

Exploring Transformational Leadership, Employee Well-Being, and the Moderating
Influence of Generational Cohort

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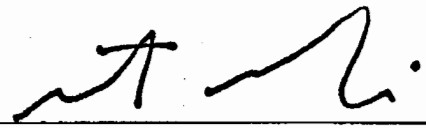
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Abstract

Voluntary and involuntary turnover negatively affects morale, employee well-being, and drains innovation and creativity. The problem investigated in this study was the need to identify if a relationship existed between transformational leadership attributes and employee well-being, as moderated by the employee's generational cohort. Building a better understanding of this relationship could serve to improve organizational success and performance, minimizing employee turnover and dissatisfaction in the process, and expanding the reach and potential applications of transformational leadership theory. Despite widespread usage, transformational leadership theory has continued to develop, but has not been utilized to address the effect the generational cohort may have on leadership and employee well-being. The purpose of this non-experimental, quantitative, ex post facto study was to determine whether a relationship existed between transformational leadership attributes of leaders and employee well-being, and if generational cohort moderated this relationship. Data were collected using a combination of the Multifactor Leadership Questionnaire (MLQ-5X Short) and the General Health Questionnaire (GHQ-28). Participants in this study were a random sample of 125 employees working in a financial services organization located in the Midwest. The results of this study indicated that the moderating influence of generational cohort was not statistically significant in the relationship between transformational leadership attributes and employee well-being. However, this study continues to support past research on the positive relationship between transformational leadership and employee well-being. Leaders should continue to utilize transformational leadership no matter what generation the employee might identify. Recommendations for future research include the use of a longitudinal study, measuring

each well-being component to each of the transformational leadership attributes, using a qualitative study to increase the depth of understanding of leaders, followers, and well-being, or using a larger population or a different industry.

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Chapter 1: Introduction

Retaining employees has been a critical goal for leaders within organizations to ensure success. Employees do not leave an organization, but rather leave because of a poor leader (Kouzes & Posner, 2010). Voluntary turnover in organizations has continued to plague leaders who strive to achieve business goals and ensure an organization's sustainability (Mathieu, 2012). Approximately 81% of employees who have voluntarily left an organization attributed leaving to poor leadership practices (Longenecker & Fink, 2013). The cost to replace an employee has been approximately 20% of their salary (Mathieu, 2012). This cost further challenges the financial stability within an organization. Employees decide to stay with an organization due to good leadership practices. Good leaders provide employees with challenging work that provides a sense of accomplishment, as well as meaningful, and purposeful (Kouzes & Posner, 2010).

Poor leadership practices can negatively affect an employee's well-being (Mathieu, 2012). Negative attributes associated with employee well-being include somatic symptoms, anxiety, social dysfunction, and severe depression (Nixon, Mazzola, Bauer, Kruger, & Spector, 2011). Employees who experience negative well-being cost an organization \$15-\$30 billion in disability claims to treat the mental and physical health of employees (Mathieu, 2012). Finally, the generation in which an employee belongs influences the type of leadership style that is effective to support individual and organizational successes (Haynes, 2011). An employee's generational cohort also contributes to the definition and importance of work-life balance (Mathieu, 2012).

The objective of this research study was to determine the relationship between transformational leadership attributes and employee well-being, as moderated by the

employee's generational cohort. Building a better understanding of this relationship could serve to improve organizational success and performance, minimizing employee turnover and dissatisfaction in the process, and expanding the reach and potential applications of transformational leadership theory (Men, 2014).

Background

Employees decide to stay with an organization because they find the work to be challenging, rewarding, meaningful, and purposeful (Kouzes & Posner, 2010). Research on transformational leadership has provided an explanation as to why transformational leaders are able to keep employees. Transformational leadership proves that transformational leaders provide good reasons for employees to stay with organizations. From the data, researchers and stakeholders have been able to better understand an individual's perceptions, individual reactions to a particular phenomenon, and provide an explanation about an individual's behaviors within an environment (Bass, 2008). Transformational leaders help employees achieve goals through vision alignment, along with providing the necessary confidence to take risks when creating innovative business solutions (Bass, 2008). Transformational leaders have worked to express how valuable employees are within the organization, by offering professional development opportunities, as well as coaching, and mentoring individuals in an effort to alleviate stress and reduce the likelihood of burnout. Productive and satisfied employees are an organization's best asset, and leaders who recognize this help to ensure an organization's success.

The majority of the research on transformational leadership indicated that this form of leadership was positive (Avolio, Walumbwa, & Weber, 2009; McMurray, Pirola-Merlo, Sarros, & Islam, 2010; Nielsen & Daniels, 2012; Nielsen & Munir, 2009; Nixon et al., 2011;

Skakon, Nielsen, Borg, & Guzman, 2010). Research by Avolio et al. (2009) indicated that those who follow transformational leaders align with the organization's morals and values, leading to increased trust in the leader. Aligning the moral and value foundations of followers' with those of the organization demonstrated the necessary relationship to support individual development that includes innovation (Avolio et al., 2009; Bass, 2008).

Transformational leadership behaviors have been one of the most effective methods to minimize managerial issues that arise with employees (McMurray et al., 2010; Nielsen & Munir, 2009; Nixon et al., 2011; Skakon et al., 2010).

Transformational leadership is a valuable leadership behavior that has positively influenced employees' performance and overall well-being (Gillet, Fouquereau, Bonnaud-Antignac, Mokoukolo, & Colombat, 2013). By recognizing the associated value of transformational leadership behaviors, organizations can begin to create and establish more directed leadership growth while at the same time create effective stress mitigation programs (Gillet et al., 2013). By reducing employees' stress through positive transformational leadership behaviors such as showing admiration and demonstrating respect and trust in employees', organizational leaders will be able to retain employees by increasing employee well-being (Gillet et al., 2013). By discovering if a relationship exists between transformational leadership attributes and employee well-being, and generational cohort as a moderator, leaders can positively influence a reduction in employee stress, decrease employee turnover, and stimulate innovation within the organization.

Statement of the Problem

Turnover in organizations has represented an ongoing challenge for leaders, oftentimes negatively affecting individual performances, organizational performance, and

even exposing organizations and their workforce to risks (Gillet et al., 2013). On average, the cost to replace an employee is equal to 20% of his or her salary (Mathieu, 2012). In addition, an average of 30% of disability claims equaling \$15- \$30 billion is associated with health care costs required to treat the mental and physical health of employees (Mathieu, 2012). Today, organizational leaders also face generational challenges for the first time. The generational cohort creates additional challenges for leaders working to decrease voluntary turnover (Mathieu, 2012). The general problem was that 81% of employees who voluntarily leave a job was associated with a boss' lack of respectable character or perceived incompetence (Longenecker & Fink, 2013). Nonetheless, turnover in the U.S. continues to plague the growth and sustainability of companies in today's competitive marketplace (Mathieu, 2012).

The specific problem was that it is not known what relationship, if any, exists between transformational leadership attributes and employee well-being, as moderated by the employee's generational cohort. Building a better understanding of this relationship could serve to improve organizational success and employee performance by minimizing voluntary turnover while simultaneously expanding the reach and additional applications of transformational leadership theory (Men, 2014). Transformational leadership has been linked to lower voluntary turnover rates (Men, 2012). Isolating each independent variable as an individual attribute and evaluating each to employee well-being served to uncover associations' to each individual variable (Men, 2014). Despite widespread usage, this theory has continued to develop, but has not been utilized to address the influence the generational cohort may have on leadership and employee well-being (Men, 2014).

Purpose of the Study

The purpose of this non-experimental, quantitative, ex post facto study was to determine whether a relationship existed among certain transformational leadership attributes of leaders and their employees' well-being, as moderated by the generational cohort. Importantly, the researcher collected current data to perform the non-experimental, quantitative, ex post facto design of this study. Through this approach, the researcher identified additional knowledge from the data to educate leaders on the potential influence of an individual's generational cohort and its moderating effect on employee well-being. A researcher utilizing a quantitative study design can examine the data to determine if a moderating relationship between variables exists (Black, 2005).

The independent variables for the study consisted of transformational leadership attributes of leaders. The independent variables came from the Multifactor Leadership Questionnaire (MLQ-5X Short; Bass & Avolio, 2004). These attributes included idealized influence (charisma), inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 2008). The dependent variable, taken from the General Health Questionnaire-28 (GHQ-28), measured employee well-being (Nixon et al., 2011). The score from the GHQ-28 was a composite score resulting from specific questions addressing somatic symptoms, anxiety, social dysfunction, and severe depression (Nixon et al., 2011). To clarify, a lower composite score translates to a healthier participant with a higher well-being quotient (Nixon et al., 2011). Alternatively, a higher composite score translates to an unhealthier participant with a lower well-being quotient (Nixon et al., 2011).

In addition, the moderating effects of generational cohort were tested. Data regarding the moderating variable of generational cohort was determined via the

corresponding survey question regarding the participant's birth year. The researcher used a random sample of employees working at a regionally located financial organization in the Midwest. The researcher chose this organization as the location of the study because leaders within the organization consistently work to lower voluntary turnover through various programs that include professional development, employee engagement, and through career laddering. However, leaders within this organization still face a turnover rate of 20%, which is higher than the national level of 7% and the industry level of 5% (Bureau of Labor Statistics). Online administration of the Multifactor Leadership Questionnaire (MLQ-5X Short; Bass & Avolio, 2004) and the General Health Questionnaire (GHQ-28; Goldberg & Williams, 2006) comprised the tools to collect the necessary data.

Theoretical Framework

Transformational leadership is a theory originally developed by Burns in 1978 to explain leadership in politics. In 2003, Burns presented the idea of transformational leadership in the workplace as a way to shape work environments and employee commitment (Kouzes & Posner, 2010). Other researchers have developed different views of transformational leadership since the initial introduction by Burns. Avolio and Bass (1991) created a transformational leadership theory comprised of three major typologies of leadership: (a) transformation, (b) transactions, and (c) non-transactional laissez-faire leadership. Bass and Avolio (1993) went on to identify that transformational and transactional leadership styles influenced an organization's culture. Through the development of an Organizational Description Questionnaire, Bass and Avolio (1993) identified applicable and descript quadrants describing a particular leadership style and the resulting cultural impact. Bennis and Nanus (1985) identified transformational leadership as

a behavior that changes an organization's focus. Leaders who help followers accomplish goals are able to transform followers into leaders, and leaders in turn effect change within the organization. Kouzes and Posner (2010) viewed transformational leadership using five observable behaviors: (a) model the way, (b) inspire a shared vision, (c) challenge the process, (d) enables others to act, and (e) encourage the heart. Avolio et al. (2009) identified authentic leadership as a leadership style in which leader development and follower self-awareness are the focuses. A leader who focuses on leader-follower relationships is able to instill a higher level of trust, which results in greater engagement and improved well-being that positively affects worker performance (Avolio et al., 2009).

