams in organizations. In the articles about work teams, one of the main positive threads was that teams were autonomous, managed their own work areas, and had little management involvement in the day to day activities (Douglas & Gardner, 2004). The team members knew where the production glitches were, and corrected them to make the process as smooth running as possible to efficiently produce their product.

Yukl posits that effective managers are those who can use their influence tactics to guide and support their teams without being the driving force of the team (Yukl, 2010). As a team member this becomes the managers' major task, that of clearing the path to get the job done. Management has to be part of the team. Management does not have to be entrenched as a leader in a team to have effective influence in its operation (Fisher, 1993). As a manager assimilates into a team environment and becomes a participant member, the manager can soften their influence tactics (Douglas and Gardner, 2004) and become a participative leader/member.

Buckenmeyer posits that not all teams operate smoothly without management's interaction (Buckenmeyer, 1996). The leader is the communication devise between corporate management and the team. Buckenmeyer agrees with the concept of work teams, but stated that management has to play an active role to guide the team (Buckenmeyer, 1996). Buckenmeyer conducted his research in 1995, in the period when work teams were just emerging in American industry. Management had to relearn their role as that of a team member and not that as someone managing the team day-to-day (Buckenmeyer, 1996). The leader as a team member has to communicate effectively up down the organization's management ladder.

Leading from the Middle

"Leading from the middle," reflects the team environment where the leader is part of the team and guides the team without the leader title. The impact of leading the organization from the middle improves that leader's effectiveness (Naylor, Gkolia & Brundrett, 2006). Leading from the middle allows the managing of group relationships effectively and diplomatically (Mertz, 2011). The skills identified in the Naylor, Gkolia and Brundrett study included (Naylor et al., 2006):

- the ability to lead innovation and change
- the knowledge and understanding of their role in leading
- the enhanced self-confidence and competence as team leaders
- the effective and efficient leader of people
- the effective communicator
- to engage actively in a process of self-directed change

The study concluded that as the leaders exhibited confidence in their part of the organization, the organization gained confidence, behaviors transformed, and the organization was more effective and motivated as a team (Naylor et al., 2006). These new skills will form and shape the previous executive leader's approach to leadership will change as he/she becomes a part of the team and has to lead from the middle of the organization (Naylor et al., 2006).

The study conducted by Mertz (2011) identified nine key principles of leading from the middle:

- Direct debates – facilitating open and honest discussions.
- Mindful listening – listening with your ears, eyes and open mind and giving complete attention to the speaker.
- Team flexibility – working together with clear goals and organizing the generational cohorts to use their strengths for success.
- Accountably free – giving people the freedom to innovate, create, and make things happen, aligned with the organization's strategy, goals, objectives, and values.
- Valuably Fail - if failure happens, the principle shifts to learning from the experiences and diligent work.
- Relentless Learning - spending time exploring, reading, and attending workshops, classes and conferences that enable our minds to expand and our eyes to open to how we can be better and do better.
- 100% Real Action - making decisions, getting in the middle of the action when necessary to challenge, nudge, celebrate, and spur on teams and initiatives.
- Soul Full - having values and living them in our actions. It is about tapping our inner spirit to show strength of character in all that we do. It is about being a real, soulful person.

- Crux - is about being in the middle of the discussion, not directing, not dictating, and not doing it all.

Ethics

The topic of corporate ethics has been at the forefront of research for the past fifteen years. Increasingly, the news announces the replacement of corporate leaders due to unethical practices or the financial collapse of major banks, due to unethical lending practices. These people lead their organizations using double standards: one set of standards for the organization, and another more dubious set of standards for the corporate leader. Corporate leaders from Enron, WorldCom, Arthur Anderson, and Boeing (Haughey, 2003), the financial collapse of Citigroup, Goldman Sachs, and Lehman Brothers (Chambers, 2010) are just a few of the fallen. Corporate leaders discovered that "Do as I say, not as I do" was not the right message to offer the organization or the marketplace. Because of these ethical issues, many organizations have emerged stronger because requirements of ethical behavior are now part of leadership practices (Haughey, 2003).

Haughey (2003) researched the standards of truth practiced by ethical leaders and finds that there is nothing magical about them and that most of the ethics required are common sense (Haughey, 2003). The author identifies five standard behaviors to which an ethical organization should adhere. The five components are communication, quality, collaboration, succession planning, and tenure (Haughey, 2003). An effective leader needs to communicate ethically and honestly with the organization (Haughey, 2003). The organization needs to trust the leadership decisions that will help the organization to achieve their goal. The leadership needs to collaborate with the organization in order to have the two-way communication that is necessary in order to plan an achievable strategy. The organization knows the intricacies of the day-to-day operation and through collaboration can help to identify and eliminate roadblocks to success (Haughey, 2003).

People Skills

Douglas and Gardner (2004) discuss the transition of an executive level leader's role from that of a leader to that of a support person and the problems that ensue with him/her surrendering their leadership role. In a team environment, the corporate leader has to transition from a role of leading and directing, to a role of guiding the team and using his/her influence to affect the operation of the team (Douglas & Gardner, 2004). Yukl (2010) posits that effective leaders are those who can use their influence tactics to guide and support their teams without being the driving force of the team, and the work of Douglas and Gardner reinforces this concept. The corporate leaders' major task as a team member becomes that of clearing the path of roadblocks, for the team to get the job done. Corporate leadership does not have to be entrenched as leaders of a team in order to have effective influence in the team's operation (Douglas & Gardner, 2004). As a leader assimilates into a team environment and becomes a participant member, the leader can soften his/her influence tactics and become a participative leader/member (Douglas & Gardner, 2004).

Buckenmeyer (1996) implies that not all teams operate smoothly without corporate leader's interaction. This problem is prevalent in any organization because not everyone will work together without a leader; the organization will flounder or accomplish little. Buckenmeyer also implies that if a non-homogeneous team operates without strong leadership, the team would run into difficulty and eventually fail (Buckenmeyer, 1996). Buckenmeyer agrees with the concept of a team environment, but states that leader needs to play an active role guiding the team (Buckenmeyer, 1996). Buckenmeyer conducted his research in 1995, in the period in which teams were just emerging in American industry.

Summary

Communication research is needed to identify methods that can be used by leaders to effectively communicate with their generational cohorts. Literature has shown that their environment shapes each generation, and their communication methods are a product of that environment (Watson, 2013; Pita, 2012). Communication research has brushed the topic of generational communication, but has not formally addressed the topic. The organizational atmosphere has changed drastically over the last 20 years to a more open work environment where leaders and generational cohorts contribute to the goals of the organization and the path to achieve those goals.

The Baby Boomer generation is rapidly approaching retirement age and will be leaving the work force. This will leave the management of organization in the hands of Generation X and Y cohorts. The next generation of leaders will have to be able to communicate at all levels and to assist in the management of the organization. Effective communication will have to include interpersonal skills including listening, empathy, and leadership styles that will limit miscommunication. This study will attempt to identify leader skills that can be used to effectively communicate with multiple generations and to guide an organization to as common goal.

CHAPTER 3: METHODOLOGY

The research methodology for this study was a quantitative, non-experimental design. Cooper and Schindler (2006) state "quantitative research answers the questions related to how much, how often, how many, when and why" and "that a survey is not the only methodology of the quantitative researcher, it is considered the dominate one." (p. 198). The collection of data using standardized methods, such as a survey, yields more accurate and objective information because they can be replicated (Creswell, 2003).

This study examined the communication effectiveness of leaders with their employees categorized by generational cohorts in a multigenerational workforce environment. Previous studies (Altimier, 2006; Bransford, 2011; Cennamo & Gardner, 2008; Gursory, Maier & Chi, 2008; Just, 2011; Phillips, 2011; Sessa et al, 2007; Twenge et al., 2010) concluded that generational cohorts have affected the effectiveness of communication. The generational cohorts consisted of Baby Boomers, Generation X, and Generation Y cohorts.

Research Design

This study employed a quantitative, non-experimental, comparative design. The quantitative design approach is recommended by researchers as the type of design to test specific hypotheses, is context free in generalizations (Johnson & Onwuegbuzie, 2004), examines specific relationships (Laerd Statistics, 2014), and "uses measurements as data and produces computations as outcomes." (Rodriguez & Kotarba, 2009, p. 3). The data collected through quantitative methods yields objective and accurate information because they were collected using standardized methods and can be replicated.

Quantitative research is a form of inquiry that is time-independent and objective by posing different hypothetical research questions to be answered by participants to produce knowledge (Rodriguez & Kotarba, 2009). Atieno Okech, Astramovich, Johnson, Hoskins, and Rubel (2006, p. 135) defined quantitative research as "inquiry that emphasizes collecting numerical data on observable behaviors of samples and subsequently subjecting the data to statistical analysis." The survey questions were designed to measure the leader's actions and the follower's reactions. The analysis would determine if there are relationships between those variables. The results from this research potentially add to the body of knowledge of leadership performance, communication effectiveness, and generational differences.

The research questions determined the overall approach and design of this study. The study examined the communication effectiveness between leaders and their employees that were Baby Boomers, Generation X and Generation Y. The communication methods used by leadership as perceived by employees from three generational cohorts were examined from the aspects of generational differences. The survey instrument assessed communication satisfaction and gaps using the questions from the Communication Satisfaction Questionnaire developed by Downs and Hazen in 1977. The response values to the survey questions were processed as numeric values and were the input data for analysis using the IBM Statistical Package for the Social Sciences software, version 22. Previous research by Butts (2010), Clampitt and Downs, (1993), DeConinck, Johnson, Busbin, and Lockwood (2008), Frost (2009), Koning and DeLong (2006), Stringer (2008) and Varona (1996) found the Communication Satisfaction Questionnaire reliable and valid. Koning and DeLong (2006) concluded that the Communication Satisfaction Questionnaire was an appropriate instrument for gaining overall insight into organized communication but less suitable for diagnosing specific communication problems.

The survey instrument collected responses from participants using a seven-point Likert-type scale. Questions on demographics were included in the survey instrument to classify the respondents. The data were analyzed using descriptive statistical and hypothesis testing software. A one-way analysis of variance (one-way ANOVA) test was performed to determine whether statistically significant differences exist between the means of the populations of the dependent variable for the three values of the independent variable.

The dependent variable for this study is the perceived communication effectiveness as measured by the Communication Satisfaction Questionnaire (Downs & Hazen, 1977). Responses to the questions range from 1 (*very dissatisfied*) to 7 (*very satisfied*). The independent variable for this study is the generational cohort, a nominal scale variable with three possible values: Baby Boomers, Generation X, and Generation Y.

Testing the Hypotheses

Research Questions

RQ1: What is the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using Email as the communication method?

RQ2: What is the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using Texting as the communication method?

RQ3: What is the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using Face-to-Face as the communication method?

To answer the research questions, the following hypotheses were formulated:

Hypothesis for RQ1

H_0: There are no statistically significant differences in the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using electronic mail (e-mail) as the method of communication.

H_0: $\mu 1 = \mu 2 = \mu 3$ where μ is the mean response by the generations to the usage of electronic mail as a communication method. $\mu 1$ = Baby Boomers, $\mu 2$ = Generation X, and $\mu 3$ = Generation Y participants.

H_A: There are statistically significant differences in the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using electronic mail (e-mail) as the method of communication.

H_A: $\mu 1 \neq \mu 2 \neq \mu 3$ where μ is the mean response by the generations to the usage of electronic mail as a communication method. $\mu 1$ = Baby Boomers, $\mu 2$ = Generation X, and $\mu 3$ = Generation Y participants.

Hypothesis for RQ2

H_0: There are no statistically significant differences in the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using text messaging as the method of communication.

H_0: $\mu 1 = \mu 2 = \mu 3$ where μ is the mean response by the generations to the usage of text messaging as a communication method. $\mu 1$ = Baby Boomers, $\mu 2$ = Generation X, and $\mu 3$ = Generation Y participants.

H_A: There are statistically significant differences in the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using texting as the method of communication.

H_A: $\mu 1 \neq \mu 2 \neq \mu 3$ where μ is the mean response by the generations to the usage of text messaging as a communication method. $\mu 1$ = Baby Boomers, $\mu 2$ = Generation X, and $\mu 3$ = Generation Y participants.

Hypothesis for RQ3

H_0: There are no statistically significant differences in the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using face-to-face interaction as the method of communication.

H_0: $\mu 1 = \mu 2 = \mu 3$ where μ is the mean response by the generations to the usage of a Face-to-Face communication method. $\mu 1$ = Baby Boomers, $\mu 2$ = Generation X, and $\mu 3$ = Generation Y participants.

H_A: There are statistically significant differences in the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using face-to-face interaction as the method of communication.

H_A: $\mu 1 \neq \mu 2 \neq \mu 3$ where μ is the mean response by the generations to the usage of a Face-to-Face communication method. $\mu 1$ = Baby Boomers, $\mu 2$ = Generation X, and $\mu 3$ = Generation Y participants.

Participants

Target Population

The target populations for this study were the members of the United States workforce that were Baby Boomers, Generation X, and Generation Y cohorts (Bureau of Labor Statistics, 2013). The Bureau of Labor Statistics estimated the size of the 2013 U.S. working population at 155,388,000 people (Bureau of Labor Statistics, 2013).

Sample Frame

A sample frame is the set of information used to identify a sample population for statistical treatment. A sampling frame includes a numerical identifier for each individual, plus other identifying information about characteristics of the individuals, to aid in analysis and allow for division into further frames for more in-depth analysis (Business Dictionary, 2014).

The sample frames for this study were subsets of the SurveyMonkey Audience. The sample frames were SurveyMonkey Audience members that belonged to each of the study generations and exhibited the correct demographics required for this study. SurveyMonkey advised the researcher that, at the time of this study, the SurveyMonkey Audience contained 13,294 Baby Boomers, 14,617 Generation X, and 12,685 Generation Y participants. The participant databases are the property of SurveyMonkey.

Sampling Strategy

The participants for this study were selected from the three subsets of the SurveyMonkey Audience using simple random sampling.

Sample Size

The samples for this study were participants who were part of organizations fitting the demographics of this study using the SurveyMonkey panels. The sample size was calculated using the formula developed by G*Power (Faul, Erdfelder, Lang, and Buchner, 2007) and the census data from the Bureau of Labor Statistics.

The sample size for this study was calculated using G*Power. The calculator for F-test was used because there are three sets of response data for this study.

Table 1. *G*Power Sample Size Calculation*

F tests - ANOVA: Fixed effects, omnibus, one-way			
Analysis:	A priori: Compute required sample size		
Input:	Effect size f	=	0.4
	α err prob	=	0.05
	Power (1-β err prob)	=	0.95
	Number of groups	=	5
Output:	Noncentrality parameter λ	=	20
	Critical F	=	2.447237
	Numerator df	=	4
	Denominator df	=	120
	Total sample size	=	125
	Actual power	=	0.956916

The potential participants were contacted by SurveyMonkey through e-mail. The participants could review the survey package, which contained a letter explaining the study, a non-disclosure agreement, an informed consent document, and the survey. If the participant accepted the conditions of the non-disclosure agreement and the informed consent document, the survey instrument was available electronically for them to complete. The collection of the survey instruments was stopped after receipt of a minimum of 120 completed surveys from each generational cohort.