Regardless of the specific theory, transformational leaders have placed a focus on empowering followers to be instrumental in organizational change by appealing to employees to go beyond their self-interests for the sake of the organization (Bass, 2008). Transformational leaders are intellectually stimulating, using rational thinking and problem-solving skills to interact with followers (Bass, 2008). Transformational leaders place followers' goals and values ahead of their own (Bass, 2008). Transformational leadership behavior motivates followers by focusing on explaining a clear and inspiring message using charismatic behavior (Tims, Bakker, & Xanthopoulou, 2011). Individuals follow charismatic leaders because of the personal trust demonstrated through a solidly communicated vision from the leader (Tims et al., 2011). Some examples of transformational leaders include Martin Luther King, Nelson Mandela, and President Kennedy from a social advocacy standpoint, and Steve Jobs, Warren Buffet, and Bill Gates from a business perspective (Northouse, 2013). Each of these leaders was a charismatic visionary who focused on common values between themselves and their followers in order

to achieve significant changes. These leaders transcended the goals he or she personally wanted to accomplish in order to embrace their followers' interests (Tims et al., 2011). Transformational leaders achieve results that appeal to the masses using key emotional qualities (Tims et al., 2011).

Weaknesses of transformational leadership include the inability to measure the activities of a transformational leader due to the lack of measurable results (Bass, 2008). Since transformational leaders focus on individual traits, educating employees on this method of leadership style becomes challenging because of individual differences (Bass, 2008). In addition, transformational leadership can negatively influence others to accept a negative set of values as positive based on the words and actions of a transformational leader (Bass, 2008). A charismatic leader does not necessarily mean that the leader is transformational. Charismatic leaders are charming, likeable, and compelling. Transformational leaders use motivation to institute transformation or change within a culture (Northouse, 2013). Historians have identified Hitler, Stalin, and Mussolini as examples of evil charismatic leaders (Northouse, 2013). For example, Hitler used charm and charisma to convince masses of German people to rise up and engage in war activities throughout Europe during World War II.

Bass (2008) identified "four transformational leadership factors: charisma, inspirational motivation, intellectual stimulation, and individual consideration" (p. 20). The charisma factor is also known as idealized influence (Avolio et al., 2009). Idealized influence is a behavior demonstrated by a transformational leader who allows followers to identify with the leader (Bass, 2008). Transformational leaders help followers in identifying their values and aligning their values with the organization (Bass & Avolio, 2004). Through

this behavior, leaders become respected, admired, and trusted (Bass, 2008). Inspirational motivation is the ability of the leader to communicate effectively an appealing vision by outlining challenges, using enthusiasm, optimism, and a dedication to a shared vision for the followers (Bass, 2008). Intellectual stimulation occurs when a transformational leader seeks ideas and comments from followers and embraces creativity and innovative solutions (Bass, 2008). In addition, transformational leaders who demonstrate intellectual stimulation work to increase followers' awareness and help followers to view problems from a different perspective as well as supporting creativity in development of solutions to problems (Bass, 2008). Transformational leaders demonstrate individual consideration when the individual leader shows concern for each follower. According to Bass and Avolio (1993), leaders demonstrate individual consideration through individual concern as well as individually focused development by being a coach or mentor.

The majority of the research on transformational leadership indicated that this form of leadership is positive (Avolio et al., 2009; McMurray et al., 2010; Nielsen & Daniels, 2012; Nielsen & Munir, 2009; Nixon et al., 2011; Skakon et al., 2010). Avolio et al. (2009) indicated that those who follow transformational leaders align with the organization's morals and values, leading to increased trust in the leader. Aligning the moral and value foundations of followers' with those of the organization provides the necessary relationship to support individual development that includes innovation (Avolio et al., 2009; Bass, 2008). Transformational leadership behaviors are one of the most effective methods to minimize managerial issues that arise with employees (McMurray et al., 2010; Nielsen & Munir, 2009; Nixon et al., 2011; Skakon et al., 2010). Through further analysis of the research by

Bass (1999), transformational leadership behaviors improved and enhanced follower performance, commitment, loyalty, and helped followers deal with stress in the workplace.

The focus of this research was to examine if a relationship existed between transformational leadership attributes, as identified by Bass (1999), as those attributes relate to effects on employee well-being in an organization, and the moderating effect of generational cohort on this potential relationship. The independent variables for the study were transformational leadership behaviors of leaders in an organization. The dependent variable was employee well-being, which included somatic symptoms, anxiety, social dysfunction, and severe depression. The research in this study involved the use of Bass' theory (1999) of transformational leadership attributes to identify how transformational leadership attributes affect employee well-being.

In conclusion, transformational leadership is a valuable leadership behavior that positively influences employees' performance and overall well-being (Gillet et al., 2013). Business leaders may find the outcomes of this proposed study beneficial because of the high stress and burnout recorded in organizations. By recognizing the associated value of transformational leadership behaviors, organizations can begin to create and establish more directed leadership growth while at the same time create effective stress mitigation programs (Gillet et al., 2013). By reducing employees' stress through positive transformational leadership behaviors such as showing admiration and demonstrating respect and trust in employees, organizational leaders will be able to retain employees by increasing employee well-being (Gillet et al., 2013). Ultimately, through the reduction of turnover, organizational leaders will be able to affect positively the financial success of business in today's challenging economy (Gillet et al., 2013).

Research Questions

In this non-experimental, quantitative, ex post facto study, the researcher explored transformational leadership attributes and their effect on well-being, moderated by generational cohort to answer the four research questions. A quantitative approach allowed the researcher the ability to prove relationships by presenting data with charts, graphs, and numerical outcomes (Black, 2005). The researcher utilized the following research questions to explore the relationship between the variables, using the described approaches to analyze the data.

Q1. What relationship exists, if any, between the transformational leadership attribute of idealized influence (charisma) of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort?

Q2. What relationship exists, if any, between the transformational leadership attribute of inspirational motivation of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort?

Q3. What relationship exists, if any, between the transformational leadership attribute of intellectual stimulation of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort?

Q4. What relationship exists, if any, between the transformational leadership attribute of individual consideration of leaders in an organization, as assessed by the MLQ-

5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort?

Hypotheses

H1_O. There is no significant relationship between the transformational leadership attribute of idealized influence (charisma) of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

H1_A. There is a significant relationship between the transformational leadership attribute of idealized influence (charisma) of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

H2_O. There is no significant relationship between the transformational leadership attribute of inspirational motivation of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

H2_A. There is a significant relationship between the transformational leadership attribute of inspirational motivation of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

H3_O. There is no significant relationship between the transformational leadership attribute of intellectual stimulation of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

H3_A. There is a significant relationship between the transformational leadership attribute of intellectual stimulation of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

H4_O. There is no significant relationship between the transformational leadership attribute of individual consideration of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

H4_A. There is a significant relationship between the transformational leadership attribute of individual consideration of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

Nature of the Study

In this non-experimental, quantitative, ex post facto study, the researcher collected current data to determine whether a relationship existed among certain transformational leadership attributes of leaders and their employees' well-being, as moderated by the generational cohort. Through the data collected, the researcher intended to identify additional knowledge to educate leaders on the potential influence of an individual's generational cohort and its moderating effect on employee well-being. With this study design, the researcher examined the data to determine if a moderating relationship between variables existed (Black, 2005).

The independent variables for the study consisted of transformational leadership attributes of leaders. The independent variables came from the Multifactor Leadership

Questionnaire (MLQ-5X Short; Bass & Avolio, 2004). These attributes included idealized influence (charisma), inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 2008). The dependent variable, taken from the General Health Questionnaire-28 (GHQ-28), measured employee well-being (Nixon et al., 2011). The score from the GHQ-28 was a composite score that resulted from specific questions that addressed somatic symptoms, anxiety, social dysfunction, and severe depression (Nixon et al., 2011). To clarify, a lower composite score translates to a healthier participant with a higher well-being quotient (Nixon et al., 2011). Alternatively, a higher composite score translates to an unhealthier participant with a lower well-being quotient (Nixon et al., 2011). Generational cohort was measured as a nominal variable with four levels: veterans, baby boomers, generation X, and generation Y.

The moderating effects of generational cohort were tested. The employees' generational cohort that was determined by their identification of a time span indicated their specific generational title. The researcher collected a random sample of 119 participants from employees who worked at a regionally located financial organization in the Midwest. Online administration of the Multifactor Leadership Questionnaire (MLQ-5X Short; Bass & Avolio, 2004) and the General Health Questionnaire (GHQ-28; Goldberg & Williams, 2006) comprised the tool to collect the necessary data.

The custom survey was administered online and included a demographic section to collect the gender, time at the organization, position, and generational cohort (see Appendix A). The survey included a combination of the Multifactor Leadership Questionnaire (MLQ-5X Short; Bass & Avolio, 2004; see Appendix B), and the General Health Questionnaire (GHQ-28; Goldberg & Williams, 2006; see Appendix C).

Significance of the Study

The significance of this research project is indisputable when considering that leadership is one of main reasons why employees leave an organization (Mathieu, 2012). The primary reason (81%) employees voluntarily leave a job is because of a boss's lack of respectable character or perceived incompetence (Longenecker & Fink, 2013). Turnover creates excessive expenditures, which if reduced, leaders are better able to meet business goals and contain operating expenses (Longenecker & Fink, 2013). Nonetheless, turnover in U.S. companies continues to plague the growth and sustainability of companies in today's competitive marketplace (Mathieu, 2012).

On average, the cost to replace an employee is equal to 20% of their salary (Mathieu, 2012). In addition, an average of 30% of disability claims equaling \$15- \$30 billion is associated with health care costs required to treat the mental and physical health of employees (Mathieu, 2012). Today, organizational leaders also face generational challenges for the first time placing further challenges on the leader-follower relationship (Amin et al., 2013). Historical events define a generation, which in turn shapes perspectives on effective leadership styles, work-life balance, and work associated stressors, which influence employee well-being (Amin et al., 2013; Haynes, 2011; Kapoor & Solomon, 2011).

Transformational leadership verifies that transformational leaders provide valid reasons for employees to stay with organizations. From the data, researchers and stakeholders are able to better understand an individual's perceptions, individual reactions to a particular phenomenon, and provide an explanation about an individual's behaviors within an environment. Transformational leaders are able to help employees achieve goals through vision alignment, along with providing the necessary confidence to take risks when creating

innovative business solutions. Transformational leaders work to express how valuable employees are within the organization, by offering professional development opportunities, as well as coaching, and mentoring individuals in an effort to alleviate stress and reduce the likelihood of burnout. Productive and satisfied employees are an organization's best asset, and leaders who recognize this help to ensure an organization's success.