Instrumentation

The survey instrument for this study was the Communication Satisfaction Questionnaire designed by Downs and Hazen in 1977. The Communication Satisfaction Questionnaire (CSQ) has been used in research as an appropriate instrument to identify issues in organizational communication. The original questionnaire used a 5-point Likert scale to capture participant responses. For this study, the Communication Satisfaction Questionnaire response choices were increased from five to seven. The use of the 7-point Likert scale as the response method for the survey was chosen to provide the respondents data points that may represent their responses effectively. The expanded Likert scale is a method often used to delineate responses to add clarity to the data (Jamiesen, 2004; Zikmund, 2000). Increasing of the response choices from five to seven and repeating of the questions for each of the communication methods was discussed with P. J. Clampitt, Ph.D. (who currently controls the CSQ) and the value of the expanded response scale was agreed upon as a method to capture more differentiated responses. Therefore a 7-point Likert scale was utilized to collect responses from participants. The Communication Satisfaction Questionnaire was used with permission from P. J. Clampitt, Ph.D.

The focus of the study was to capture the responses of each generation to the three methods of communication, electronic, texting, and Face-to-Face, and the expanded questionnaire addressed this need. In this study:

- 1 = Very Dissatisfied
- 2 = Dissatisfied
- 3 = Somewhat Dissatisfied
- 4 = Neutral
- 5 = Somewhat Satisfied
- 6 = Satisfied
- 7 = Very Satisfied

The demographics section of the survey instrument gathered the participant's birth year, gender, years at work, and their satisfaction at their job. The survey instrument repeated the same fourteen question section three times to gather data for the three research questions (i.e., email, texting, and face-to-face). The survey questionnaire was administered electronically by SurveyMonkey.

Validity and Reliability

The Communication Satisfaction Questionnaire was used for this study to measure the different generation's responses to a set of questions. The Communication Satisfaction Questionnaire has a Cronbach's Alpha of .94, determined by a test-retest (2 week interval) conducted in 1977 (Downs & Hazen, 1977). The Communication Satisfaction Questionnaire was used by Butts, A. (2010), Clampitt, P. and Downs, C. (1993), DeConinck, J., Johnson, J., Busbin, J., and Lockwood, F. (2008), Frost, D. (2009), Koning and DeLong (2006), Stringer, L. (2008), and Varona, F. (1996) to study job satisfaction of various organizations.

Gay and Airasian (2003) state that validity and reliability are important aspects in research design. Validity determines if the instrument is measuring that which was requested. Validity is testing the study data for plausibility, sturdiness, and conformability to represent the focus of the study (Miles and Huberman, 1994). Validity is addressed in three categories: content, criterion-related, and construct validity (Cherry, 2014). These categories focus on the study questions and how the responses to the questions were gathered. The data was reviewed to ascertain that the data represents the overall focus of the study.

Reliability determines if the data is consistent and repeatable (Gay & Airasian, 2003; Lambert, Burlingame, Umphress, Hansen, Vermeersch, Clouse & Yanchar, 1996). Cooper and Schindler (2006) state; if the data is not reliable, then the data cannot be valid.

Cronbach's Alpha

Cronbach's alpha, a coefficient of internal consistency, was used to measure the internal consistency of responses for each communication method variable for each generational group

(Gliem & Gliem, 2003). The Cronbach Alpha coefficient measures whether the responses to the questionnaire for a hypothetical construct will yield similar scores (Gliem & Gliem, 2003). Cronbach's alpha is used for dichotomous and non-dichotomous measures (Gliem & Gliem, 2003). The coefficient is used to estimate the reliability of a survey instrument for a sample of respondents. Cronbach's Alpha coefficients range in value from 0 to 1 and are used to describe the reliability of factors extracted from multi-point response questionnaires. A Cronbach's Alpha coefficient greater than 0.7 is considered acceptable and suggests that the response data are reliable from respondents in the study (Tavakol & Dennick, 2011). The Cronbach's Alpha for each group of communication methods was calculated using SPSS-22.

The Cronbach's Alpha calculation for this study was .963, which indicated internal consistency and is listed in Table 2.

Table 2. *Cronbach's Alpha Calculations*

Validity Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.963	.963	42

Data Collection Procedures

The study data was collected electronically by SurveyMonkey using the Internet. The survey had an introduction that outlined the reason for the study, an informed consent form, the study questions, and a demographic section. Members of the panels were asked if they wanted to participate in the survey. The potential participant could accept and start the survey instrument or decline and leave the survey instrument.

Data Analysis

A 7-point Likert scale was used to collect data for the study. The data was collected by SurveyMonkey through their online web-based system and downloaded into Microsoft Excel and the IBM Statistical Package for the Social Sciences software, version 22 (SPSS-22) for analysis. The SPSS software, version 22, was used for coding, scoring, and analyzing the data. A one-way ANOVA (see Statistical Tests in this chapter) was used to analyze the data means because there were three groups of respondents. The data analysis explored the differences of the variables by describing the data and testing the hypotheses. The results included the range, means and standard deviations of the means of the responses. The dependent variable for this study is the leader's perceived communication effectiveness as assessed by their employees using the Communication Satisfaction Questionnaire (Downs & Hazen, 1977).

Significance Level

The alpha value is expressed as the *p*-value in the probability formula to test the statistical significance in the hypotheses tests. The test *p*-value is set by the researcher as the probability of obtaining an effect at least as extreme as the null hypothesis. If the calculated *p*-value is less than the test *p*-value, the null hypothesis is rejected and the alternative hypothesis is accepted. If the calculated *p*-value is greater than the alpha value, the alternative hypothesis is rejected and fails to reject the null hypothesis. The null hypothesis cannot be accepted, the researcher can only find evidence against it (Laerd Statistics, 2014).

Type I and Type II Errors

Hypothesis testing is an important part of inferential statistics (Taylor, 2012). While conducting hypothesis testing to accept or reject the null hypothesis, two types of errors can occur. A Type I error occurs when the null hypothesis is rejected when the null hypothesis is actually true (Zaiontz, 2013). Type I errors are equivalent to false positives and can be controlled by selecting a small value for "alpha" in the calculation. Common values for alpha are 0.10, 0.05 and 0.01.

A Type II error occurs when the alternative hypothesis is true and the null hypothesis is not rejected (Zaiontz, 2013). A Type II error is equivalent to a false negative. A Type I error could lead to more testing while a Type II error would give false confidence to the answer (Taylor, 2012).

Normality and Symmetry

Normality of a population is the observation that the distribution of the means of the sample would form a bell curve (Zaiontz, 2013). Normality and symmetry can be reviewed by plotting the data on a histogram, analyzing the skewness and kurtosis, or by employing statistical tests, such as Kolmogorov-Smirnov or Schapiro-Wilk (Laerd Statistics, 2014). The Kolmogorov–Smironov test and the Shapiro-Wilk test will be conducted in this study.

Analysis of Skewness and Kurtosis

Skewness is the measure of the asymmetry of the probability distribution of a real-valued random variable about its mean. Skewness for a normal distribution is zero.

Kurtosis is a measure of whether the data are peaked or flat relative to a normal distribution. Data sets with a high kurtosis have a peak near the mean and data sets with a low kurtosis have a flat top near the mean.

Statistical Tests

ANOVA Test and Assumptions

One-way Analysis of Variance (ANOVA) is a hypothesis testing technique to test the equality of three or more population means when samples are drawn from populations with the same mean values (Cooper & Schindler, 2006). ANOVA compares the variance between data samples to variation within each sample to perform hypothesis testing (Siegel, 2000). If the data satisfies the following six assumptions, the ANOVA assumptions are being met (Laerd Statistics, 2014).

- The dependent variable should be measured using interval or ratio scale (i.e., continuous).
- The dependent variable should be approximately normally distributed.
- The independent variable should consist of two or more categorical, independent groups.
- There should be independence between the independent variables (i.e., no multicollinearity).
- There should be no significant outliers.
- There needs to be homogeneity of variances.

Kolmogorov-Smirnov Test

The Kolmogorov-Smirnov test (K-S) is a nonparametric statistical test which utilizes the unsigned differences between two samples to determine whether the two are drawn from the same continuous distribution. (Laerd Statistics, 2014; Zaiontz, 2013). The Kolmogorov-Smirnov test can be used to serve as a test for normality of a distribution when the samples are standardized, and compared with a standard normal distribution.

Shapiro-Wilk Test

The Shapiro-Wilk test utilizes the null hypothesis principle to check whether the sample came from a normally distributed population (Laerd Statistics, 2014). For this study if the *p*-

value is greater than 0.05 ($p > 0.05$), the data is normal and if the p-valve is less than 0.05 ($p < 0.05$) the data statistically significantly deviates from normal (Laerd Statistics, 2014)

Ethical Considerations

The principles of the Belmont Report (U.S. Department of Health and Human Services, 1979) will be followed to assure that this study is conducted in an ethical manner and that participants are not discriminated against because of demographics. The researcher will guarantee that the data received will not be used in any other method to injure the participants. The only restriction on the sampling method was the need to know which generational cohort the participant belongs. That data was obtained from the demographic form in the survey. The goal is to have equal samples of Baby Boomers, Generation X, and Generation Y generational cohorts.

The research sample was on a voluntary basis. The potential population was not coerced to participate. Each participant electronically signed an informed consent form and had full rights to drop out of the survey at any time. The participant pool was not restricted by age, race, color, or creed. Non-disclosure agreements were given assuring the participants that their responses will not be disclosed to an outside party and their participation will remain anonymous, except to the researcher. All interactions with participants in this research were guided by the principles of justice, beneficence, and respect for the participants.

Summary

The purpose of this research was to examine the communication methods used by leadership that would provide a desired response from the members of a multigenerational organization. The three methods examined are communication methods used in most organizations in the last ten years. The data collected will be applicable to the sample population of the SurveyMonkey panels, but should provide a starting point for future research.

The sample for this study was generational cohorts who are part of organizations comprised of work groups or work teams. The sample population was obtained from the SurveyMonkey panels. The sample size was calculated using G*Power (Faul, Erdfelder, Lang, and Buchner (2007). Yeatts and Hyten (1998) defined a group as employees performing and managing most aspects of a work task, and typically made up of 5 to 15 employees. Self-directed work teams, employee involvement teams, and small offices are typically comprised of a similar number of employees (Yeatts and Hyten, 1998).

The data collected through utilizing the Communication Satisfaction Questionnaire survey instrument assessed communication satisfaction and communication gaps using focused questions. The Communication Satisfaction Questionnaire was developed by Downs and Hazen in 1977 to determine the relationship between communication and job satisfaction in organizations. The Communication Satisfaction Questionnaire has been utilized by many organizations to identify leader/follower communication effectiveness.

CHAPTER 4: RESULTS

The purpose of this study was to determine if an effective communication method exists that can be used by management to effectively communicate with a workforce comprised of three generations of workers. This chapter is divided into three sections. The first section contains the descriptive statistics of the sample, the independent variable, and dependent variable. The second section contains the statistical test conducted to accept or not accept the null hypotheses. The third section contains a summary of the findings.

The survey used for this study was the Communication Satisfaction Questionnaire designed by Downs and Hazen is 1977. The questionnaire used a 7-point Likert scale to classify the responses: 1 representing *Very Dissatisfied* and 7 representing *Very Satisfied*. The first 14 satisfaction questions of the CSQ were repeated for the three communication methods. The questionnaire also had a demographic section.

The study was conducted on-line by SurveyMonkey and the study was concluded when a minimum of 120 completed survey instruments was received from each of the three generations. The following table identifies the abbreviations used in the results data.

Table 3. *Legend of Table Abbreviations*

	Description
BB	Baby Boomers
GX	Generation X
GY	Generation Y
EL	Electronic Communication
TX	Text Messaging Communication
FF	Face-to-Face Communication
QME	Mean of response data in Electronic Communication
QMT	Mean of response data in Texting Communication
QMF	Mean of response data in Face-to-Face Communication

The definition of the three generations was: Baby Boomers, born between 1946 and 1964, Generation X, born between 1965 and 1983, and Generation Y, born after 1983. Details on the demographics are summarized by frequency and percentages in Tables 4, 5, 6, 7, and 8. The data is shown graphically in Figures 1 and 2.

A total of 379 responses were received; 123 from the Baby Boomers, 127 from Gen Xers, and 129 from the Gen Yers. Five hundred and ninety (590) requests were sent and the collection stopped when the number of completed surveys from each of the generational cohorts reached 120.

From the data received, 60.4% of the Baby Boomers and 100% of the Generation X and Y participants identified themselves as managers. The instructions for answering the "Manager" section is assumed to have been misunderstood and therefore is not included in this analysis.

Table 4. *Participant Responses by Generations*

Participant Response by Generation	
Baby Boomers	**123**
Generation X	127
Generation Y	129

Table 5. *Demographics of Study Respondents*

Female	227
Male	152
Time with Company	
0 - 2 years	146
3 - 6 years	88
7 - 10 years	62
11 - 15 years	23
16 - 20 years	20
21 - 25 years	18
26 - 30 years	9
> 30 years	21

Table 6. *Demographics of Baby Boomers*

Screened Data	QTY	%
Female	58	48.8
Male	61	51.2
Time with Company		
0 - 2 years	27	22.7
3 - 6 years	22	18.5
7 - 10 years	23	19.3
11 - 15 years	9	7.6
16 - 20 years	7	5.9
21 - 25 years	8	6.7
26 - 30 years	7	5.9
>30 years	17	14.3
Total	119	100

Table 7. *Demographics of Generation Xers*

Screened Data	QTY	%
Female	73	58.9
Male	51	41.1
Time with Company		
0 - 2 years	42	33.9
3 - 6 years	32	25.8
7 - 10 years	23	18.5
11 - 15 years	9	7.3
16 - 20 years	10	8.1
21 - 25 years	5	4
26 - 30 years	1	0.8
>30 years	2	1.6
Total	124	100

Table 8. *Demographics of Generation Yers*

Screened Data	QTY	%
Female	91	72.8
Male	34	27.2
Time with Company		
0 - 2 years	74	59.2
3 - 6 years	32	25.6
7 - 10 years	14	11.2
11 - 15 years	2	1.6
16 - 20 years	1	0.8
21 - 25 years	2	1.6
26 - 30 years		0
>30 years		0
Total	122	100