Definition of Key Terms

The literature on transformational leadership attributes and well-being contains many terms to explain the various dynamics of each concept. The following terms provide a basis for understanding and insight into the critical terms involved in this particular research.

Baby boomer. Individuals born between 1946 and 1964, who experienced a shift in the workplace from industry to office-based environments, have a solid work ethic, enjoy teams, and prefer a less formal, but personal form of communication are considered to be baby boomers (Haynes, 2011).

Generation X (Gen X). Gen X are individuals born between 1965 and 1980, also known as Gen Xers, prefer to perform job duties singularly, enjoy challenging and questioning others, and prefer instant feedback on performance (Haynes, 2011).

Generation Y (Gen Y). Individuals known as Gen Yers were born between 1981 and 2000 and prefer a participative style in the workplace, ideally seeking a collaborative communication style (Haynes, 2011).

Idealized influence (Charisma). An idealized influence (charisma) is a transformational leadership attribute in which a leader demonstrates trustworthy behaviors, emphasizes values, and stresses the importance of purpose and vision, which results in followers striving to emulate their leader's performance (Bass & Avolio, 2004).

Individualized consideration. An individualized consideration is a transformational leadership attribute in which a leader listens attentively to identify each individual follower's different needs and goals (Bass & Avolio, 2004).

Inspirational motivation. An inspirational motivation is a transformational leadership attribute demonstrated by a leader by motivating followers through evocative work that is challenging and fulfilling (Bass & Avolio, 2004). Through this motivation, followers are able to achieve the vision presented by the transformational leader by striving to exceed expectations (Bass & Avolio, 2004).

Intellectual stimulation. Intellectual stimulation is a transformational leadership attribute in which a leader stimulates followers to perform by supporting an individual's contribution to solving problems using new idea generation by questioning and reframing problems (Bass & Avolio, 2004).

Transactional leadership. Transactional leadership is a leadership style in which leaders focus on a follower's performance by rewarding good performance and punishing bad performance (Bass & Avolio, 2004). This leadership style is most effective in environments in which problems are simple and defined (Bass & Avolio, 2004). Creativity is not embraced and no new solutions are developed (Bass & Avolio, 2004).

Transformational leadership. Transformational leadership is a leadership style in which leaders work to raise followers to higher levels of motivation, inspiration, and achievement. A leader uses his or her ability to transform followers using inspiration and empowerment by placing emphasis on emotions, values, ethics, standards, and long-term goals (Bass & Avolio, 2004).

Veterans. These individuals were born between 1922 and 1945 and known as traditionalists. They grew up with a sense of duty and demand command and control in the workplace as well as expect formal communications (Haynes, 2011).

Summary

Transformational leadership attributes are valuable leadership skills with regard to their effects on employees' performance and overall well-being in an organization. Specifically, business leaders will find the outcomes of this proposed study beneficial. By recognizing the associated value of transformational leadership attributes, organizational leaders can begin to create and establish more directed leadership growth programs. In conducting this research study, the discovery of a relationship between transformational leadership attributes and employee well-being, and generational cohort as a moderator, can help leaders positively influence a reduction in employee stress, decrease employee turnover, and stimulate innovation within the organization.

Finally, leaders who are able to understand generational identify can determine the best method for leading within a multigenerational workforce. A leader in today's workforce has many variables to consider when evaluating the effects of leadership style on employee well-being. Generational cohort is a potential moderator that could influence the relationship between transformational leadership style and employee well-being. A leader who takes the opportunity to understand how each generation identifies with a particular leadership style can potentially create a work environment that provides the necessary variable that aids employees meeting organizational goals.

Chapter 2: Literature Review

Purpose of the Study

The purpose of this non-experimental, quantitative, ex post facto study was to determine whether a relationship existed among certain transformational leadership attributes of leaders and their employees' well-being, as moderated by the generational cohort. Importantly, the researcher collected current data to perform the non-experimental, quantitative, ex post facto design of this study. Through this approach, the data identified additional knowledge to educate leaders on the potential influence of an individual's generational cohort and its moderating effect on the relationship between transformational leadership attributes and employee well-being. A researcher utilizing a quantitative study design can examine the data to determine if a moderating relationship between variables exists (Black, 2005).

This literature review begins with a definition of leadership, followed by an analysis of the leadership periods. The review continues with a focus on how transformational leadership influences follower well-being, creativity and innovation, and generational cohort relationships.

Documentation

Online research databases included EBSCO, ProQuest, PSYCinfo, and Google Scholar for the literature review. Additional search engines included Roadrunner Search, Sage Journals Online, and Science Direct to collect relevant sources. Search terms included *transformational leadership, transactional leadership, leader-member exchange, trait theory, behavior theory, employee well-being, leadership style and employee creativity, employee retention and leadership style, transformational leadership and employee well-*

being, generation and leadership style, and generations in the workplace. The search consisted of peer-reviewed, scholarly journal articles published between 1940–2015.

Additional searches were conducted to access journal articles published within the last 5 years. In addition, the researcher purchased original works to ensure a complete source listing for the literature review to support the need for the study.

Leadership Definitions

To understand leadership theories, an individual must first define leadership. Bass (2004) stated that finding one clear definition of leadership is futile because leadership is defined many different ways and that the definition focuses on situations. Northouse (2013) indicated that leadership is a process in which one person works to engage individuals to achieve a common goal. A leader seeks to influence others to embrace a common vision (Northouse, 2013). For a leader to be successful he or she must engage with followers if business goals are going to be met (Bass, 2008). The key for leaders in the business world is to understand that the environment of business has changed, which has required a change in skills and the ability to understand varying complexities found in the business world. A paradigm shift occurred in the skill set required to be a successful leader in the business world. Included in the new paradigm is the ability to provide both change and crisis management; the willingness to empower employees; ability to successfully collaborate and bring people together to identify cross-functional solutions (Glynn & DeJordy, 2010). Leaders must identify and accept that diversity is a valuable commodity in business transactions, understanding that a significant need exists to have a purpose and finally the ability to be humble (Glynn & DeJordy, 2010). Leaders should strive to create a positive work environment, which supports individuals to perform better individually and in teams

(Glynn & DeJordy, 2010). Leaders must recognize and accept that in order for a business to be successful, follower support is necessary (Van Wart, 2013). Through this study, the researcher focused on the idea that transformational leaders embody the most effective aspects of the aforementioned definitions of leadership. Transformational leaders create a positive work environment through practicing vision alignment, providing confidence, offering professional development, coaching, and mentoring employees—all of which promote the success of an organization (Tims, Bakker, & Xanthopoulou, 2011).

Historical Background of Leadership

Leadership is a widely researched area that has been studied for more than 100 years (McCleskey, 2014). Many theories about leadership exist (Bass, 2004). A theory is the use of hypotheses or propositions to explain relationships between a set of variables (Gay & Weaver, 2011). A researcher studying a theory is in search of a greater and deeper understanding of knowledge (Gay & Weaver, 2011). A theory contains theoretical propositions from which hypotheses are developed (Gay & Weaver, 2011). A hypothesis is a proposition and the beginning point in a research study (Gay & Weaver, 2011). Six recognized theories relate to leadership; great man theory, trait and behavior theories; contingency theory, and influence and relational theories (Northouse, 2013). As time has evolved, these theories have as well, however, when conducting leadership research today the original theories continue to be the focus (Van Wart, 2013). Beginning in the 1920s, the trait theory identified various traits required of an individual to be a leader (McCleskey, 2014). The belief was that if the trait identification occurred early enough in one's life then the leadership training could begin (McCleskey, 2014). Research began in the early 1950s on the behavior theory that focused on various behaviors that could perpetuate others to

come to action (McCleskey, 2014). The contingency theory was also referred to as situational theorists presented the idea that leaders can analyze their situations and produce a resulting behavior (McCleskey, 2014). The influence theory focuses on the charismatic energy that leaders possess and how that charisma can influence an employee to action (McCleskey, 2014). Finally, relational theories, researched since the late 1970s, focused on the interaction of followers and leaders (McCleskey, 2014). The ability of the leader to connect with employees is pivotal when working to achieve goals of the organization using interpersonal relationships with employees (McCleskey, 2014). Two types of relational theories include transformational and transactional leadership (McCleskey, 2014).

Theoretical Analysis of Leadership.

A brief review of the trait, behavioral, situational, and full range leadership periods follows. Early on, researchers focused on the effectiveness of a leader based on traits that were critical to leader success (Glynn & DeJordy, 2010). The trait period remained prevalent for 100 years (Glynn & DeJordy, 2010). The behavior period was the first time that the effectiveness of a leader focused on what behavior a leader demonstrated (Bass, 2008). The situational period was the first time that a leader's success attributed to the demonstrated outcomes based on situations (da Cruz, Nunes, & Pinheiro, 2011). Finally, a new paradigm of leadership emerged through the evolution of the full range leadership period. Bass identified this paradigm as the evolution of transformational and transactional leadership styles, which did not replace other leadership styles (Bass & Avolio, 1994). Full range leadership includes transformational, transactional, and laissez-faire styles (Bass & Avolio, 1994).

Trait Period.

In the mid-20th century, researchers challenged the idea that leaders are born (Northouse, 2013). Stogdill believed that specific traits correlate to a successful leader (Glynn & DeJordy, 2010). Stogdill analyzed and identified personal traits required for an individual to be a successful leader (Glynn & DeJordy, 2010). Stogdill further identified that in addition to specific leadership traits, situational factors also contribute to a leader's success (Glynn & DeJordy, 2010). The specific leadership traits include intelligence, self-confidence, determination, integrity, and sociability (Glynn & DeJordy, 2010). The focus of this theory is on the leader rather than followers or situations (Glynn & DeJordy, 2010). The belief is that if an individual has the identified traits then the result is an effective leader (Glynn & DeJordy, 2010).

Strengths of this theory include the idea that it was intuitive, researched for 100 years, the fact that the focus was on the leader rather than the followers, and a leader's identity happened through the presence of the recognized traits (Glynn & DeJordy, 2010). Weaknesses of the theory include the idea that through evolution the list of leadership traits continues to grow making it more difficult to work with a shorter definitive list (Glynn & DeJordy, 2010). Another weakness includes the fact that situations are not considered when identifying successful leadership traits; the traits are subjective, as well as failing to identify how leaders' traits influence the outcomes of followers (Glynn & DeJordy, 2010; McCleskey, 2014). Finally, the trait theory is difficult to teach because traits develop within an individual's psychological self, making it difficult to change an individual's leadership ability (Glynn & DeJordy, 2010; McCleskey, 2014).

Great Man Theory.

One of the earliest theories to emerge was the great man theory, which evolved in the 19th century and is the basis of the trait theory (McCleskey, 2014). Developed by Thomas Carlyle in the 1840s, the theory linked the idea that leaders are born and not made (McCleskey, 2014). Individuals were predestined and through divine intervention would rise up, based on their characteristics (McCleskey, 2014). Men identified with characteristics that made them natural leaders by emerging and taking control (McCleskey, 2014). Julius Caesar and Abraham Lincoln are two of the more notable leaders representing this theory (Bass, 2008). Herbert Spencer, a sociologist in 1840, disagreed with the idea that leaders were born (McCleskey, 2014). Spencer believed that leaders were a product of their society and that actions were a result of social conditions (McCleskey, 2014). This theory lasted for 100 years before additional research was conducted that lead to information leading to the further evolution of the trait theory (McCleskey, 2014).

Behavior Period.

The behavior period was during the 1940–1950s (Bass, 2008). Following the trait period, researchers began to believe there was more to a leader than just specific characteristics that prompted individuals to rise to the leadership challenge. The behavior theorists believed that effective leaders have behaviors that are different from ineffective leaders (Shartle, 1976). The focus shifted from who a leader is to what leaders do (Shartle, 1976). Behavioral theorists believe that effective leadership behavior can be learned (Bass, 2008,). Two studies conducted during this period, one at Ohio State University and the other at the University of Michigan supported behaviors of successful leaders (Shartle, 1976).

The behavior approach was the first time that the trait approach was in question. By including behaviors of leaders in the discussion of leadership, individuals were able to understand how leaders acted (Northouse, 2013). There are two identified behaviors when considering the behavior style that includes task and relationship approaches (Northouse, 2013). Leaders who embrace the behavior approach are able to self-reflect and improve their actions thus improving their leadership role (Northouse, 2013). Weaknesses included the idea that the behavior approach did not directly correlate with performance (Northouse, 2013, Yukl, 2013). A leader's behavior is the center of this leadership style, which makes it difficult to identify a singular behavior approach that is effective in a majority of situations (Northouse, 2013, Yukl, 2013).

Ohio State University Leadership Studies.

The goal of the Ohio State Leadership studies was to develop tools to use when working to identify relevant leadership behaviors (Schriesheim & Bird, 1979; Yukl 2013). These studies provided adequate information to begin a shift in the belief from trait to behavior-situational theories as a more applicable style (Schriesheim & Bird, 1979; Yukl 2013). The leadership paradigm began to shift because of this study to the conceptualization that situations have a greater influence on a leader's success than their traits (Schriesheim & Bird, 1979; Yukl 2013). Through the development and use of the Leader Behavior Description Questionnaire and analysis of the results, two categories emerged regarding a leader's behavior (Schriesheim & Bird, 1979; Yukl 2013). The two categories of behavior were consideration and initiating structure (Schriesheim & Bird, 1979). The consideration category focuses on a leader's concern for people and the development of interpersonal relationships (Schriesheim & Bird, 1979; Yukl 2013). The initiating structure category

focuses on a leader's concern of a task (Schriesheim & Bird, 1979; Yukl 2013). Because of this study, the identification of two critical characteristics for a successful leader included consideration and initiating structure. This study brought about a shift in leadership style from trait approach to behavioral approach (Schriesheim & Bird, 1979; Yukl 2013).

University of Michigan Leadership Studies.

These studies led by Rensis Likert (1979) focused on determining what method of leadership created consistent productivity and positive job satisfaction. The study conducted was to determine if leaders were task oriented, relationship oriented, or participative (Likert). Because of the study, two leadership behaviors were critical when leading people included task oriented and relationship oriented individuals (Likert). A leader who demonstrates relationship orientation cares for the individual and their personal needs (Likert). A leader who demonstrates task orientation focuses on the technical aspects of a job and people are the means to complete a job (Likert). Likert went on to develop four management labels, which are exploitive authoritative, benevolent authoritative, consultative, and participative group (Likert). In addition, Likert discovered that the more employees were led by participative group style of leadership, the more productive and satisfied the employees were overall.

Situational Period.

The situational period of leadership focuses on when leaders change their behaviors based on the situation (da Cruz et al., 2011). The situational leadership approach was the first comprehensive theory that included group performance, leader contributions, leader's interaction with followers, and the level of influence a leader has on a situation (da Cruz et al., 2011). Translated into leadership, this means that a leader's response to a situation is

dependent upon that particular situation (da Cruz et al., 2011). The key factor in this approach is that leaders must be able to identify what characteristics he or she needs to employ in order to achieve the best outcome based on the situation (da Cruz et al., 2011).

The situational approach strengths include the idea that this perspective is well known and applicable to training individuals within organizations (da Cruz et al., 2011, Northouse, 2013). Situational leadership is also very practical and applicable in a variety of situations (da Cruz et al., 2011, Northouse, 2013). This leadership style is prescriptive which means a leader choice of direction is limited and based on what to do in specific situations or what not to do (da Cruz et al., 2011, Northouse, 2013). A situational leader is also flexible and is able to change according to the needs of followers (da Cruz et al., 2011, Northouse, 2013). Finally, a situational leader helps followers learn new tasks and skills to achieve results (da Cruz et al., 2011, Northouse, 2013).

Weaknesses of the situational approach is that a lack of research supports this form of leadership, which results in a lack of theoretical basis (da Cruz et al., 2011, Northouse, 2013). Researchers have not considered demographic characteristics when considering the situational approach (da Cruz et al., 2011, Northouse, 2013). Demographic characteristics include age, education level, gender, and experience (da Cruz et al., 2011). Situational leadership style does not include a focus on how a situational leader handles face-to-face versus group leadership environments (Northouse, 2013).

Fiedler's Contingency Model.

Fiedler's contingency model created a method to identify leadership styles and organizational situations (da Cruz et al., 2011). Fiedler identified that a leader's style is either relationship-oriented or task-oriented (da Cruz et al., 2011). Fiedler's contingency

theory focuses on a leader's ability to analyze situational factors and respond by matching their leadership style to the situation (da Cruz et al., 2011). Fiedler identified two types of leaders: one based upon relationships and one based upon tasks (da Cruz et al., 2011). A leader who focuses on relationships works to listen to employees, through the creation of an environment of mutual trust and respect (da Cruz et al., 2011). This type of leader has strong interpersonal skills that enable them to nurture personal relationships that assist in goal attainment (da Cruz et al., 2011). A task-oriented leader is one who focuses on business goals and works to set performance standards and establish authority over subordinates (da Cruz et al., 2011). Each of these types of leaders performs differently based on situations presented to them (da Cruz et al., 2011). Fiedler's theory was rooted in the idea that a leader matches a style to a specific situation (da Cruz et al., 2011). Another contributor to the situational theory platform is Hersey and Blanchard's situational theory.

Hersey and Blanchard's Situational Theory.

This theory identifies that followers of the leaders need to have a certain readiness level in order to perform at an expected level (Sethuraman & Suresh, 2014). Contrary to Fiedler's contingency theory, which focused solely on the leader and the situation, this theory takes into consideration the followers of the leaders. Hersey and Blanchard's theory identifies four leader styles: telling, selling, participating, and delegating (Sethuraman & Suresh, 2014). The telling style of leadership is a very directive style, with the focus placed more on the task rather than the people (Sethuraman & Suresh, 2014). In selling style, the leader tells the followers about the situation and allows questions as a way to improve clarity (Sethuraman & Suresh, 2014). In the participating style of situational leadership, the leader encourages employees to participate in the decision-making process (Sethuraman & Suresh,

2014). Finally, the delegating style is one in which the leader provides little direction or support, turning over responsibilities for decision-making and the implementation of the decisions to the followers (Sethuraman & Suresh, 2014). Each of these styles of leadership is determined by the readiness level of the followers. The lower the readiness level of the employees the more direction, details, and direct support is required of the leader (Sethuraman & Suresh, 2014). The higher the readiness level of the followers, the amount of direction required by the leader lessens (Sethuraman & Suresh, 2014). Another situational theory model for leadership is the path-goal theory.

Path-Goal Theory.

Path-goal theory is a leadership approach where a leader identifies a task and defines the goal, determines the path in which to take to accomplish this goal, and removes obstacles for followers to accomplish the goal (Landrum & Daily, 2012). Through behavior identification, leaders are able to achieve success in different environments and with different levels of employees (Landrum & Daily, 2012). A contingency factor is a variable that causes one leadership style to be more effective than another does (Hayyat Malik, 2012). The path goal leader contends with two contingency factors that include subordinate characteristics and environment (Hayyat Malik, 2012). Subordinate characteristics include autonomy, need for achievement, locus of control, and perceived ability (Hayyat Malik, 2012). Environmental characteristics include task structure, role ambiguity, and stress (Hayyat Malik, 2012).

Four leader behavior categories exist that are relevant to the path-goal theory. These are directive, supportive, participative, and achievement-oriented leadership styles (Hayyat Malik, 2012). With the directive leadership style, the leader tells subordinates exactly what

they are supposed to do using clear direction and distinct goals (Hayyat Malik, 2012).

Supportive leadership leaders treat followers as equals in addition to being friendly and approachable (Hayyat Malik, 2012). This leadership style strives to nurture subordinates by emphasizing the subordinates' contribution to the overall goal. The participative leadership style embraces subordinate input on decision making regarding the structure of work through discussions (Hayyat Malik, 2012). The achievement-oriented leadership style sets clear expectations and high goals that challenge subordinates (Hayyat Malik, 2012).

Through this goal setting, leaders assist their subordinates in learning how to achieve even higher goals by raising confidence and the ability to succeed (Hayyat Malik, 2012). The leader is responsible to identify the goal, and remove the barriers or work with the barriers to ensure follower success (Hayyat Malik, 2012).

Full Range Leadership Period.

The full range leadership period began in the early 1980s, which includes transactional and transformational leadership styles (da Cruz et al., 2011). The new approach focuses on a continuum in which a leader can change his or her behavior based on follower feedback and relationships that leaders create with followers (da Cruz et al., 2011). Transactional and transformational leadership styles provide the framework for researchers to consider the relationship between the leader and the follower when working to achieve success within an organization (da Cruz et al., 2011). Studying these two leadership approaches provides the necessary understanding for leaders to utilize an effective leadership style that generates results, improves job satisfaction, decreases turnover, and improves creativity (da Cruz et al., 2011; McCleskey, 2014). It was during this period that

researchers began to analyze the effectiveness of a leader's relationship between followers rather than focusing solely on the leader's trait, behavior, or situation.

Transactional Leadership.