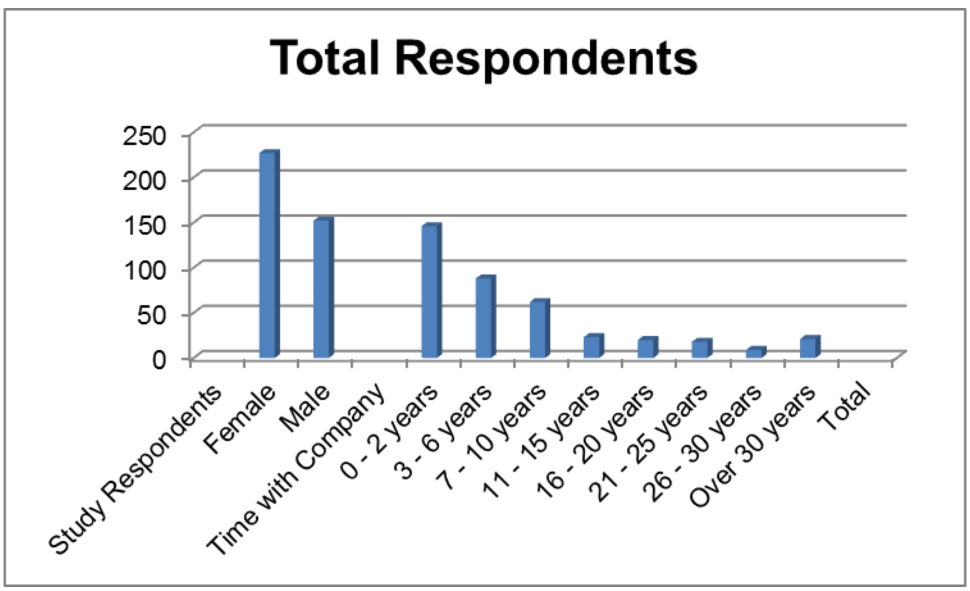

Figure 1: Total Response Data

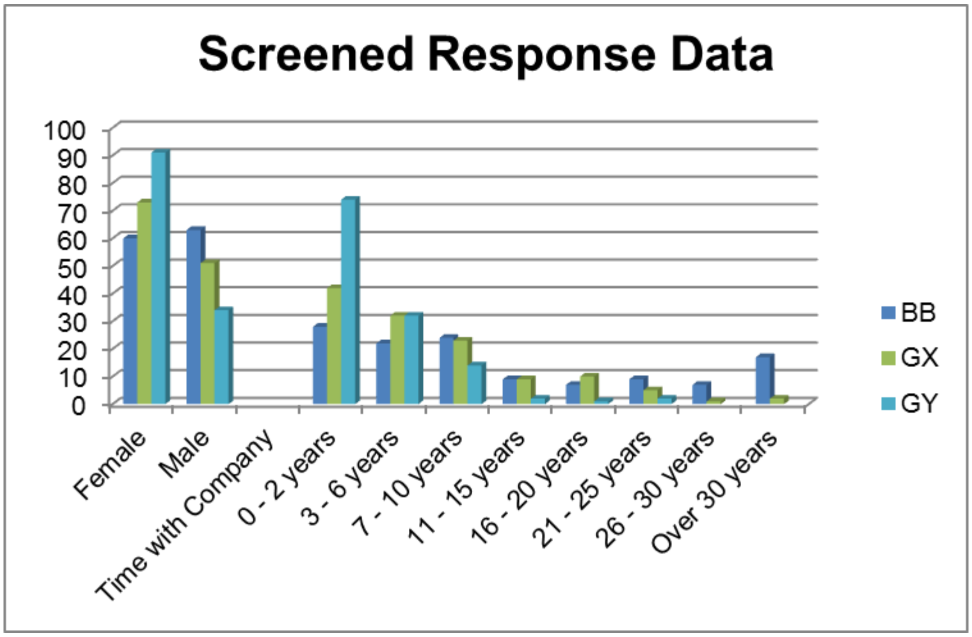

Figure 2: Screened Response Data

Data Screening

The data was screened to eliminate responses that were incomplete or contained possible outliers. The data was reviewed for reliability, normality, and relationships between variables. The analysis instrument used was the descriptive statistics calculators in IBM SPSS Version 22. The descriptive statistics analyzed the responses from the Baby Boomer, Generation X, and Generation Y respondents to the questions regarding communication satisfaction. IBMs SPSS Version 22 provides the researcher with many analysis tools. The software contains analytical techniques to analyze data and to make accurate predictions from the data. The SPSS software was used to determine the means, standard deviations, and compare the generations using one-way ANOVA.

Three hundred and seventy nine (379) total responses were received during the study. After screening the responses, 14 sets of responses were eliminated because they were incomplete. This reduced the number of complete responses to three hundred and sixty five

(365) that met the study requirements: one hundred and nineteen (119) Baby Boomers, one hundred and twenty four (124) Generation X, and one hundred twenty two (122) Generation Y.

Data Results

The independent variable for this study is the generational cohort, a nominal scale variable with three possible values: Baby Boomers, Generation X, and Generation Y. The participants used a 7-point Likert Scale when answering the 14 questions regarding the use of specific communication methods by their leaders. The 14 questions were repeated three times to obtain specific responses to Electronic communication, Texting communication, and Face-to-Face communication. The data from all respondents is displayed graphically by study question and is contained in Appendix B.

Normality Tests

To test for normality of the probability distributions for the dependent variable, the Kolmogorov–Smirnov and Shapiro-Wilk test statistics were calculated and are displayed in Tables 9, 10 and 11). The frequency histograms are displayed in Figures 3 through 11.

Table 9. *Test Statistics for Electronic Communication*

	Generations	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
QME	1	.067	119	.200*	.982	119	.121
	2	.079	124	.057	.983	124	.114
	3	.110	122	.001	.975	122	.021

a. Lilliefors Significance Correction

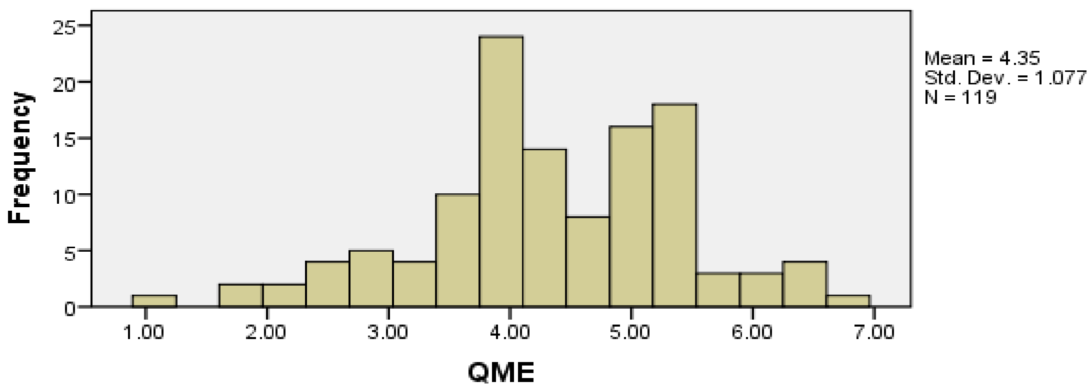

Figure 3: Histogram of mean responses by Baby Boomer Cohorts to Electronic Communication

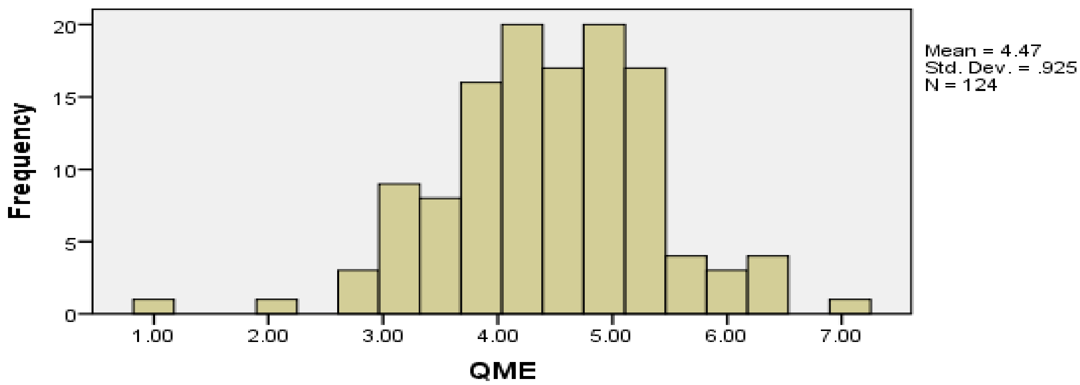

Figure 4: Histogram of mean responses by Generation X Cohorts to Electronic Communication

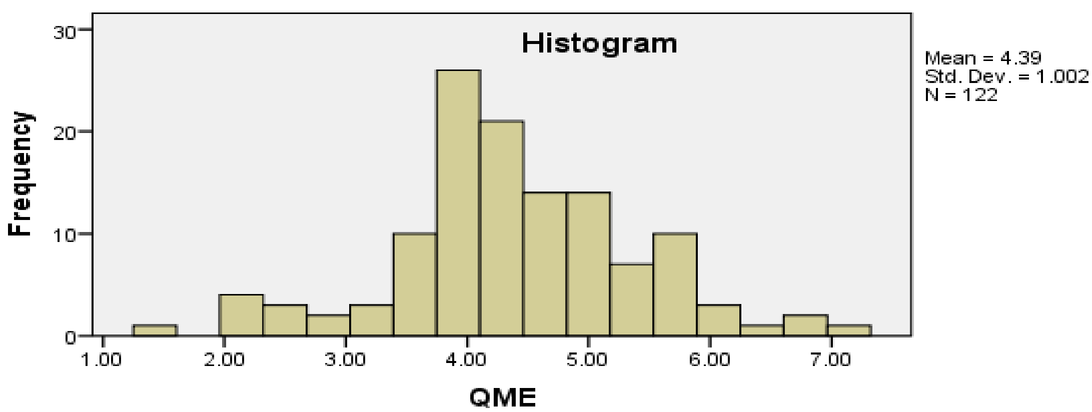

Figure 5: Histogram of mean responses by Generation Y Cohorts to Electronic Communication

Table 10. *Test Statistics for Texting Communication*

	Generations	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
QMT	1	.122	119	.000	.957	119	.001
	2	.165	124	.000	.950	124	.000
	3	.138	122	.000	.969	122	.007

a. Lilliefors Significance Correction

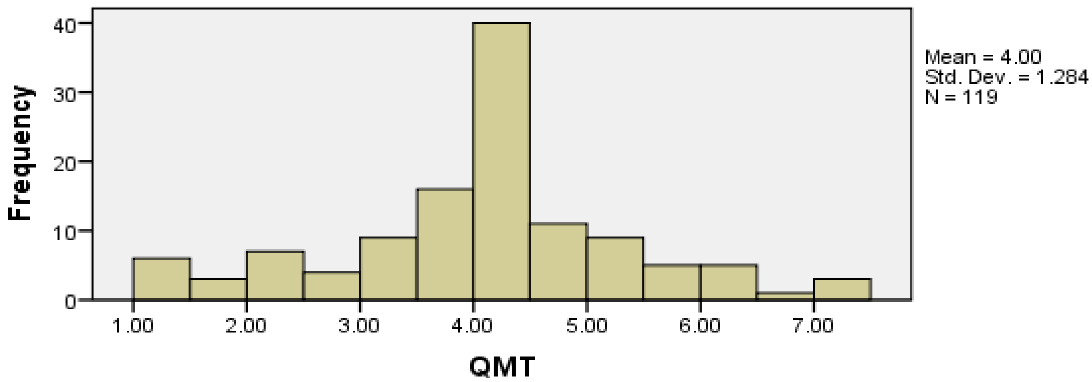

Figure 6: Histogram of mean responses by Baby Boomer Cohorts to Texting Communication

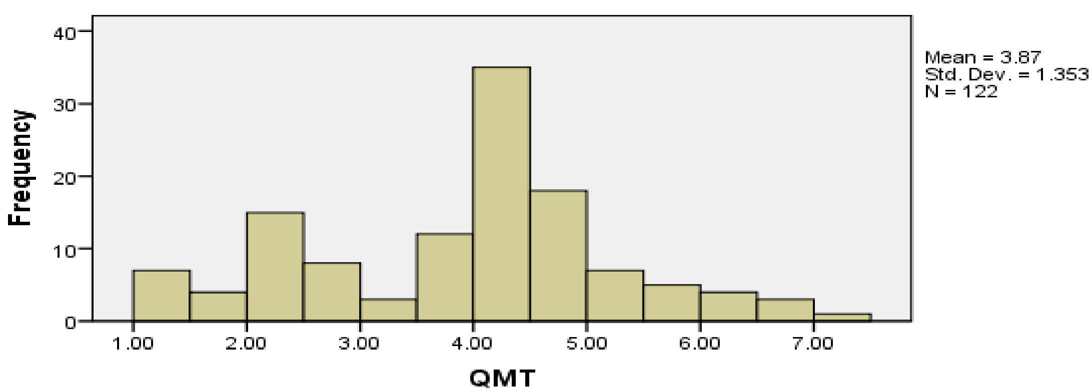

Figure 7: Histogram of mean responses by Generation X Cohorts to Texting Communication

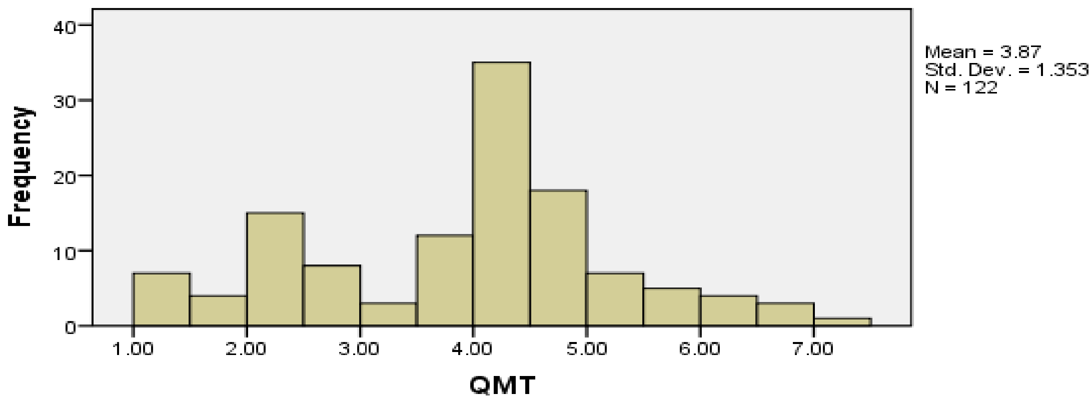

Figure 8: Histogram of mean responses by Generation Y Cohorts to Texting Communication

Table 11. *Test Statistics for Face-to-Face Communication*

	Generations	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
QMF	1	.090	119	.019	.959	119	.001
	2	.081	124	.044	.961	124	.001
	3	.084	122	.033	.955	122	.000

a. Lilliefors Significance Correction

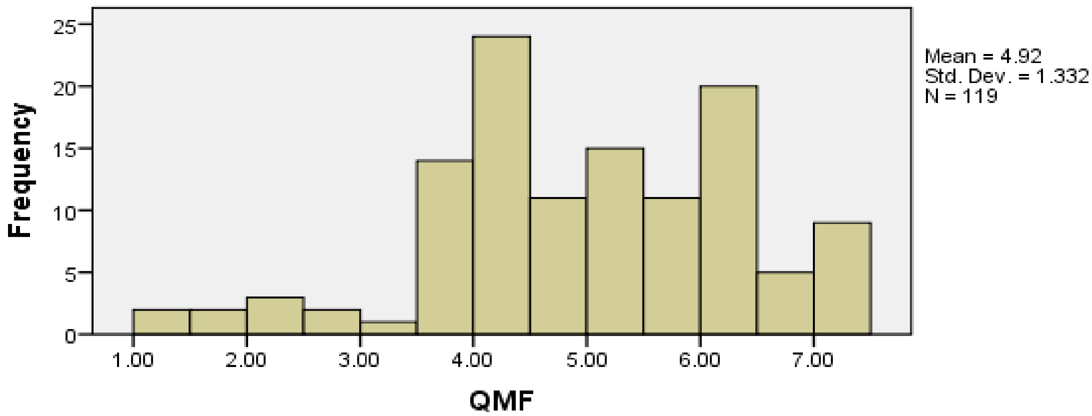

Figure 9: Histogram of mean responses by Baby Boomer Cohorts to Face-to-Face Communication

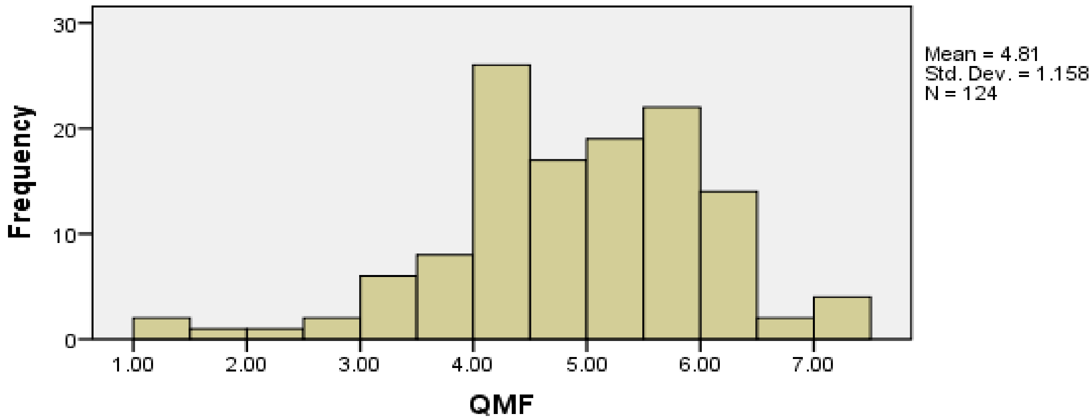

Figure 10: Histogram of mean responses by Generation Cohorts to Face-to-Face Communication

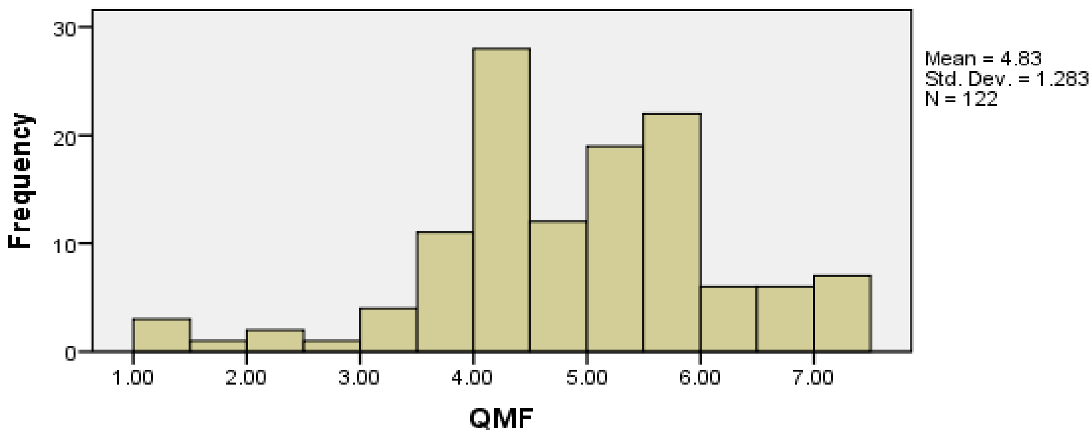

Figure 11: Histogram of mean responses by Generation Y Cohorts to Face-to-Face Communication

The Kolmogorov-Smirnov and Shapiro-Wilk test results indicated that the assumption of normality has been violated for seven of the nine cases because the values are below the .05 alpha values ($p < .05$). The histograms confirm that the data are not normally distributed for the same variables for which the hypothesis of normality was rejected using the Kolmogorov-Smirnov and Shapiro-Wilk tests.

Descriptive Statistics

Sample Characteristics

For the data to be considered approximately symmetric and normally distributed, the absolute value of the skewness has to be less than twice the standard error of the skewness. The kurtosis and the standard error for normally distributed data has to be approximately zero which indicates that the data follows the bell shape curve of normally distributed data (Wheeler, 2000). The kurtosis values for the study data are not close to zero indicating that the data does not follow a normal distribution. The data from the SPSS histograms indicates symmetry in the Electronic Communication data and the Texting Communication, but not in the Face-to-Face Communication data. This indicates that the data is normally distributed from Electronic Communication and Texting Communication responses.

To test if the data were significantly skewed, the z-skew value was calculated for the distribution by dividing the skewness statistic by the skew standard error. If the z-skew value is between ±1.96 ($p < .001$) a normal distribution is indicated. The data from the Face-to-Face Communication responses is significantly skewed, -2.800 for Generation X and -3.240 for Generation Y.

The values for Electronic communication were a mean skewness of -.332 (SE =.217) and a mean kurtosis of .712 (SE = .435). The values for Texting communication were a mean skewness of -.210 (SE = .259) and a mean kurtosis of .184 (SE = .435). The values for Face-to-Face communication were a mean skewness of -.572 (SE = .259) and a mean kurtosis of .579 (SE = .435). The kurtosis for the distribution is approximately zero and the standard error for kurtosis is approximately zero which also indicates that the data is normally distributed.

The Face-to-Face communication skewness for the distribution is -.145 and the standard error for skewness of the data is .219. The absolute value of the skewness is less than twice the standard error of the skewness, which indicates that the data is symmetric and therefore normally distributed. The kurtosis for the distribution is .759 and the standard error for kurtosis is .435 which indicates that the data are normally distributed. The descriptive data is displayed in Tables 12, 13 and 14.

Table 12. *Electronic Communication Descriptives*

	Generations		Statistic	Std. Error
QME	1	Mean	4.3517	.09877
		Skewness	-.332	.222
		Kurtosis	.156	.440
	2	Mean	4.4666	.08304
		Skewness	-.318	.217
		Kurtosis	1.222	.431
	3	Mean	4.3923	.09068
		Skewness	-.145	.219
		Kurtosis	.759	.435
		Mean skewness	-.265	.219
		Mean kurtosis	.712	.435

Table 13. *Texting Communication Descriptives*

	Generations		Statistic	Std. Error
QMT	1	Mean	3.9994	.11769
		Skewness	-.161	.222
		Kurtosis	.484	.440
	2	Mean	3.9254	.11462
		Skewness	-.425	.217
		Kurtosis	.337	.431
	3	Mean	3.8654	.12247
		Skewness	-.191	.219
		Kurtosis	-.267	.435
		Mean skewness	-.259	.219
		Mean kurtosis	.184	.435

Table 14. *Face-to-Face Communication Descriptives*

	Generations		Statistic	Std. Error
QMF	1	Mean	4.9174	.12209
		Skewness	-.400	.222
		Kurtosis	-.084	.440
	2	Mean	4.8090	.10398
		Skewness	-.703	.217
		Kurtosis	1.032	.431
	3	Mean	4.8344	.11615
		Skewness	-.613	.219
		Kurtosis	.788	.435
		Mean skewness	-.572	.219
		Mean kurtosis	.579	.435

Outliers

The Q - Q Plot was used to identify outliers in the data. The tests were conducted using the methods of communication as the categorical variables and the mean data from each of the generation's responses to the Electronic Communication, Texting communication, and Face-to-Face communication questions. The y = x line drawn through the Q – Q plots did not indicate outliers for this study data. The estimated distribution parameters and Q – Q plots are below in Figures 12, 13, and 14.

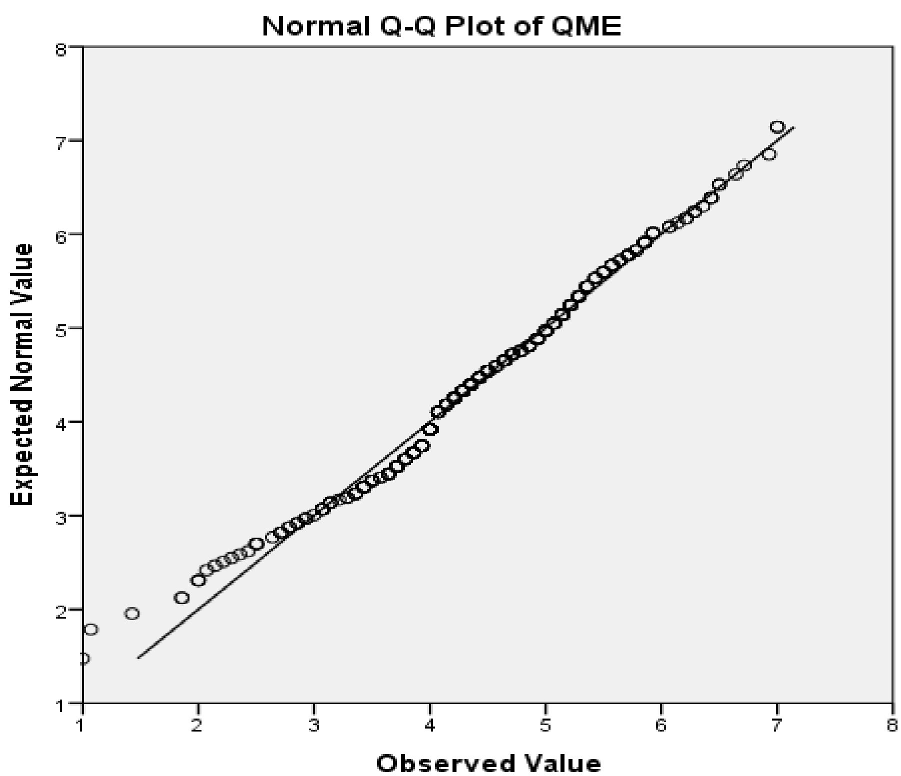

Figure 12: Q - Q Plot of Electronic Communication Mean Data

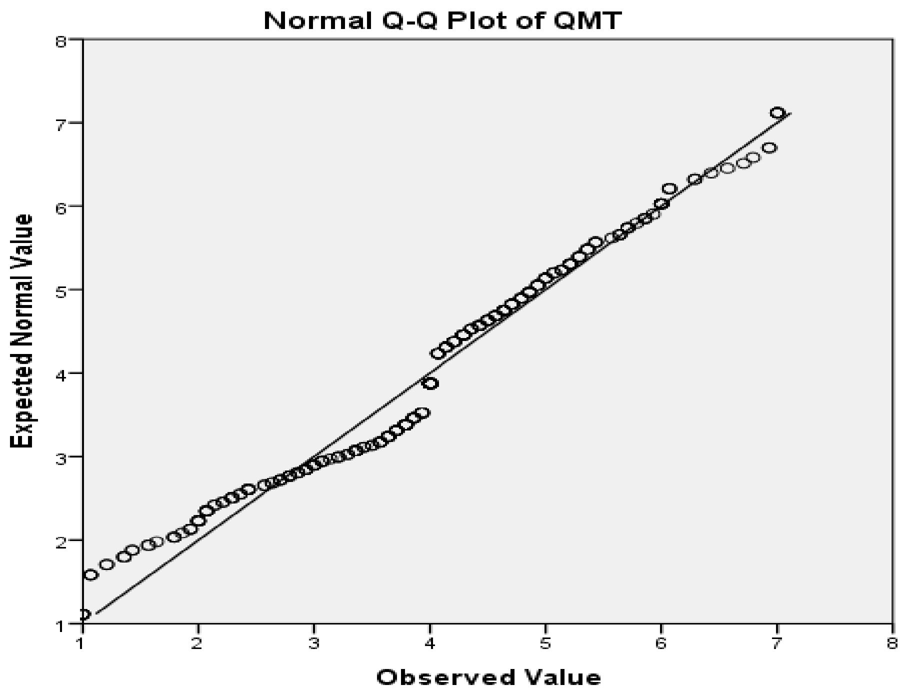

Figure 13: Q - Q Plot of Texting Communication Mean Data

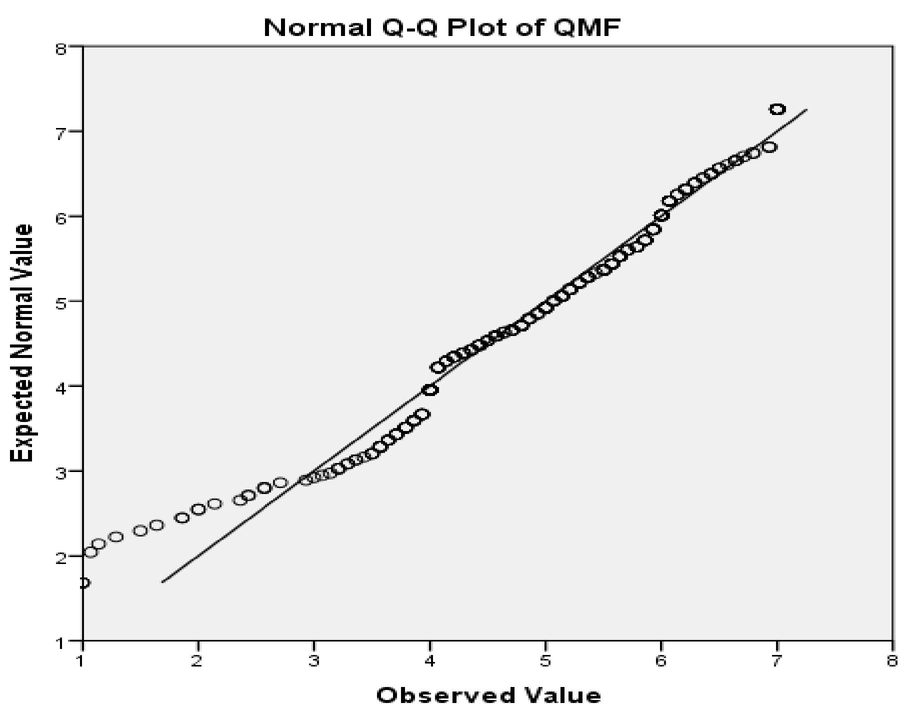

Figure 14: Q - Q Plot of Face-to-Face Communication Mean Data

Testing the ANOVA Assumptions

One-way ANOVA was used to reject or not to reject the null hypothesis for RQ1, the null hypothesis for RQ2 and the null hypothesis for RQ3. In order to have confidence in the results of the ANOVA, the ANOVA assumptions discussed in Chapter 3 had to be met. Each of the assumptions is listed below with a response to them.