Transactional leadership includes two factors, which are contingent reward and management-by-exception (Bass & Avolio, 2004; McCleskey, 2014). Specific characteristics describe these two factors. Contingent reward is the idea that a leader's behavior focuses on exchanging resources with followers (Bass & Avolio, 2004; McCleskey, 2014). The leader clearly defines the goals to and presents the information to followers in which followers are looking for transactional relationship to achieve gratification (McCleskey, 2014). Through these exchanges, a transactional leader is able to achieve business goals, performance goals, avoiding unnecessary risks, and improved organizational efficiency (McCleskey, 2014). Management-by-exception is a style of transactional leadership in which a leader searches for mistakes and works to prevent failures before they occur (McCleskey, 2014). Followers work to meet performance goals based on set standards and if followers fail than the implementation of corrective occur (McCleskey, 2014).

Transactional leadership is a leadership style that has been effective in some settings; however, a belief exists that a true transactional leader also employs transformational leadership behaviors to ensure success (McCleskey, 2014). Because transactional leadership focuses on short-term relationships, fear that leaders and followers fail to make a personal connection is a concern (McCleskey, 2014). Because of short-term relationships created by a transactional leader, a follower has the risk of developing resentment, shallow and temporary commitment to business goals (McCleskey, 2014). Finally, many researchers

believe that transactional leadership style is a singular perspective that lacks a focus on situational or contextual factors when considering challenges within organizations (McCleskey, 2014).

Transformational Leadership

Transformational leadership is a theory originally developed by Burns in 1978 to explain leadership in politics. In 2003, Burns presented the idea of transformational leadership in the workplace as a way to shape work environments and employee commitment (Kouzes & Posner, 2010). There have been different views of transformational leadership developed by others since the initial introduction by Burns. Avolio and Bass (1991) created a transformational leadership theory comprised of three major typologies of leadership: (a) transformation, (b) transactions, and (c) non-transactional laissez-faire leadership. Bass and Avolio (1993) went on to identify that transformational and transactional leadership styles influenced an organization's culture. Through the development of an Organizational Description Questionnaire, Bass and Avolio (1993) identified applicable and descript quadrants describing a particular leadership style and the resulting cultural impact. Bennis and Nanus (1985) identified transformational leadership as a behavior that changes an organization's focus. Leaders who help followers accomplish goals are able to transform followers into leaders, and leaders in turn effect change within the organization. Kouzes and Posner (2010) viewed transformational leadership using five observable behaviors: (a) model the way, (b) inspire a shared vision, (c) challenge the process, (d) enables others to act, and (e) encourage the heart. Gardner, Avolio, Luthans, May, and Walumbwa (2005) identified authentic leadership as a leadership style in which leader development and follower self-awareness are the focuses. A leader who focuses on

leader-follower relationships is able to instill higher levels of trust, which results in greater engagement and improved well-being that positively affects worker performance (Avolio et al., 2009).

Transformational leadership is a theory extensively researched by Burns (1978) and further studied by Bass (1985). Bass and Avolio (1994) further identified five attributes that are ideal for successful transformational leadership: (a) charisma, (b) idealized influence, (c) inspirational motivation, (d) intellectual stimulation, and (e) individualized consideration. Leaders who have charisma are trustworthy, respected, and understand the overarching mission and vision (Tims, Bakker, & Xanthopoulou, 2011). Followers who recognize leaders as charismatic strive to emulate their leader's performance through leader devotion (Tims et al., 2011). Motivation displayed by transformational leaders encourages followers to strive to execute the goals developed for the organization's success (Tims et al., 2011). Through this motivation, followers are able to achieve the vision presented by the transformational leader by striving to exceed expectations. Intellectual stimulation is an attribute that leaders use to support individual contributions by listening to and supporting new idea generation (Tims et al., 2011). Individualized consideration is a factor that demonstrates leader through the practice of listening to the needs of followers, and by focusing on an individual's worth within the organization (Tims et al., 2011). Transformational leadership is the ability to transform followers using inspiration and empowerment (Tims et al., 2011). This form of leadership places emphasis on emotions, values, ethics, standards, and long-term goals (Tims et al., 2011). In order to be successful as a transformational leader, the individual must be a visionary who pushes followers to perform beyond their own expectations to achieve results. Stewarding by the

transformational leader assists followers in focusing on group needs by working to achieve goals beyond the individual's potential (Tims et al., 2011).

Regardless of the specific theory, transformational leaders place a focus on empowering followers to be instrumental in organizational change by appealing to employees to go beyond their self-interests for the sake of the organization (Bass, 2008). Transformational leaders are intellectually stimulating, using rational thinking and problem-solving skills to interact with followers (Bass, 2008). Transformational leaders place followers' goals and values ahead of their own (Bass, 2008). Transformational leadership behavior motivates followers by focusing on explaining a clear and inspiring message using charismatic behavior (Tims et al., 2011). Individuals follow charismatic leaders because of the personal trust created through a solidly communicated vision from the leader (Tims et al., 2011). Some examples of transformational leaders include Martin Luther King, Nelson Mandela, and President Kennedy from a social advocacy standpoint, and Steve Jobs, Warren Buffet, and Bill Gates from a business perspective (Northouse, 2013). Each of these leaders was a charismatic visionary who focused on common values between themselves and their followers in order to achieve significant changes. These leaders transcended the goals they personally wanted to accomplish in order to embrace their followers' interests (Tims et al., 2011). Transformational leaders who embrace their followers achieve results that appeal to the masses by tapping into an individual's emotional qualities (Tims et al., 2011).

Transformational leadership success is by following an established plan to achieve exceptional results. Change can be confusing, threatening, and chaotic for individuals within organizations. The transformational leader works diligently to establish a framework to produce successful change by recognizing that follower participation is essential.

Ushering change in a chaotic environment requires leaders to examine how internal and external environments increase the complexity of managing the organization's change (Karp & Tveteraas-Helgo, 2009). The ability to lead people within organizations experiencing change includes the ability of the leaders to influence human interactions (Karp & Tveteraas-Helgo, 2009). In order to make change happen and to be successful, leaders need to work with people, and identify relationships that influence how individuals talk and interact regarding change (Karp & Tveteraas-Helgo, 2009). A challenge faced by leaders to implement successful change is that leaders do not understand how complex change can be in a work environment (Karp & Tveteraas-Helgo, 2009). Rather than focusing solely on the process, strategy and structure, leaders need to focus on human interactions as well. It is through communication and relationship identification that leaders can help employees to create their own identities within the organization. Leaders in complex organizations can implement change successfully, if communication and relationships amongst employees are nurtured (Karp & Tveteraas-Helgo, 2009). Effective transformational leadership in the workplace influences a leader's ability to communicate and nurture relationships with followers (Karp & Tveteraas-Helgo, 2009).

Bass (1999) identified four transformational leadership attributes that include charisma, inspirational motivation, intellectual stimulation, and individual consideration. The charisma factor of transformational leadership known as idealized influence is the attribute that a leader embraces to excite and engage previously inactive followers (Avolio et al., 2009). Idealized influence is a behavior demonstrated by a transformational leader that allows followers to identify with the leader (Bass, 2008). Transformational leaders help followers in identifying their values and aligning their values with the organization (Bass &

Avolio, 2004). Through this behavior, leaders become respected, admired, and trusted (Bass, 2008). Inspirational motivation is the ability of the leader to communicate effectively appealing to the organization's vision by outlining challenges, using enthusiasm, optimism, and a dedication to a shared vision for the followers (Bass, 2008). Intellectual stimulation occurs when a transformational leader seeks ideas and comments from followers and embraces creativity and innovative solutions (Bass, 2008). In addition, transformational leaders who demonstrate intellectual stimulation work to increase followers' awareness and help followers to view problems from a different perspective as well as supporting creativity in development of solutions to problems (Bass, 2008). Transformational leaders demonstrate individual consideration when the individual leader shows concern for each follower. According to Bass and Avolio (1993), leaders demonstrate individual consideration through individual concern as well as individually focused development by being a coach or mentor.

The majority of the research on transformational leadership indicated this form of leadership as being positive (Avolio et al., 2009; McMurray et al., 2012; Nielsen & Munir, 2009; Nixon et al., 2011; Skakon et al., 2010). Avolio et al. (2009) indicated that those who follow transformational leaders align with the organization's morals and values, leading to increased trust in the leader. Aligning the moral and value foundations of followers' with those of the organization provides the necessary relationship to support individual development that includes innovation (Avolio et al., 2009; Bass, 2008). Transformational leadership behaviors are one of the most effective methods to minimize managerial issues that arise with employees (McMurray et al., 2010; Nielsen & Munir, 2009; Nixon et al., 2011; Skakon et al., 2010). Bass (1999) further identified that transformational leadership

behaviors improve and enhance follower performance, commitment, loyalty, and in addition, help followers deal with stress in the workplace.

Ismail, Mohamed, Sulaiman, Mohamed, and Yusuf (2011) determined that the influence of empowerment and the relationship of transformational leadership fostered organizational members' commitment when experiencing change. In order to facilitate follower participation in change, followers need empowerment and recognition for the value of their contributions to the overall business plan (Ismail et al., 2011). If a transformational leader clearly communicates with followers the organizational goals and commitment to achieving the goals can be achieved (Ismail et al., 2011). Leaders who actively implement the use of the transformational leadership skills can directly increase organizational commitment of their followers (Ismail et al., 2011). Leaders who embrace empowerment positively influence the relationship of a transformational leader and organizational commitment of followers (Ismail et al., 2011). If leaders properly implement the processes of transformational leadership by using individualized consideration, individualized influence attributes, individualized behaviors to achieve organization goals success can be achieved (Ismail et al., 2011). Employees recognize that when leaders use these transformational leadership processes empowerment, commitment to the organization, and support of the change is enhanced (Ismail et al., 2011). Through empowerment, employees are more committed to the organizational functions, which further results in positive employee attitudes and behavior (Ismail et al., 2011). This type of result is especially essential as organizations continue to face challenges in the global marketplace (Ismail et al., 2011).

In a longitudinal study conducted by Wilderom, van den Berg, and Wiersma (2012), charismatic leadership behavior and organizational culture positively influenced employees to exceed performance goals in the organization. Managers were graded on charismatic leadership style, how they embraced organizational culture, and work practices as related to perceived organizational performance (Wilderom et al., 2012). Measuring of charismatic leadership using the short version of the Multifactor Leadership Questionnaire (MLQ-5X Short) provided the data (Wilderom et al., 2012). The researchers proved that financial performance increased due to charismatic leadership style. On the contrary, the embracing and understanding of culture did not increase financial performance (Wilderom et al., 2012). Culture and charisma combined provided the foundation that encouraged followers to commit to the organization and as a result collectively improved performance (Wilderom et al., 2012).

The purpose of the research study conducted by Wells and Pachey (2011) was to investigate if a relationship existed between leadership behaviors, specifically transformational and transactional styles, satisfaction with the leader, and voluntary turnover among coaches in the National Collegiate Athletic Association (NCAA). The researchers' sample consisted of 208 participants in the study. Data gathering through the Multifactor Leadership Questionnaire and an Organizational Turnover Intent Questionnaire provided the participants with tools for evaluation. The participants in the study used these tools to evaluate their head coach's leadership behavior, satisfaction with the coach and their own organizational turnover intent. The researchers identified that a leader who demonstrated transformational leadership behaviors reduced the likelihood of organizational turnover

within the employee ranks. In addition, the study revealed that transformational leadership behaviors precipitated greater employee satisfaction.

Further research on transformational leadership was conducted by Bennis and Nanus (1985), which helped to further identify potential strategies that could be employed by leaders to initiate change (Northouse, 2013). In addition, Kouzes and Posner (2010) identified five practices that would enable leaders to achieve goals through exemplary leadership (Northouse, 2013). Both of these groups of researchers worked to further discover and support the importance of inspiring followers through communication, listening, and valuing individual contributions in an effort to support the larger vision (Northouse, 2013).

Transformational leadership is successful by following an established plan to achieve exceptional results (Glynn & DeJordy, 2010; Karp & Tvetraas-Helgo, 2009). Change can be confusing, threatening, and chaotic for individuals within organizations. The transformational leader works diligently to establish a framework to produce successful change by recognizing that follower participation is essential. Ushering change in a chaotic environment requires leaders to examine how internal and external environments increase the complexity of managing the organization's change (Karp & Tvetraas-Helgo, 2009). The ability to lead people within organizations experiencing change includes the ability of the leaders to influence human interactions (Karp and Tvetraas-Helgo, 2009). In order to make change happen and to be successful, leaders need to work with people, and identify relationships that influence how individuals talk and interact regarding change (Karp & Tvetraas-Helgo, 2009). Leaders' ability to implement successful change is challenging by the fact that leaders do not understand how complex change can be. Rather than focusing

solely on the process, strategy, and structure, leaders need to focus on human interactions as well. It is through communication and relationship identification that leaders can help employees to create their own identities within the organization. Leaders in complex organizations can implement change successfully, if communication and relationships amongst employees are nurtured (Karp & Tveteraas-Helgo, 2009). Effective transformational leadership in the workplace influences a leader's ability to communicate and nurture relationships with followers (Karp & Tveteraas-Helgo, 2009).

Braun, Peus, Weisweiler, and Dieter (2013) worked to determine if a relationship existed between transformational leadership and job satisfaction, and if team performance mediated by trust influenced the outcomes. The researchers utilized the Multifactor Leadership Questionnaire Form 5X-Short to gather data on transformational leadership and the four attributes of transformational leadership (Braun et al., 2013). The researchers analyzed the relationships between transformational leadership, job satisfaction and the trust mediator (Braun et al., 2013). The results of the study indicated that transformational leadership was positively associated with followers' perceptions of job satisfaction at both the individual and team levels (Braun et al., 2013). Trust was defined as a mediator in the relationship between transformational leadership and job satisfaction at the individual and team level (Braun et al., 2013). However, trust was not a mediator in the relationship between transformational leadership and team performance (Braun et al., 2013). The results of this study continue to support transformational leadership behaviors and result in improved job satisfaction, which reduced voluntary turnover rates within the organization (Braun et al., 2013).

The purpose of a study conducted by Vincent-Hoper, Muse, and Janneck (2012) was to gather insights to identify if a relationship existed between transformational leadership, work engagement, and occupational success mediated by work engagement. Collecting data from 1,132 participants, men and women completed the questionnaire about their leaders' abilities and behaviors as it related to their work engagement and occupational success. Descriptive statistics, intercorrelations and an analysis identified results. The results of the study revealed that transformational leadership was positively associated with occupational success and work engagement. Work engagement was identified as a mediator of the relationship between transformational leadership and occupation success (Vincent-Hoper et al., 2012). Work engagement had a greater influence with women; however, men were also influenced (Vincent-Hoper et al., 2012). This study provided additional support that transformational leadership provides a conduit to enhance employees' occupational success and work engagement.

The purpose of this study conducted by Lyons and Schneider (2009) was to determine if a relationship existed between leadership style and performance, with a focus on transformational and transactional leadership styles. Using an experimental approach, the researchers evaluated 214 participants from a Midwestern university (Lyons & Schneider, 2009). The participants viewed videos that contained actors demonstrating three types of leadership styles. The demonstrated leadership styles were transformational, transactional contingent reward, and transactional-management by exception (Lyons & Schneider, 2009). The researchers found that transformational leadership style affected task performance, increased perceptions of social support and efficacy, and lowered negative affects and threat appraisals compared to transactional leadership style (Lyons & Schneider,

2009). In addition, the transformational leadership style demonstrated to have a direct effect, rather than an indirect effect, on task performance (Lyons & Schneider, 2009).

Transformational leadership is a valuable leadership behavior that positively influences employees' performance and overall well-being (Gillet et al., 2013). Business leaders may find the outcomes of this proposed study beneficial because of the high stress and burnout recorded in organizations (Gillet et al., 2013). By recognizing the associated value of transformational leadership behaviors, organizations can begin to create and establish more directed leadership growth while at the same time create effective stress mitigation programs (Gillet et al., 2013). By reducing employees' stress through positive transformational leadership behaviors such as showing admiration, demonstrating respect and trust in employees', organizational leaders will be able to retain employees by increasing employee well-being (Gillet et al., 2013). Ultimately, through the reduction of turnover, organizational leaders will be able to affect positively the success of businesses.

Transformational leaders are able to increase follower commitment through the challenge of working beyond the normal goals to achieve complex goals consistently (Bass, 1985).

Tse, Haung, and Lam (2013) examined of the influences of transformational leadership style and employee turnover. The researchers identified that transformational leadership had an indirect influence on turnover, and discovered that organization-based exchange was more impactful than supervisor-based exchange (Tse et al., 2013). The results of the study indicated that transformational leaders positively influence followers to stay at an organization based on the identified value of creating goals based on the high-level organizational goals rather than low-level personal goals (Tse et al., 2013). It is

through inspiration, guided by transformational leaders, that followers are more committed to organizational goals and the reduction in employee turnover (Tse et al., 2013).

Transformational leaders contribute positively to the organization's overall culture and employee performance (Herrmann & Felfe, 2013). More specifically, studies have indicated that transformational leaders support a culture of innovation and individual creativity (Herrmann & Felfe, 2013; Resick, Whitman, Weingarden, & Hiller, 2009). Transformational leaders are able to support innovation and creativity because of their consistency in articulating a clear vision as well as the establishment of high performance expectations along with individual support to employees (Cheung & Wong, 2010). Leaders who support a culture of innovation positively contribute to an employee's well-being within an organization (Garg & Rastogi, 2009; Resick et al., 2009; Tafvelin et al., 2011).

Chief executive officers who are transformational in their leadership behaviors are positively and significantly related to organizational innovativeness (Resick et al., 2009). This finding proves that upper management who demonstrate transformational leadership behaviors are more effective in influencing the culture of an organization, which supports innovation (Resick et al., 2009). It is imperative for leaders, at all levels within an organization, to demonstrate the appropriate leadership behaviors based on the organization's culture (Resick et al., 2009; Tafvelin et al., 2011). By doing so, employees are empowered to make decisions when appropriate, set goals that are applicable to the entire organization, and align with the organization's mission to ensure personal and organizational successes. Employees who are able to embrace and implement individuality when creating solutions provide additional opportunities for managers and leaders to create solid organizations that are able to ebb and flow with the economic environment found in

the business world (Resick et al., 2009; Tafvelin et al., 2011). If employees are able to feel part of the goals of the organization through transformational leaders, then employees are more creative and innovative (Resick et al., 2009; Tafvelin et al., 2011).

In a study conducted by Herrmann and Felfe (2013), the outcomes support the association between transformational leadership and employee creativity. The research supports the claim that transformational leadership style supports an environment of creativity especially when the environment is one that has constantly changing demands (Herrmann & Felfe, 2013). Followers are successful when a work environment that has challenging jobs and leadership that demonstrates support and are noncontrolling with resolutions (Herrmann & Felfe, 2013). The study provided support to the notion that leadership style is not the only variable when considering follower creativity. In addition, task novelties as well as individual initiative considerations are necessary when analyzing creativity. The transformational leadership attributes are direct components to supporting follower creativity (Herrmann & Felfe, 2013). The attributes include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, with intellectual stimulation being the prominent attribute related to supporting creativity (Herrmann & Felfe, 2013).

Transformational leadership style supports creativity within organizations through the communication of a common vision (Bass, 1985). By identifying the organizational climate, which are measurable characteristics found in organizations, a leader is able to recognize the contribution of behavior and motivation to follower's overall creativity (Lutz Allen, Smith, & Da Silva, 2013). Transformational leaders focus on change and creating a supportive environment, which provides the necessary foundation in promoting creativity

(Lutz Allen et al., 2013). The results of the study provided the necessary information and conclusion that supported transformational leadership style as the preferred style when leading followers through change and supporting creativity (Lutz Allen et al., 2013).

Leadership style and creativity are two of the most important skills when analyzing a leader on effectiveness (Saxena, 2014). A transformational leader who is creative develops administration among followers because of domain-expertise and visionary style (Saxena, 2014). The study identified that transformational leaders who lack creativity are role models rather than visionary leaders who are able to motivate creativity in followers (Saxena, 2014). Transformational leaders are extroverts, as well as agreeable, which supports the success of a transformational leader when embracing creativity of followers as well as demonstrating their own creativity (Saxena, 2014). The study identified the importance of a transformational leader embracing their own creativity as a vehicle to offer support to followers to promote creativity in the workplace (Saxena, 2014).

It is through transformational leadership behaviors that followers are able to perform better through the support of a creative environment. In a study conducted by Tse and Chiu (2014), transformational leadership evaluation focused on individual attributes of the leadership style rather than a cumulative perspective on the effects regarding employee performance. The researchers identified that transformational leadership attributes, specifically individualized consideration and individualized stimulation, positively influenced group outcomes because of the effects that individuals demonstrating these attributes influenced group members (Tse & Chiu, 2014). In addition, through the recognition that an individual who demonstrates the singular attributes associated with transformational leadership are able to positively affect an individual's motivation in the

workplace (Tse & Chiu, 2014). This study supported the theory that transformational leadership attributes are beneficial to both individuals and group situations because of the associated transcendence that followers are able to experience thus supporting creative behavior in the workplace (Tse & Chiu, 2014).