The results of testing the six assumptions (Laerd Statistics, 2014) for an ANOVA analysis were:

- Assumption: Your dependent variable should be measured at the interval or ratio level. Response: The dependent variable is interval because the tests utilized the means of the responses to the survey questions.
- Assumption: Your dependent variable should be approximately normally distributed for each category of the independent variable. Response: As was discussed in an earlier section, the distributions for the dependent variables do not satisfy the normality assumption, as may be seen in the Kolmogorov-Smirnov and Shapiro-Wilk test results in Tables 9, 10, and 11 and the histograms in Figures 3 through 11. According to Laerd Statistics (2014), "

> The one-way ANOVA is considered a robust test against the normality assumption. This means that it tolerates violations to its normality assumption rather well. As regards the normality of group data, the one-way ANOVA can tolerate data that is non-normal (skewed or kurtotic distributions) with only a small effect on the Type I error rate. (Laerd (2004, On-line)

Therefore, even though the normality assumption was violated in seven of nine cases, data analysis continued using one-way ANOVA.

- Assumption: The independent variable should consist of two or more categorical, independent groups. Response: The independent variable consisted of three groups: Baby Boomer, Generation X, and Generation Y.
- Assumption: You should have independence of observations, which means that there is no relationship between the observations in each group or between the groups themselves. Response: The data for the three samples is mutually exclusive. The independent variable data values are from the three cohort groups: Baby Boomers, Generation Xers, and Generation Yers.
- Assumption: There should be no significant outliers. Response: From the Q - Q plots generated running SPSS on the three distributions, no significant outliers were identified when all response data was plotted together. All of the data points were approximately on the line y = x drawn through the data points. Figures 12, 13 and 14 display the data plots.
- Assumption: There needs to be homogeneity of variances**.** Response: The homogeneity of variances was tested utilizing Levene's test. The test statistics for the three groups were not significant, as can be seen in Table 15 (p =.196, .338, .175 are > α =.05), which indicates that the variances of the populations for all three communication types are statistically equivalent.

Table 15. *Test of Homogeneity of Variances*

	Levene Statistic	df1	df2	Sig.
QME	1.637	2	362	.196
QMT	1.087	2	362	.338
QMF	1.750	2	362	.175

Hypothesis Testing

The hypotheses for this study were developed to answer the research questions. The data collections was from the SurveyMonkey panel consisting of members of the three generations identified in this study, and were members of an organization with multiple levels of management. If the analysis of the study data indicates that there is a statistically significant difference between the three methods of communication, then leaders should use that communication method to reduce communication problems with the members of a multigenerational organization.

Research Questions and Hypotheses Results

The research questions for this study were:

RQ1: What is the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using Electronic mail as the communication method?

RQ2: What is the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using Text messaging as the communication method?

RQ3: What is the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using Face-to-Face as the communication method?

Hypotheses for RQ1

H_0: There are no statistically significant differences in the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using Electronic mail (e-mail) as the method of communication.

H_0: $\mu 1 = \mu 2 = \mu 3$ where μ is the mean response by the generations to the usage of Electronic mail as a communication method. μ1 = Baby Boomers, μ2 = Generation X, and μ3 = Generation Y participants.

H_A: There are statistically significant differences in the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using Electronic mail (e-mail) as the method of communication.

H_A: $\mu 1 \neq \mu 2 \neq \mu 3$ where μ is the mean response by the generations to the usage of Electronic mail as a communication method. μ1 = Baby Boomers, μ2 = Generation X, and μ3 = Generation Y participants.

Test Results for Hypotheses for RQ1

Level of significance: .05

Result: $p = .663 > \alpha = 0.05$. Therefore, do not reject the null hypothesis.

Possible error type: Type I error.

Table 16. *ANOVA Data Electronic Communication*

		Sum of Squares	*Df*	*Mean Square*	*F*	*Sig.*
QME	Between Groups	0.828	2	0.414	0.412	0.663
	Within Groups	363.56	362	1.004		
	Total	364.387	364			

Hypothesis for RQ2

H_0: There are no statistically significant differences in the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using Text messaging as the method of communication.

H_0: $\mu 1 = \mu 2 = \mu 3$ where μ is the mean response by the generations to the usage of Text messaging as a communication method. $\mu 1$ = Baby Boomers, $\mu 2$ = Generation X, and $\mu 3$ = Generation Y participants.

H_A: There are statistically significant differences in the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using Text messaging as the method of communication.

H_A: $\mu 1 \neq \mu 2 \neq \mu 3$ where μ is the mean response by the generations to the usage of text messaging as a communication method. $\mu 1$ = Baby Boomers, $\mu 2$ = Generation X, and $\mu 3$ = Generation Y participants.

Test Results for Hypotheses for RQ2

Level of significance: .05

Result: $p = .727 > \alpha = 0.05$. Therefore, do not reject the null hypothesis

Possible error type: Type I error.

Table 17. *ANOVA Text Communication*

		Sum of Squares	*Df*	*Mean Square*	*F*	*Sig.*
QMT	Between Groups	1.085	2	0.542	0.319	0.727
	Within Groups	616.284	362	1.702		
	Total	617.369	364			

Hypothesis for RQ3

H_0: There are no statistically significant differences in the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using Face-to-Face interaction as the method of communication.

H_0: $\mu 1 = \mu 2 = \mu 3$ where μ is the mean response by the generations to the usage of a Face-to-Face communication method. $\mu 1$ = Baby Boomers, $\mu 2$ = Generation X, and $\mu 3$ = Generation Y participants.

H_A: There are statistically significant differences in the perceived communication effectiveness of leaders as assessed by their employees categorized according to their generational cohorts using Face-to-Face interaction as the method of communication.

H_A: $\mu 1 \neq \mu 2 \neq \mu 3$ where μ is the mean response by the generations to the usage of a Face-to-Face communication method. $\mu 1$ = Baby Boomers, $\mu 2$ = Generation X, and $\mu 3$ = Generation Y participants.

Test Results for Hypotheses for RQ3

Level of significance: .05

Result: $p = .783 > \alpha = 0.05$. Therefore, do not reject the null hypothesis.

Possible error type: Type I error.

Table 18. *ANOVA Face-to-Face Communication*

		Sum of Squares	*df*	*Mean Square*	*F*	*Sig.*
QMF	Between Groups	0.775	2	0.388	0.245	0.783
	Within Groups	573.346	362	1.584		
	Total	574.121	364			

Summary of Findings

This chapter presented the descriptive statistics providing information regarding the study sample. The results revealed that the three generations surveyed do have a preference on communication methods. The communication methods preferred do coincide with the earlier evaluations of the individual generational likes and dislikes. Members of an organization get a feeling of belonging to that organization if management acknowledges them on the personal level. The study sample was built from the SurveyMonkey panels and may not represent the total working population, but their inputs can point to trends.

Each generation panel was represented equally in this study. The study sample was comprised 59.9% female and 40.1% male, with a majority (78%) of the respondents having worked 10 years or less with their current organization. The study data indicated that overall the participants were somewhat satisfied (18.6%), satisfied (18.0%), or very satisfied (9.8%), somewhat dissatisfied (9.2%), dissatisfied (6.9%), or very dissatisfied (6.4%), and neutral (30.9%) with the effectiveness of their current leader's communication methods. Cumulatively, 22.5% of the respondents were dissatisfied, 46.4% were satisfied and 30.9% were neutral regarding the effectiveness of their current leader's communication methods. A majority (60%) of the respondents indicated that they were satisfied with their current position. The Face-to-Face communication method received higher positive responses than the other methods indicating that all three generations still want face-to-face interaction with their managers.

Hypothesis testing was conducted to answer the three research questions. The means of the three generations' responses to each of the three 14-question~~s~~ sets associated with the three different communication methods were evaluated using one-way ANOVA. Based on the ANOVA calculations, none of the null hypotheses were rejected. Thus, the sample respondents' evaluation of the perceived communication effectiveness of their leaders did not differ among the three different generational cohorts.

CHAPTER 5: DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

This chapter provides an interpretation of the results of the descriptive statistics of this study. The chapter will expound on the implications of the results and how they relate to the general working population. Further research recommendations will be presented.

The main purpose of this study was to examine the implications of communication methods used by leaders to effectively communicate with a working population consisting of multiple generations. The instrument used for data collection was a modified version of the Communication Satisfaction Questionnaire developed by Downs and Hazen is 1977. The 14 questions from the first section of the questionnaire were repeated three times to gather responses on a specific communication method: Electronic communication, Texting communication, and Face-to-Face communication. The independent variable for this study is the generational cohort, a nominal scale variable with three possible values: Baby Boomer, Generation X, and Generation Y. The dependent variable for this study is the leader's perceived communication effectiveness as assessed by their employees using the Communication Satisfaction Questionnaire (Downs & Hazen, 1977). The sample was chosen from the SurveyMonkey panels of members of small and mid-sized organizations and the respondents had to have at least one level of management over them.

Summary of Results

The results of this study may help leaders identify communication tools to increase communication effectiveness and inspire further research by scholars in academia. This research will add to the body of knowledge on generational and communication research. The results of this study imply that generational cohorts have similar perceptions about the communication effectiveness of their managers using the three different communication methods.

The confidence intervals for the data were: 4.30 lower bound and 4.51 upper bound for electronic communication, 3.79 lower bound and 4.06 upper bound for Texting communication, and 4.73 lower bound and 4.99 upper bound for Face-to-Face communication. The data analysis in Chapter 4 indicated that there are not statistically significant differences in the perceived communication effectiveness of their manager for any of the three communication methods, causing the null hypotheses not to be rejected.

The data from each generation identify the methods of communication that appeal to the three generations. Baby Boomer participants prefer Electronic and Face-to-Face communication and are divided on Texting communication. Generation X participants prefer Electronic and Face-to-Face communication and are divided on Texting communication. Generation Y participants strongly prefer Face-to-Face communication and Electronic communication, and are divided on Texting communication.

Hypothesis Testing

Rejection of the null hypothesis for this study would occur if the "*p*" value obtained from the ANOVA would be ≤ 0.05. The data in Table 16, 17 and 18 reveal the "*p*" value was greater than 0.05 for the hypotheses for research questions RQ1, RQ2, and RQ3.

The null hypothesis for research question RQ1, the effective use of Electronic mail (e-mail) as a communication method by the leader, shows no statistically significant differences in the perceived communication effectiveness of leaders and their employees based upon generational cohort.

The null hypothesis for research question RQ2, the effective use of Text messaging as a communication method by the leader, shows no statistically significant differences in the perceived communication effectiveness of leaders and their employees based upon generational cohort.

The null Hypothesis for RQ3, the effective use of Face-to-Face communication by the leader, shows no statistically significant differences in the perceived communication effectiveness of leaders and their employees based upon generational cohort.

Discussion of the Results

The testing of the research hypotheses to answer the research questions utilized one-way ANOVA. The survey instrument was tested for reliability and validity using Cronbach's Alpha. The data for the dependent variables for seven of the nine cases was not shown to be normal using Kolmogorov-Smirnov and Shapiro-Wilk tests. Analysis indicated that there is no statistically significant difference between how the three generations perceive the communication effectiveness of their leaders for each of the communication methodologies.

The data indicated that there is a slight preference from the three generations of the SurveyMonkey panel in the method of communication. All three generations rated texting as their third choice of communication. Despite the use of electronic technology by the Generation Xers and the Generation Yers, they identified Face-to-Face communication in the somewhat satisfied, satisfied, and very satisfied range and Electronic communication in the somewhat satisfied and very satisfied range. From the literature review in Chapter 2 profiling the generations, one would have assumed that the Gen X and GenY would have chosen electronic and texting as their choices and been less favorably inclined towards Face-to-Face communication.

Implication of the Study Results

The results of this research study have implications for those leaders of organizations that are comprised of multi-generations of cohorts, which include virtually any organization with more than a few employees. The findings of this study did not identify a specific communication method that would be the most effective method to use as a leader. The leader would have to test communication methods to identify which is the most effective for their organization. The leader may have to change the manner that they present information to their employees depending on which of the generational cohorts the employee belongs. Communication is not a one-size-fits-all process. The method of presentation will make a difference in how each generation listens or reads the data presented.

Information presentation will be a learned method for the leader. The leader will have to take note of which communication method gathers the most positive responses from the cohorts, and fine tune the method from there. The leader's communication methods may have to vary to fit the type of information being presented. A notable result was that all three generations were satisfied or very satisfied with information being presented in a face-to-face environment. The study indicated that information that impacted the listener personally (e.g., company financial performance, company product performance, or production efficiency) was desired to be face-to-face. General company information could be distributed through texting or e-mail.

A leader should be attuned to the communication technology used by their employees. The leader should be cognizant of the latest communication technology and adapt their methods of communication to meet that technology. If communication is failing with the current company technology, then the leader is responsible to advise their management where the company is failing to communicate with their employees. Involving cohorts in meetings where communication methods are discussed may improve the environment by showing that management desires input from employees.

The research results suggest that leaders use the results of the study to identify specific methods of communication that can be strengthened. These areas are: (a) personal information,

(b) company performance, and (c) company news. Personal performance communication methods should be in a face-to-face environment to focus on the impact of the message. Company information can be disseminated using electronic or text, depending on the timeliness of the information.

Limitations

This study had several limitations. The sample frame for the study was limited to the SurveyMonkey panel that met the generational and business relation criteria. The sample size consisted of 120 respondents for each generation.

A study where the population is concentrated in one organization would be of value to that organizational leadership team. If the study is repeated within small to medium sized organizations, a clearer assessment may be generated for leadership techniques needed to work within that organization. This study used the survey panels from SurveyMonkey and there was no information available indicating that the panels were from one organization or multiple organizations.

This sample frame limitation means that the results of the study only relate to the SurveyMonkey panel population and cannot be generalized to the total population of generational cohorts in the United States. The findings of this study may not truly represent the Baby Boomer, Generation X, and Generation Y employees of specific organizations or in general.

Even though there are some members of the Silent Generation still working, they were not considered in this study. The Silent Generation still has influence on the younger generations, as grandparents or senior company members and may have influenced their responses to the questionnaire. The Silent Generation may guide the younger generations through the organizational structure matrix to get the information they need.

The response data is self-reported data and the researcher cannot control whether the responses reflect what the participant really believes or provides answers s/he “thinks” the researcher wants to hear. The data may not give a true perspective on the effectiveness of managers’ communication. The use of a control group might give support to the validity of the data. The participant’s responses may have been influenced by the most recent discussion with their leadership and may not reflect true feelings.

A dramatically larger sample size would be needed to measure the responses that would represent the total workforce population. The larger sample size might increase the chance of finding a significant difference in the responses from each generation.

The 7-point Likert scale allowed neutral (#4) responses. A 6-point scale would have required the respondents to make a choice of “slightly satisfied” or “slightly dissatisfied” and not select a “Neutral” response.

Recommendations for Further Research

This study used the Communication Satisfaction Questionnaire developed by Downs and Hazen (1977). The Communication Satisfaction Questionnaire was a long questionnaire which may have discouraged respondents from completing the survey or diligently doing so. The development of a shorter questionnaire that focuses more on the personal impact of communication might be productive. Reducing the number of questions might improve both the number and quality of the responses.

The study questionnaire used in future studies might attain better results by using a Likert scale of six responses, which would eliminate the neutral response and would thus force the participant to choose if they are satisfied or dissatisfied with the issue described in the question.