Strengths of transformational leadership have been researched extensively providing insight into successful leadership styles of chief executive officers of well-known organizations (Van Wart, 2013). Transformational leadership is intuitive. Leaders present followers with a clear message of the future, which naturally attracts followers (McCleskey, 2014; Van Wart, 2013). Transformational leadership style focuses on both leaders and followers through relationships that focus on the attributes of followers' contributions to the leader's success (McCleskey, 2014; Van Wart, 2013). The strength of transformational leaders is that a focus is placed on followers needs, values, and morals (McCleskey, 2014; Van Wart, 2013). The focus of the leader is on followers and raising the followers' self-interests into a collective approach focusing on a team, the organization, or community (McCleskey, 2014; Van Wart, 2013).

Weaknesses of transformational leadership exist, which seem to be consistent throughout all research. These criticisms include lack of conceptual clarity, treats leadership as a personality trait specifically charisma, transformational leadership attributes are viewed as an elitist or antidemocratic form of leading, and create a potential for employee abuse (McCleskey, 2014). McCleskey (2014) identified one key concept to overcoming criticism of transformational leadership. The researcher identified that transformational leadership success is dependent upon the leader's view of his or her own self through reflection (McCleskey, 2014). Through self-reflection, leaders are able to nurture critical

transformational leadership attributes to overcome criticisms, which enables the leader to grow into an effective transformational leader because of self-growth.

An additional weakness of transformational leadership includes the inability to measure the activities of a transformational leader because of the lack of measurable results (McCleskey, 2014). Transformational leadership theory focuses on individual traits, which means that training this method of leadership is challenging (McCleskey, 2014).

Transformational leadership implemented in a negative manner may coerce others to think of a set of values that emphasize the good, while in actuality the values emphasize evil reasons (Bass, 2008). A charismatic leader does not necessarily mean that the leader is transformational. Examples of evil transformational leaders include Hitler, Stalin, and Mussolini. Researchers continue to define charisma and to identify if charisma is a necessary attribute to be a successful transformational leader (Nielsen & Daniels, 2012).

Another weakness is that transformational leadership focuses on individual traits, educating employees on this method of leadership style becomes challenging because of individual differences (Bass, 2008). In addition, transformational leadership can negatively influence others to accept a negative set of values as positive based on the words and actions of a transformational leader (Bass, 2008; Kovjanic, Schuh, & Jonas, 2013; Van Wart, 2013). A charismatic leader does not necessarily mean that the leader is transformational (Bass, 2008; Kovjanic et al., 2013; Van Wart, 2013). Charismatic leaders are charming, likeable, and compelling. Transformational leaders use motivation to institute transformation or change within a culture (Bass, 2008; Kovjanic et al., 2013; Van Wart, 2013). Historians have identified Hitler, Stalin, and Mussolini as examples of evil charismatic leaders (Northouse, 2013). For example, Hitler used charm and charisma to convince masses of

German people to rise up and engage in war activities throughout Europe during World War II.

Several reasons existed as to why transformational leadership was the focus for this proposed study. Firstly, because other leadership styles narrowly based as Fiedler's relationship-oriented versus task-oriented approach (da Cruz et al., 2010). Secondly, transformational leadership has five identified leadership behaviors researched in regards to employee well-being (Bass, 2008). Thirdly, extensive research on transformational leadership in a variety of environments provides greater acceptance of a leadership style (Bass, 2008). Through past leadership research it can be subsumed that leaders can influence a follower's well-being in the workplace (McCleskey, 2014; Van Wart, 2013).

Well-Being

Organizational psychologists have been studying for some time the effects of a leader's behavior on an employee's performance, attitudes, and motivation (Kelloway & Barling, 2010; Kelloway, Turner, Barling, & Loughlin, 2012; McKee, Driscoll, Kelloway, & Kelley, 2011). There has been an increased focus surrounding the effects of a leader's behavior and on employee well-being (Kelloway & Barling, 2010; Kelloway et al., 2012; McKee et al., 2011). Kelloway and Barling (2010) identified that well-being was a combination of the physical, emotional, and mental health of an individual. Well-being has been associated with both psychological and physical health (Kelloway & Barling, 2010). An individual's well-being that is positive results in greater production, a work environment that supports creativity and innovation (Kelloway & Barling, 2010). An individual's well-being that is negative results in increased employee stress, depression, somatic disorders and anxiety, or increased workplace injury (Kelloway & Barling, 2010).

Researchers have determined that multiple factors contribute to an individual's well-being in the workplace (Kelloway & Barling, 2010; Kelloway et al., 2012; McKee et al., 2011). Some of the identified factors include work experiences, self-efficacy, leadership style, and leadership behavior (Avey, Luthans, Smith, & Palmer, 2010; McKee et al., 2011; Nielsen & Daniels, 2012). Researchers have also identified that employees include the social support demonstrated by supervisors, supervisor fairness, and organizational politics in their analysis of work environment (McKee et al., 2011). An individual who experiences negative work events or behaviors experiences more physical and psychological issues than individuals who experience positive work events and behaviors (Kelloway & Barling, 2010). Stressors from the workplace can negatively influence an individuals' personal life, which contributes to the deterioration of employee well-being (Kelloway & Barling, 2010; McKee et al., 2011).

In a study conducted by Avey, Luthans, Smith, and Palmer (2010), the General Health Questionnaire was used to collect data associated with employee psychological distress. The researchers evaluated the psychological well-being of employees and the influence of psychological capital (Avey et al., 2010). Psychological capital consists of efficacy, hope, optimism, and resilience (Avey et al., 2010). The importance of positive psychological well-being contributes to increased performance at work and relationships that thrive (Avey et al., 2010). The results of the study indicated that an employee's psychological capital enhances well-being in the workplace (Avey et al., 2010). The researchers identified the positive effects of psychological capital on well-being, which provides leaders the necessary information to influence positively well-being over time (Avery et al., 2010).

Impact of Transformational Leadership on Employee Well-Being

Previous researchers studying transformational leadership behaviors indicated that transformational leaders are among the reason employees stay with an organization (Wells & Pachey, 2010; Zopiatis & Constanti, 2010). Leaders who do not exhibit proper leadership behavior negatively affect an employee's well-being in the workplace (Zopiatis & Constanti, 2010). Leaders who exhibit transformational leadership attributes can positively influence an employees' well-being (Garg & Rastogi, 2009; Nielsen & Munir, 2009; Skakon at al., 2010; Tafvelin, Armelius, & Westerberg, 2011). According to McMurray, Pirola-Merlo, Serros, and Islam (2010), if an employee views their supervisor as being a strong transformational leader, the employee's overall rating of the work environment, their commitment, and overall well-being positively correlate. Additionally, Nielsen and Munir (2009) discovered a positive relationship between transformational leadership attributes and employee well-being, by using a cross-sectional study. Many researchers use the cross-sectional approach to study the effect of transformational leadership on employee well-being (Nixon et al., 2011; Wilderom et al., 2012).

There has been extensive research conducted on the effects of transformational leadership and employee well-being with a focus on employee satisfaction rather than the psychological components that foster well-being (Nielsen & Munir, 2009; Skakon et al., 2010; Tafvelin et al., 2011). Nielsen and Daniels (2012) discovered and supported that an employees' positive perception of work characteristics positively correlated between transformational leadership style and well-being. Because of transformational leadership attributes, employees were able to experience role clarity, participate in a meaningful work environment, and experience opportunities for development, which further enhanced

commitment (Garg & Rastogi, 2009; Nielsen & Daniels, 2012). Role clarity is the ability of an individual to know precisely the part he or she plays in an organization (Nielsen & Daniels, 2012). Employees who are provided role clarity understand expectations, and scope of responsibilities reducing the chance of conflict (Nielsen & Daniels, 2012). Additionally, positive leader behavior, leader support, and transformational leadership correlates with positive employee well-being and low employee stress (Skakon et al., 2010). Transformational leadership attributes reduce employee turnover by improving job satisfaction (Skakon et al., 2010).

Transformational leaders are able to communicate better core job responsibilities to employees, which in turn creates more positive job behaviors (Wilderom et al., 2012). Through an understanding of critical job responsibilities employees are better able to determine their role within an organization, as well as work to meet the identified goals of leaders (Wilderom et al., 2012). Transformational leaders focus on clearly communicating organizational goals and overall outcomes to employees, which empowers employees to understand their contributions to the organization (Wilderom et al., 2012). When employees feel as if they are part of an organization's overarching mission, employees are more dedicated to results. By identifying core job characteristics, transformational leaders are able to address intrinsic motivational ideas associated with task performance, as well as goal commitment (Wilderom et al., 2012).

In addition to assisting followers in knowing their role within an organization, transformational leaders work to include followers in decision-making processes by embracing empowerment (Braun et al. 2013; Garg & Rastogi, 2009). Through empowerment, transformational leaders engage followers in daily and long-term solutions,

which positively influence individual followers' job satisfaction (Braun et al., 2013). Studies have indicated that transformational leaders are able to develop trust, which contributes positively in team environments and follower well-being (Braun et al., 2013; Zhu, Avolio, Riggio, & Sosik, 2011). Trust is a key variable identified for successful group dynamics (Braun et al., 2013; Zhu et al., 2011).

Transformational leadership behaviors are an effective ingredient when working to reduce turnover, lower stress, and increase job satisfaction. Work related stress felt by employees continues to be a major contributor to lower performance and generalized unhappiness in the workplace (Garg & Rastogi, 2009; Gurt, Schwenne, & Elke, 2011). Transformational leaders work to create environments that demonstrate employee support by cultivating high-quality relationships with employees. Through coaching and mentoring, transformational leaders are able to alleviate employee stress and improve an employee's ability to cope with stress (Gurt et al., 2011; Skakon et al., 2010). Transformational leadership contributes positively to productive work environments, resulting in improved employee well-being (Garg & Rastogi, 2009; Gurt et al., 2011; Skakon et al., 2010).

The aim of a study conducted by Munir, Nielsen, and Gomes Carneiro (2010) was to determine if transformational leadership had an impact on depressive symptoms in employees. Depression contributes negatively to an employee's productivity level, creative abilities, and overall professional success (Munir et al., 2010). A poor work-life balance, job insecurity, and excessive productivity demands can contribute to depressive symptoms (Munir et al., 2010). However, a leader who demonstrates strong support through transformational leadership style improves overall employee well-being (Munir et al., 2010). The researchers identified that cross-sectionally transformational leadership was attributable

to a reduction in depressive symptoms (Munir et al., 2010). The result of this study supports transformational leadership style and the ability of leaders to reduce depressive symptoms in followers (Munir et al., 2010).