The Baby Boomer generation is quickly retiring. Another study while the Baby Boomers are still working might be beneficial in collecting their responses and thoughts. Then the study should be repeated in another 10 or 15 years where the population will be Generation X, Generation Y, and the future generation Z, which includes those who started using computer technology before or at the time they could read.

The leadership style was not addressed in the questionnaire. A study that captures the participant's perception of their manager's leadership style could provide focus on a communication method and a leader's style of management. Literature research has indicated that the leadership style used by management will greatly influence the responses of the cohorts.

Conclusion

This study addressed the perceived communication effectiveness of leaders as evaluated by their employees categorized by generational cohort. The research question was repeated for the three methods of communication that the researcher thought were the top methods used.

The results of this study did not identify a specific communication method that provided overwhelming respondent acceptance. The results indicated that the respondents preferred Face-to-Face communication when personal information or personal performance issues were being discussed. Face-to-Face communication adds a personal touch to the message, and impacts the effectiveness of the message. Face-to-face also allows the opportunity to view the nonverbal cues to ensure the message is being received.

The scope of the research was outlined in Chapter 1, identifying what the study would address, how the data would be collected and analyzed, and how the study might impact industry and the body of knowledge. Chapter 2 reviewed the literature and previous studies on multi-generational communication and leadership. Chapter 3 discussed the methodology of the study and the descriptive and inferential statistics that would be used. Chapter 4 presented the results of the study. Chapter 5 presented an interpretation of the results.

The researcher had expected the generations to respond as the literature said they would. The study results did not back up the generalized model of what the generational cohorts would like or dislike. The results helped the researcher realize the value of the study and not to expect a certain result. The suggestions offered for future research are in the hope that research in communication will continue and improve the body of knowledge regarding generations and problems seen by leadership in communicating.

The author has learned many lessons about data analysis and statistics. Much time was spent reviewing what process would provide the desired responses. I am not a statistician and this hindered my progress. The experience from this study will help in future efforts.

REFERENCES

Altimier, L. (2006). Leading a new generation. *Newborn and Infant Nursing Reviews*, 6(1), 7-9.

Anand, R. & UdayaSuriyan, G. (2010). Emotional Intelligence and its relationship with leadership practices. *International Journal of Business and Management, 5*(2), 65-76.

Archer, T. M. (2008). *Response rates to expect from web-based surveys and what to do about it.* Retrieved from http://www.joe.org/joe/2008june/rb3.php.

Avolio, B., Zhu, W., Koh, W., & Bhatia, P. (2004). Transformational leadership and organizational commitment: mediating role of psychological empowerment and moderating role of structural distance. *Journal of Organizational Behavior, 25*, 951 – 968. http://www.interscience.wiley.com, doi: 10.1002/job.283.

Babajanians, T. (2011). Communication in the 21st century: effective or flawed?http://blog.asha.org/2011/03/03/communication-in-the-21st-century-effective-or-flawed/

Bass, B. & Avolio, B. (1993). Transformational leadership and organizational culture. *Public Administration Quarterly, Spring 1993, 17*(1)112-121.

Bass, B. (1985). *Leadership and performance beyond expectations*. New York: Free Press.

Bennett, J. M. (2012). *E-mail communication in generation Y employees: A quantitative study of attitudes, perspectives and perceptions.* Capella University). ProQuest Dissertations and Theses.

Bennis, W. (2009). *On Becoming a Leader.* Basic Books.

Bennis, W. (1989). Why leaders can't lead. *Training and Development Journal, 43*(4), 35-39.

Blaikie, N. (2003). *Analyzing Quantitative Data*. London:Sage Publications. 23-24.

Blanchard, K. (2006). Critical Leadership Skills: Key traits that can make or break today's leaders. www.kenblanchard.com.

Bransford, A. A. (2011). *Generations: The dividing line between preferences for leadership styles.* The University of Texas at Arlington.

Brown, B. (2011). What is Effective Communication? Retrieved from: http://www.livestrong.com/article/69309-effective-communication/#ixzz2RjV8Jpyh

Buckenmeyer, J. (1996). Self-managed teams: Some operational difficulties. *Industrial Management, September/October,* 10-14. Retrieved from http://news-business.vlex.com/vid/managed-teams-operational-difficulties-53656343

Bureau of Labor Statistics, (2013). The Bureau of Labor Statistics Comparison Table of All Employees, not seasonally adjusted, CY 2013. http://www.bls.gov.

Burns, J. M. (1978). *Leadership.* New York: Harper & Rowe.

Business Dictionary, 2014. Business Dictionary.com. Retrieved: http://www.businessdictionary.com/definition/management.html.

Butts, A. (2010). Manager's communication styles and employees' job satisfaction: A quantitative study.

Caprino, K. (2012). What you don't know will hurt you: The top 8 skills professionals need to master. http://www.forbes.com/sites/kathycaprino/2012/4/27.

Carpenter, D. J., Fusfeld, A. R. & Gritzo, L. A. (2010). Leadership skills and styles. *Research Technology Management, November-December,* 58-60. Retrieved from http://findarticles.com/p/articles/mi_hb5716/is_201011/ai_n56442049/.

Carroll, B. (1997). The role of management intervention in the development of empowered work teams. *National Productivity Review, Spring 1997,* 25-30.

Cennamo, L. and Gardner, D. (2008). Generational differences in work values, outcomes and person-organization values fit. *Journal of Managerial Psychology*, 23(8). 891-906.

Chambers, C. (2010). US financial recovery: Political regulations or a plan for the future? *Journal of Banking Regulation, 11*(3), 240-255. doi:10.1057/jbr.2010.12.

Chowdhury, S. (2000). Management *21C: Someday we'll all manage this way.* London, England: Prentice Hall.

Clampitt, P. G. & Downs, C. W. (1993). "Employee Perceptions of The Relationship Between Communication and Productivity: A Field Study", *The Journal of Business Communication,* 30, 5-28.

Conger, J. A., Kanungo, R. N., Menon, S. T. (2000). Charismatic leadership and follower effects. *Journal of Organizational Behavior*, *21(7).* 747-767.

Cooper, D. R. & Schindler, P. S. (2006). *Business Research Methods* (9th ed.). New York, NY: McGraw Hill Irwin.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed method approaches*. (2nd ed.). Thousand Oaks, CA: Sage.

Darling, J.R. & Heller, V.L. (2009), Organizational Development in an Era of Socioeconomic Change: A Focus on The Key to Successful Management Leadership.

DeConinck, J., Johnson, J., Busbin, J., & Lockwood, F. (2008). An Examination of the Validity of the Downs and Hazen Communication Satisfaction Questionnaire. *Marketing Management Journal, 18(2).* 145-153.

DeRue, D. S. & Ashford, S. J. (2010). Who will lead and who will follow? A social process of leadership identity construction in organizations. *Academy of Management Review, 35*(4), 627-647. doi: 10.5465/AMR.2010.53503267.

Douglas, C., & Gardner, W. (2004). Transition to self-directed work teams: implications of transition time and self-monitoring for managers' use of influence tactics. *Journal of Organizational Behavior, 25*(1), 47-65. doi: 10.1002/job.244

Douglas, C., Martin, J. & Krapels, R. (2006). Communication in the transition to self-directed work teams. *Journal of Business Communication, 43(*4), 295-321. doi:10.1177/0021943606291704.

Downs, C. W. & Hazen, M. D. (1977). A factor analytic study of communication satisfaction. *The Journal of Business Communication, 14,* 63-73.

Facey, J. (2002). Effective communication: skills that make leaders stand out from the crowd. CEO Forum Group. http://www.ceoforum.com.au/article-detail.cfm?cid=6128&t=/JoAnne-Facey-Mercer-Human-Resource-Consulting/Effective-communication-skills-that-make-leaders-stand-out-from-the-crowd.

Faul, F., Erdfelder, E., Lang, A.-G. & Buchner, A. (2007). G*Power 3: A flexible statistical power analysis program for the social, behavioral, and biomedical sciences. *Behavior Research Methods*, 39, 175-191.

Feuerman, C. Listening as leadership. *Principle Leadership, March 2008,* 8 (7), 64-65. Retrieved from ProQuest Education Journals.

Fisher, K. (1993). Leading Self-Directed Work Teams: A guide to developing new team leadership skills (2nd ed.). New York: McGraw-Hill, Inc.

Fletcher, F., Roberts, C., Gibson, C., Gibson, D., Cooke, D., Eldridge, L., Hoffman, W., & Mundy, R. (2009). Generational cohorts and their attitudes toward work related issues in Central Kentucky.

French, J. Jr. & Raven, B. (1959). *The bases of social power*. In D. Cartwright (ed.), *Studies in social power* (150-167). Ann Arbor: Institute for Social Research.

Froschheiser, L. (2008). Communication! Communication! Communication!.

Frost, D. (2009). Quantitative correlational study of communication satisfaction related to organizational proximity and face-to-face communication.

Gay, L. & Airasian, P. (2003). Educational Research Competencies for Analysis and Application.

Giang, V. (2013). Here are the strengths and weaknesses of Millennials, Gen X, and Baby Boomers. *Business Insider.* http://www.businessinsider.com/how-millennials-gen-x-and-boomers-shape-the-workplace-2013-9.

Gliem, J. A. & Gliem, R. R., (2003). *Calculating, Interpreting, and Reporting Cronbach's Alpha Reliability Coefficient for Likert-Type Scales.* https://scholarworks.iupui.edu/bitstream/hanlde/1805/344.

Goleman, D. (1995). What makes a leader? *Harvard Business Review, 82*(1), 1-11.

Gursory, D., Maier, T., & Chi, C. (2008). Generational differences: An examination of work values and generational gaps in the hospitality workforce. *International Journal of Hospitality Management,* 27 (2008.) 448-458.

Hall, J. (1973). Communication revisited. *California Management Review, Spring 1973, XV* (3), 56-67.

Hall, R. A., Jr. (2010). Quantitative study of differences in leadership frames of community college presidents of the baby boomer and generation X generations. Capella University. ProQuest Dissertations and Theses.

Haughey, L. (2003). *Five standards of excellence practiced by ethical leaders.* Workforce Management Online.

Hersey, P. & Blanchard, K. H. (1988). The management of change. *Training and Development Journal, 34*(6), 80.

Hobson, C., Strupeck, D., & Szostek, J. (2010). A behavioral roles approach to assessing and improving the team leadership capabilities of managers. *International Journal of Management, 27*(1), 3-15.

Hopen, D. (2010). The changing role and practices of successful leaders. *Journal for Quality Participation,* (1), 4-9.

House, R. J. (1971). A path-goal theory of leader effectiveness. *Administrative Science Quarterly, 16,* 321-338.

House, R. J. (1996). Path-goal theory of leadership: Lessons, legacy, and a reformulated theory. *Leadership Quarterly, 7*(3), 323-352.

Jamiesen, S. (2004). Likert scales: How to (ab)use them. *Medical Education, 38:*1217-1218.

Jung, D. I. & Avolio, B. J. (1999). Effects of leadership style and followers' cultural orientation on performance in group and individual task conditions. Academy of Management Journal, 42, 208-218.

Just, R. A. (2011). The differences in leadership styles among generation cohorts of small business leaders and their relationship to organizational outcomes. Capella University. ProQuest Dissertations and Theses.

Katz, D. & Kahn, R.L. (1952). Some recent findings in human relations research, In E. Swanson, T. Newcombe and E. Hartley (eds), Readings in social psychology, NY: Holt, Reinhart and Winston.

Kearney, E. & Gebert, D. (2009). Managing diversity and enhancing team outcomes: The promise of transformational leadership. *Journal of Applied Psychology*, *94*(1), 77-89. doi: 10.1037/a0013077.

Kerfoot, K. M. (2010). Listening to see: The key to virtual leadership. *Nursing Economics, 28* (2), 114-118).

Kets de Vries, M. & Korotov, K. (2010*). Developing leaders and leadership development.* INSEAD Working Paper Collection.

King, C. D. (2012). *Case study of employee perceptions of organizational planning for baby boomer retirement.* Capella University. ProQuest Dissertations and Theses, http://search.proquest.com.

Knight, C. F. (2006). Ten rules for leaders. *Leader to Leader, Spring 2006,* 8-12. doi: 10.1002/ltl.171.

Koning, K. H. & De Jong, M. D. (2006) "Measurement of Communication Satisfaction: Evaluating the Communication Satisfaction Questionnaire as a Communication Audit Tool". Paper presented at the annual meeting of the International Communication Association, Dresden International Congress Centre, Dresden, Germany Online from http://citation.allacademic.com/meta/p91378_index.html

Kotter, J. P. (1988). The Leadership Factor. *The Free Press.*

Kotter, J. P. (1990). What Leaders Really Do. *Harvard Business Review Books.* doi: 10:0875848974.

Kotter, J. P. (1998). Winning at change. *Leader to Leader, (10),* 27-33.

Kotter, J. P. (2007). Leading Change. *Harvard Business Review, 85*(1), 96-103.

Kotterman, J. (1999). Leadership verses Management: What's the Difference.

Kouzes, J. & Posner, B. (2007). *The Leadership Challenge* (4th ed.). San Francisco: Jossey-Bass.

Laerd Statistics. (2014). ANOVA using SPSS22. https://statistics.laerd.com/spss-tutorials

Lambert, M. J., Burlingame, G. M., Umphress, V., Hansen, N. B., Vermeersch, D. A., Clouse, G. C., & Yanchar, S. C. (1996). The Reliability and Validity of the Outcome Questionnaire. *Clinical Psychology & Psychotherapy, 3*(4), 249-258.

Leroy, H., Palanski, M., & Simons, T. (2011). Authentic leadership and behavior integrity as drivers of follower commitment and performance. *Journal of Business Ethics.* doi:10.1007/s10551-011-1036-1.

Lazarus, C. N. (2011). Simple Keys to Effective Communication. https://psychologytoday.com

Likierman, A. (2009). Successful leadership – how would you know? *Business Strategy Review, Spring 2009*, 44-49. doi: 10.1111/j.1467-8616.2009.00579x.

Lipman, V. (2013). The secret to effective delegation. Retrieved from http://www.forbes.com/sites/victorlipman/2013/06/03/the-secret-to-effective-delegation/

McKay, S. (2010). Communication failure. *Nursing Standard, 24*(27), 61.

McNamara, P. (2013). Six tips to communicate like a leader. *The Globe and Mail*, Leadership Lab, Nov 4, 2013. report-on-business/careers/leadership-lab/six-tips-to-communicate-like-a-leader/article15250357/.

Merriam-Webster Dictionary. (1993). Merriam Webster's Collegiate Dictionary (10th ed.). Springfield, MA: Merriam-Webster Inc.

Mertz, J. (2011). Lead from the middle: The 9 new, new leadership principles. *Millennial Leadership. http://www.thindifference.com/2011/12/08/lead-from-the-middle-the-9-new-new-leadership-principles.*

Mikolul, K. (2013). Leadership Characteristics: What do professionals look for in a team leader? https://www.udemy.com/blog/leadership-characteristics.

Miles, A. M. & Huberman, M. B. (1994). Qualitative data analysis: An expanded source book. www.psynet.apa.org.

Miller, G. (2013). *Modern Electronic Communication (9th ed).* Prentice Hall.

Moore, S. (2013). 11 questions Boomers need to answer about the rest of their life. *Inside Tucson Business*. 5/3/2013, 22 (49). 14-14.

Morris, C. (2011). *A quantitative study about job satisfaction perception among four generational cohorts.* Capella University. ProQuest Dissertations and Theses, http://search.proquest.com.

Myers, K. K. & Sadaghiani, K. 2010). Millennials in the workplace: A communication perspective on millennial's organizational relationships and performance. *Journal of Business and Psychology*, *25*(2). 225-238. doi:10:1007/s10989-010-9172-7.

Naylor, P., Gkolia, C., & Brundrett, M. (2006). Leading from the Middle: an initial study of impact. *Management in Education 20*(1), 11-16. doi: 10.1177/08920206060200010301.

Northouse, P. G. (2004). *Leadership: Theory and Practice* (3rd ed.). Thousand Oaks: SAGE Publications.

Phillips, S. (2011). *X and Y: The impact of the gap.* Gonzaga University. ProQuest Dissertations and Theses, http://search.proquest.com.

Pita, K. (2012), "Five generations in the workplace", Fairfield County Business Journal, 48 (8), p. 27.

Prive, T. (2012). *Top ten qualities that make a great leader*. http://www.forbes.com/sites/tanyaprive/2012/12/19/top-10-qualities-that-make-a-great-leader.

Rainey, C. (2013). 10 ways to build trust through communication. *850 Magazine.* http://www.850businessmagazine.com/April-May-2013.

Randall, M. (2013). 6 Steps for more effective delegation. www.fastcompany.com.

Rees, J. (1998). Effective Communication Face to Face. *Communication in Management.* London:Select Knowledge Limited.

Richason, O. (2012). What is Effective Workplace Communication. Retrieved from http://smallbusiness.chron.com/effective-workplace-communication-822.html.

Rodriguez, T. & Kotarba, J. (2009). Postmodern philosophies of science: pathways to nursing reality. *Southern Online Journal of Nursing Research*, *9*(1).

Rosen, K. (2013). 10 Steps to effective delegation. www.keithrosen.com.

Schriesheim, C. A. & Neider, L. L. (1996). Path-goal leadership theory: The long and winding road. *Leadership Quarterly*, 7(3), 317–321.

Schullery, N. M. (2013). Workplace engagement and generational differences in values. *Business Communication Quarterly*. www.bcq.sage.com.

Schultz, R. W. (2010). Exploring leadership within the modern organization: Understanding the dynamics of effective leadership of a virtual, multigenerational workforce. Capella University. ProQuest Dissertations and Theses, Retrieved from http://search.proquest.com.

Shriberg, M. (2002). Institutional assessment tools for sustainability in higher education: Strengths, weaknesses, and implications for practice and theory. *International Journal of Sustainability in Higher Education, 3(3),* 254-270.

Sessa, V., Kabacoff, R., Deal, J., & Brown, H. (2007). Generational differences in leader values and leadership behaviors. *The Psychologist-Manager Journal, 10*(1). 47-74.

Siegel, A. F. (2000). *Practical Business Statistics* (Fourth Ed.). Boston: Irwin-McGraw-Hill.

Simons, N. (2010). Leveraging Generational Work Styles to Meet Business Objectives. *Information Management. Jan'Feb2010 44*(1) 28-33.

Stogdill, R. M. & Shartle, C. L. (1948). Methods for determining patterns of leadership behavior in relation to organization structure and objectives. *Journal of Applied Psychology, 32*(3), 286-291. doi:10.1037/h0057264

Swiggard, S. B. (2011). *Generations and employee commitment: An exploration of the impact of changes in technology, home and family structure, and employer-employee relationships.* Capella University. ProQuest Dissertations and Theses, Retrieved from http://search.proquest.com.

Tatusko, A. (2012). The Strained Partnership Between Secularization and Sectarianism in Higher Education. Retrieved from http://scholarship.shu.edu/dissertations.

Tavakol, M. & Dennick, R. (2011). Making sense of Cronbach's alpha, International *Journal of Medical Education,* 2, 53-55. doi: 10.5116/jime.4dfb.8dfd.

Taylor, C. (2012). Statistics: One and two way ANOVA in Excel. http://statistics.about.com

Towler, A. J. (2003). Effects of charismatic influence training on attitudes, behavior, and performance. *Personnel Psychology, 56(2),* 363-381.

TRG. (1992). How to use feedback to improve performance. http://www.trg-inc.com/resources/articles/feedback.html

Twenge, J. M., Campbell, S. M., Hoffman, B. J., & Lance, C. E. (2010). Generational differences in work values: Leisure and extrinsic values increasing, social and intrinsic values decreasing. *Journal of Management 2010, 36*, 1117-1142. Downloaded from jom.sagepub.com at Capella University on February 8, 2012.

U.S. Department of Health and Human Services (1979). Belmont report (45 CFR 46). [DHEW Publication No. (OS) 78-0012]. Washington D.C.: U.S. Department of Health, Education, and Welfare.

Varona, F. (1996). Relationships between communication satisfaction and organizational commitment in three Guatemalan organizations.

Walumbwa, F., Avolio, B., & Zhu, W. (2008). How transformational leadership weaves its influence on individual job performance: The role of identification and efficacy beliefs. *Personal Psychology, 64*(4), 793-825. doi: 10.1111/j.1744-6570.2008.00131.x.

Walumbwa, F., Peterson, S., Avolio, B., & Hartnell, C. (2010). An investigation of the relationships among leader and follower psychological capital, service climate, and job performance. *Personnel Psychology, 63* (4), 937-963.

Watson, T. (2013). The power of effective communication. www.towerswatson.com.

Wheeler, D. J. (2000). *Normality and the Process Behavior Chart.*

Wilson, K. S., Sin, H. P., & Conlon, D. E. (2010). What about the leader in Leader-Member Exchange? The impact of resource exchanges and substitutability on the leader. *Academy of Management Review, 35*(3), 358-372. doi: 10.5465/AMR.2010.51141654.

Yeatts, D. & Hyten, C. (1998). *High-Performing Self-Managed Work Teams: A Comparison of Theory and Practice.* Academy of Management Review, 23 (4) (Oct. 1998), 816-818.

Yukl, G. & Mahsud, R. (2010). Why flexible and adaptive leadership is essential. *Consulting Psychology Journal: Practice And Research, 62*(2), 81-93. doi:10.1037/a0019835

Yukl, G. (2010). *Leadership in Organizations (7th ed.).* Upper Saddle River: Prentice Hall.

Zaccaro, S. J., Rittman, A. L., & Marks, M. A. (2001). Team Leadership. *Leadership Quarterly, 12*(4), 451.

Zaiontz, C. (2013). Real Statistics Resources. http://www.real-statistics.com.

Zikmund, W. (2000). *Business Research Methods.* Dryden Press.

APPENDIX A. STATEMENT OF ORIGINAL WORK

Academic Honesty Policy

Capella University's Academic Honesty Policy (3.01.01) holds learners accountable for the integrity of work they submit, which includes but is not limited to discussion postings, assignments, comprehensive exams, and the dissertation or capstone project.

Established in the Policy are the expectations for original work, rationale for the policy, definition of terms that pertain to academic honesty and original work, and disciplinary consequences of academic dishonesty. Also stated in the Policy is the expectation that learners will follow APA rules for citing another person's ideas or works.

The following standards for original work and definition of *plagiarism* are discussed in the Policy:

> Learners are expected to be the sole authors of their work and to acknowledge the authorship of others' work through proper citation and reference. Use of another person's ideas, including another learner's, without proper reference or citation constitutes plagiarism and academic dishonesty and is prohibited conduct. (p. 1)
>
> Plagiarism is one example of academic dishonesty. Plagiarism is presenting someone else's ideas or work as your own. Plagiarism also includes copying verbatim or rephrasing ideas without properly acknowledging the source by author, date, and publication medium. (p. 2)

Capella University's Research Misconduct Policy (3.03.06) holds learners accountable for research integrity. What constitutes research misconduct is discussed in the Policy:

> Research misconduct includes but is not limited to falsification, fabrication, plagiarism, misappropriation, or other practices that seriously deviate from those that are commonly accepted within the academic community for proposing, conducting, or reviewing research, or in reporting research results. (p. 1)

Learners failing to abide by these policies are subject to consequences, including but not limited to dismissal or revocation of the degree.

Statement of Original Work and Signature

I have read, understood, and abided by Capella University's Academic Honesty Policy (3.01.01) and Research Misconduct Policy (3.03.06), including the Policy Statements, Rationale, and Definitions.

I attest that this dissertation or capstone project is my own work. Where I have used the ideas or words of others, I have paraphrased, summarized, or used direct quotes following the guidelines set forth in the APA *Publication Manual*.

Learner name and date	Daniel J. Loynes
Mentor name and school	Terry M. Walker, Ph.D., School of Business and Technology

APPENDIX B: RESPONSES TO STUDY QUESTIONS

Comparison of Responses to Study Questions

For reference: EL = Electronic mail
TX=Texting
FF = Face-to-Face communication

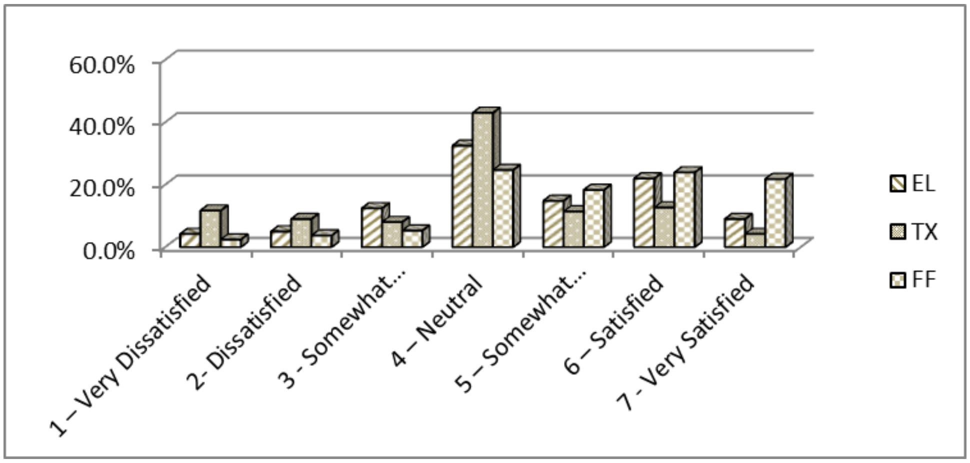

Figure B1: *Responses to study question 1: Information about my progress in my job.*

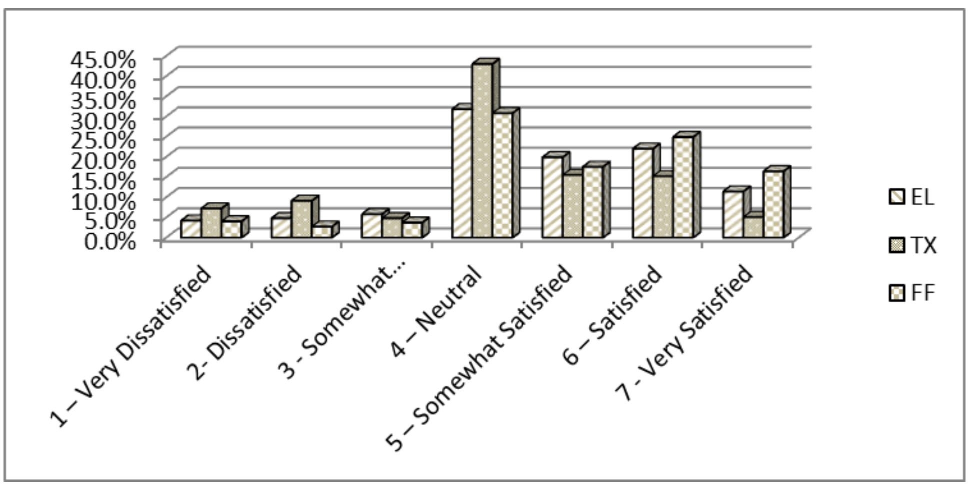

Figure B2: *Responses to study question 2: Personal news.*

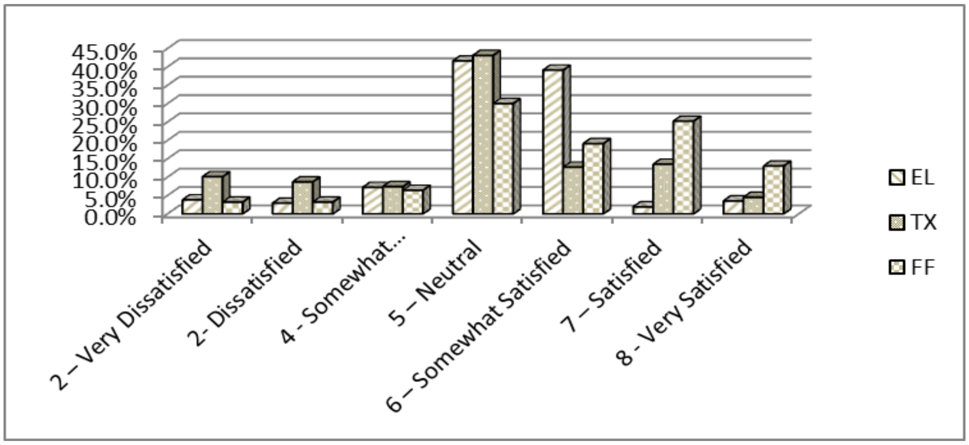

Figure B3: *Responses to study question 3: Information about organizational policies and goals.*

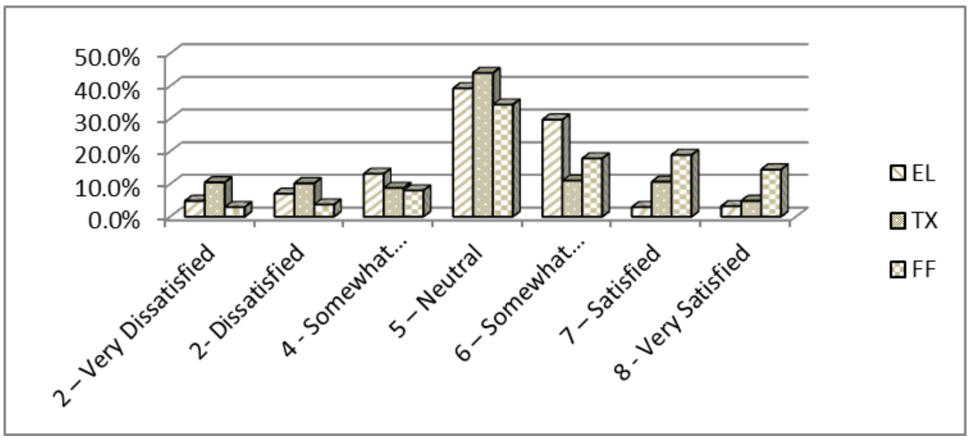

Figure B4: *Responses to study question 4: Information about how my job compares with others.*

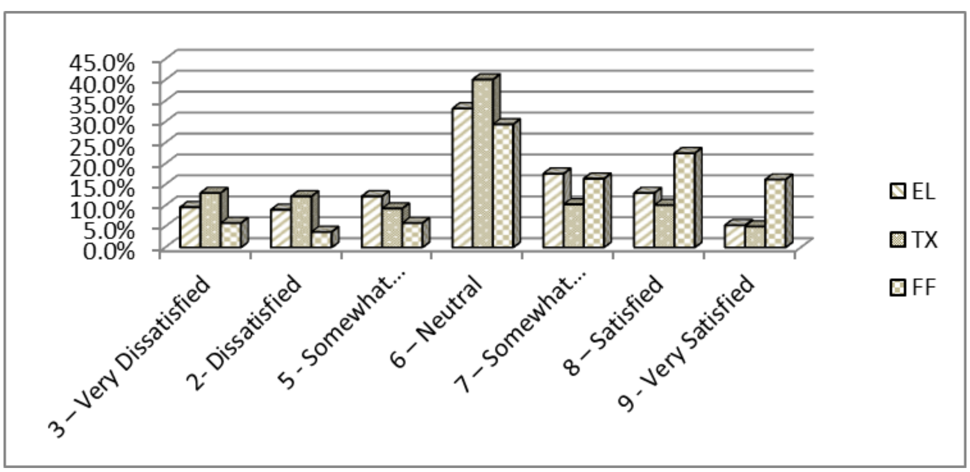

Figure B5: *Responses to study question 5: Information about how I am being judged.*

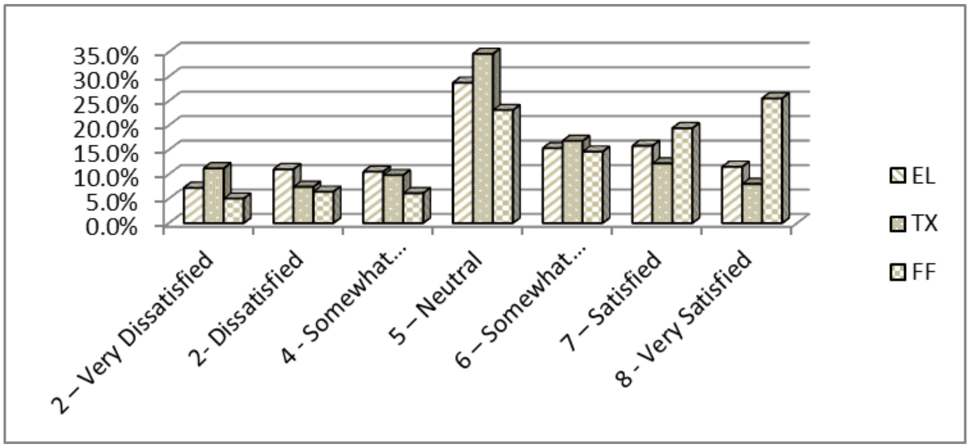

Figure B6: *Responses to study question 6: Recognition of my efforts.*

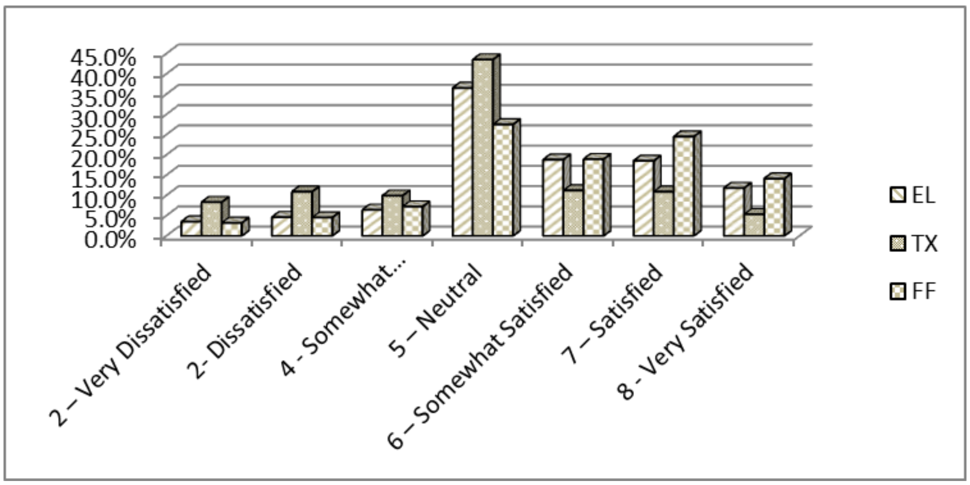

Figure B7: *Responses to study question 7: Information about my departmental policies and goals.*

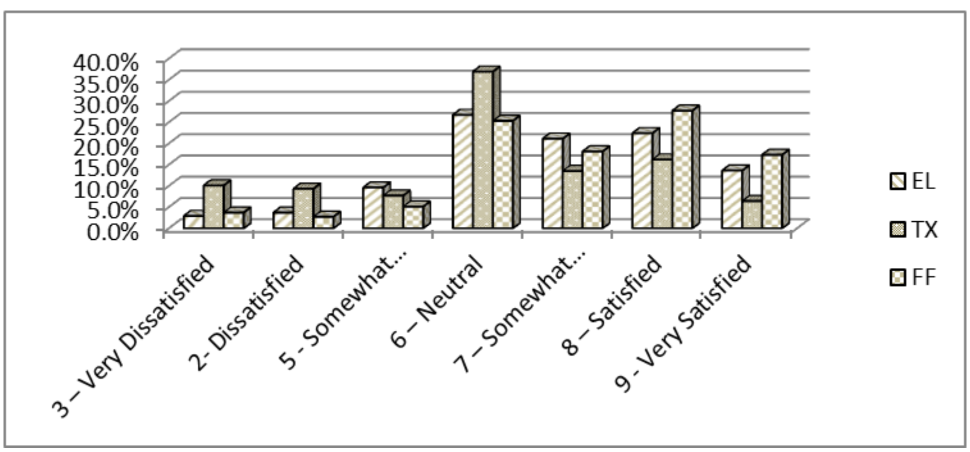

Figure B8: Responses *to study question 8: Information about the requirements of my job.*

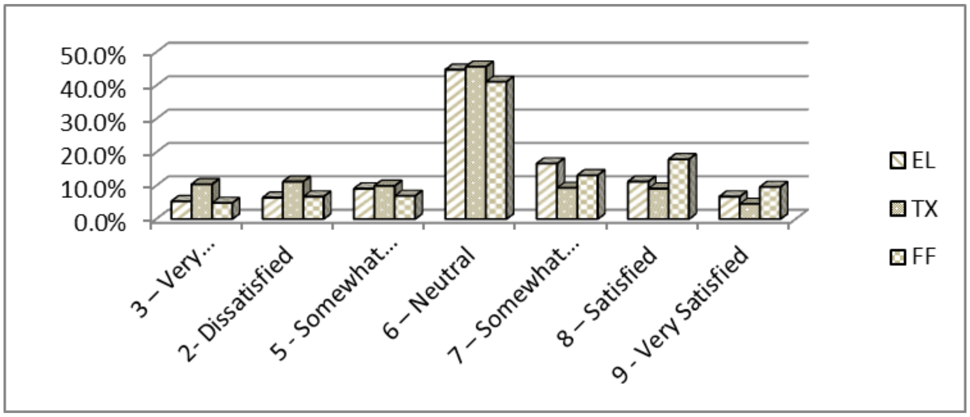

Figure B9: *Responses to study question 9: Information about government action against my organization.*

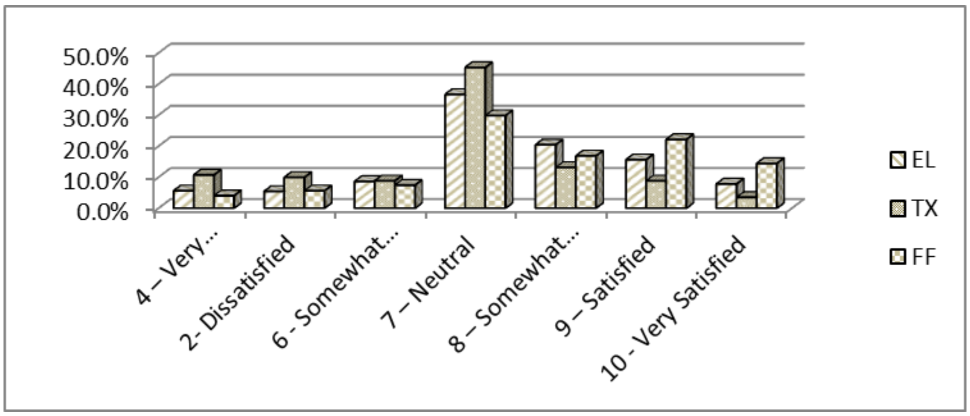

Figure B10: *Responses to study question 10: Information about changes in our organization.*

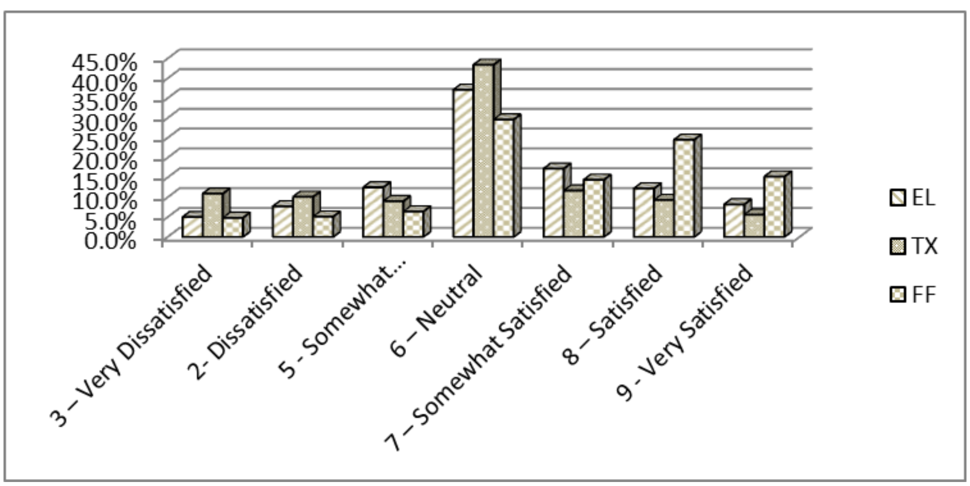

Figure B11: *Responses to study question 11: Reports on how problems in my job are being handled.*

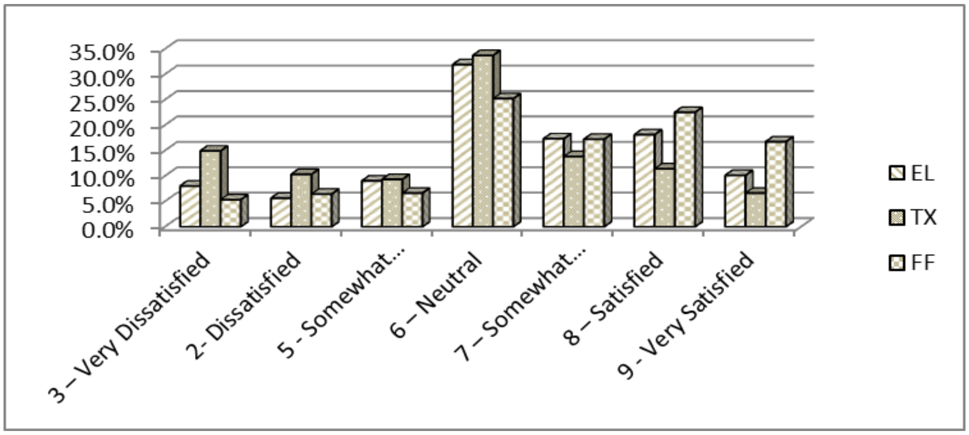

Figure B12: *Responses to study question 12: Information about benefits and pay.*

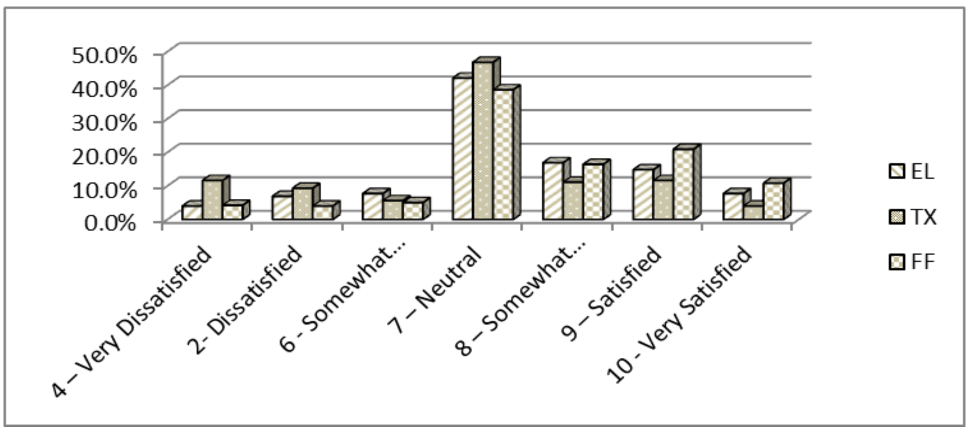

Figure B13: *Responses to study question 13: Information about my organization's financial standing.*

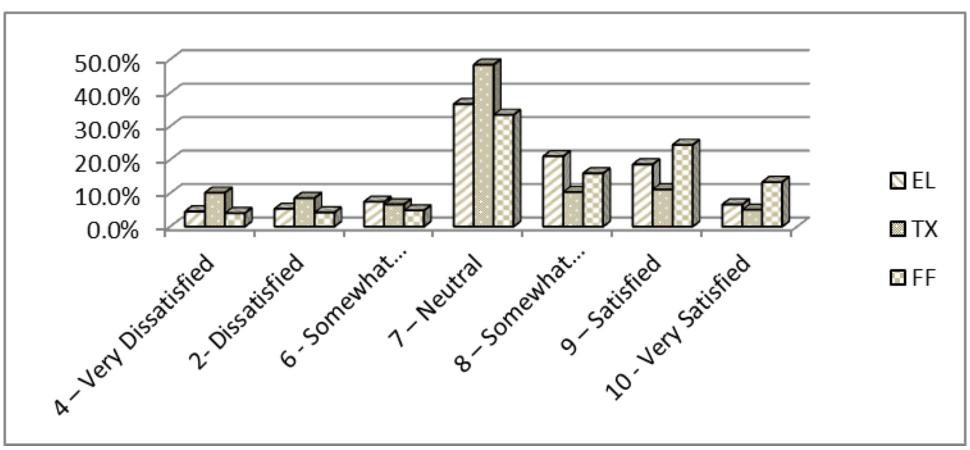

Figure B14: *Responses to study question 14: Information about accomplishments and/or failures of the organization.*