Researchers have found that employees who exhibit a high level of self-efficacy benefit from a transformational leader because these employees have a more positive attitude, and are able to rise effectively to the transformational leader's challenges (Nielsen & Munir, 2009; Tims et al., 2011). Transformational leaders are more effective when communicating with employees (Tims et al., 2011). By providing clear expectations, an employee's role is clarified, along with instilling and increased meaningfulness, and creating better opportunities for employee development (Nielsen & Daniels, 2012). An employee who has greater role clarity is able to translate information and better understand the shared vision within an organization (Nielsen & Daniels, 2012). Employees are empowered with the necessary skills to analyze and interpret the critical information in order to make decisions for the organization's leaders (Lyons & Schneider, 2009; Nielsen & Daniels, 2012). Transformational leaders are better able to provide more meaningful purposes and higher value to an employee's work performance, which also contributes to a more positive well-being for the employee (Gurt et al., 2011; Nielsen & Daniels, 2012; Tims et al., 2011). Transformational leadership attributes contribute to individual well-being by working to shape the follower's perception of working conditions (Gurt et al., 2011; Nielsen & Daniels, 2012; Tims et al., 2011). Transformational leaders who embrace and promote employee empowerment are able to increase followers' positive attitudes and behaviors, which results in a stronger organization through performance improvement especially in stressful situations (Ismail et al., 2011; Lyons & Schneider, 2009). Finally, transformational leaders

are able to engage in intellectual stimulation with an employee, which allows the employee to make decisions by challenging his or her thoughts and imagination (Lyons & Schneider, 2009; Nielsen & Daniels, 2012). It is through these identified transformational behaviors that employees are able to maintain a positive well-being in the workplace (Nielsen & Daniels, 2012).

The aim of a study conducted by Lopez, Green, Carmody-Bubb, and Kodatt (2011) was to determine if leadership style effected employee stress and productivity. The researchers identified leaders who were less task-oriented and more considerate of employees resulted in greater production (Lopez et al., 2011). A leader who focuses on task-orientation results in followers who exhibited greater exhaustion, depersonalization within the workforce, and finally lack of personal accomplishment (Lopez et al., 2011). A leader who demonstrates more consideration for the employee, such as a transformational leader, results in employees who feel less exhausted and more personalized (Lopez et al., 2011). The results of this study support leadership style as a contributing factor when considering employee well-being (Lopez et al., 2011). Specifically, a leader who considers the individual rather than the task results in followers who are less stressed which reduces turnover (Lopez et al., 2011).

Nielsen and Daniels (2012) studied how transformational leadership influences group-level interactions and perceptions of working conditions and well-being. Well-being was measured using a 5-point Likert-type scale focusing on intention, job satisfaction, burnout, sleep quality, and vitality (Nielsen & Daniels, 2012). Using a multi-level structure and a wide variety of dependent and mediator variables allowed for the differentiation of the effects of transformational leadership on the group and on individuals. Transformational

leaders play a role in shaping working conditions and individual well-being by reminding leaders that even in groups, members are individuals first (Nielsen & Daniels, 2012). This detail is critical for leaders to recognize when implementing transformational leadership behaviors (Nielsen & Daniels, 2012). The results of the study support a link between leaders' transformational leadership attributes, followers' well-being, and working conditions, which results in improve employee retention (Nielsen & Daniels, 2012).

The purpose of the research study completed by Zopiatis and Constanti (2010) was to determine if an association existed between leadership style and burnout of employees within the hospitality industry. Using a quantitative approach, the researchers gathered data using the Multifactor Leadership Questionnaire and the Maslach Burnout Inventory to measure employee burnout, as it relates to participants' job and work environment. The design of the study included a sample size of 131 participants' who successfully completed the survey tools. The results of the study indicated that transformational leadership is positively associated with personal accomplishments and negatively associated with emotional exhaustion and depersonalization. In addition, leaders who exhibit passive avoidance leadership style exhibited higher levels of burnout, emotional exhaustion, and depersonalization. The implications of the findings from the study showed that transformational leaders are less prone to burnout, which reduces turnover. Transformational leaders were identified as in this study as being a critical factor in reducing employee burnout and improving employee satisfaction. Limitations of this study included the self-reporting bias and the small sample size, which will limit the generalizability of the results to other industries.

Bass (1985) identified three leadership styles: transformational, transactional and laissez-faire. The purpose of the study was to identify the role of trust plays in the relationship between the leadership styles identified by Bass and employee well-being (Kelloway et al., 2012). Trust is a strong mediator of the positive relationship between transformational leadership and employee well-being (Kelloway et al., 2012). In addition, the researchers evaluated both transactional and laissez-faire leadership styles along with the moderating influence of trust and determined that employee well-being was negatively influenced (Kelloway et al., 2012). The study supported transformational leadership and the associated employee-centered outcomes as a positive influence in relationship to employee well-being (Kelloway et al., 2012). Through the implementation and use of the transformational leadership style employees have the ability to enhance their well-being in the workplace (Kelloway et al., 2012).

Generational Cohort

Researchers have not conducted extensive studies on the influences of multiple generations on leader and employee relationships in the workforce (Haynes, 2011). Leaders need to consider the generation from which the employee identifies with to understand better specific workplace and life values that will contribute to positive work results (Haynes, 2011; Amin et al., 2013) Specific values are related to generational cohort through historical triggers (Haynes, 2011). Researchers have identified attitude as a mediator between transformational leadership and life satisfaction (Amin et al., 2013). Life satisfaction, professional and personal, is an important component of psychological health and well-being (Amin et al., 2013). Psychological health contributes positively to an individual's overall well-being (Amin et al., 2013). Because generational differences are

prevalent in the workforce, leaders should consider the generational effects when considering employee well-being (Amin et al., 2013). Leaders must be cognizant of different communication methods, workplace environments and the desired leadership style that each generation prefers (Haynes, 2011). Generational differences affect an individual's managerial expectations and factors that contribute to an individual's success (Salahuddin, 2010; Kapoor & Solomon, 2011). Through an individual's success, workplace goals are achieved (Salahuddin, 2010; Kapoor & Solomon, 2011).

A review of the literature has indicated a limited number of generational studies, yet for the first time in history four generations work together in the workplace (Costanza, Badger, Fraser, Severt, & Gade, 2012). As a result, leaders have an opportunity to examine each generation's impact on an organization's success or failure (Costanza et al., 2012; Holt, Marques, & Way, 2012; Kapoor & Solomon, 2011; Salahuddin, 2010). Leaders need to focus on a multitude of variables when considering an organization's success, which includes generational identities (Costanza et al., 2012). Generational identities include characteristics that define each generation and influence workplace performance (Kapoor & Solomon, 2011). Generational identifications are unique opportunities and challenges that each leader and follower must embrace as a way to create the most productive environment (Kapoor & Solomon, 2011).

Veterans, also known as traditionalists, endured major world events that included trauma and poverty by living through the Great Depression and World War II (Kapoor & Solomon, 2011). Veterans value authority and direct formal modes of communication (Salahuddin, 2010). Veterans expect leaders to demonstrate respectful authority as well as demonstrated expertise (Salahuddin, 2010). Finally, veterans want to receive recognition

and reward for perseverance (Salahuddin, 2010).

Baby boomers experienced life during the Civil Rights Movement and are more idealistic (Kapoor & Solomon, 2011). This generation is resistant to change and tend to fail at multitasking, but respect authority and hierarchy (Kapoor & Solomon, 2011). Baby boomers are productive and motivated in work environments that are democratic, human, and causal (Salahuddin, 2010). In addition, this generation's motivation to work relates to power, which includes the ability to influence others and exercise authority (Kapoor & Solomon, 2011). Baby boomers also perform better when able to deliver messages that express value and constitute a contribution to the organization (Salahuddin, 2010).

The people of Generation X, also known as Gen X-ers, are referred to as the latchkey kids due to higher divorce rates and double income family homes (Kapoor & Solomon, 2011). This generation has experienced uncertainty related to financial stability as well as challenges associated with trusting leaders. Because of the events that have shaped this generation, Gen X-ers are self-reliant, independent, and incredulous towards leaders (Kapoor & Solomon, 2011). Similar to Baby boomers, Gen X-ers' motivation includes positions related to power with the ability to influence others and exercise authority (Kapoor & Solomon, 2011).

People in Generation Y, also known as Gen Y-ers or Millennials, are similar to the Baby boomer generation because each group favors teamwork and follows directions with the understanding that the directions are flexible (Balda & Mora, 2011; Holt et al., 2012; Kapoor & Solomon, 2011). This generation searches and desires immediate impact through the creation of a better place to work and live (Balda & Mora, 2011; Holt et al., 2012; Kapoor & Solomon, 2011). This generation desires mentoring relationships, and

relationships that are engaging as well as have a focus on professional development (Balda & Mora, 2011; Holt et al., 2012; Kapoor & Solomon, 2011). Millennials identify more completely with leaders who develop a synergistic approach to leadership, often exhibited by transformational leaders, through the encouragement of autonomy and creativity when discovering business solutions (Balda & Mora, 2011; Holt et al., 2012; Kapoor & Solomon, 2011).

Leaders who can identify and understand each generation's characteristics are able to create a workplace that is productive rather than combative (Kapoor & Solomon, 2011). Leaders who strive to understand employee needs, and how to best promote productivity, assist in developing followers who are satisfied with their life qualities, resulting in solid well-being (Haynes, 2011). Life qualities are factors that contribute to an employee's psychological well-being (Haynes, 2011). Leaders can create cultures modularity, flexibility, offering opportunities to give back to society, and using progressive policies and intergenerational mentoring appropriate for each generation to coexist (Holt et al., 2012).

Summary

The literature review centered on the theoretical basis for the research problem and research questions focusing on the identification of transformational leadership attributes and their effect on employee well-being within an organization with generational cohort serving as a moderating factor. Researchers have conducted a significant number of cross-sectional studies on how transformational leadership attributes affect employee retention, employee well-being, and an organization's success (McMurray et al., 2010; Munir & Nielsen, 2009; Nielsen & Daniels, 2012; Nielsen & Munir, 2009; Nixon et al., 2011; Skakon et al., 2010). Leadership development has a significant effect on organizational change and

long-term organizational performance (Braun et al., 2013). Leaders must prioritize leadership development as a strategic imperative and assist followers in navigating through chaotic times while ensuring long-term survival of an organization (Braun et al., 2013).

Transformational leadership attributes are valuable leadership skills with regard to their effects on employees' performance and overall well-being in an organization. Specifically, business leaders may find the outcomes of this study beneficial. By recognizing the associated value of transformational leadership attributes, organizational leaders can begin to create and establish more directed leadership growth programs. In conducting this research study, the discovery of a relationship between transformational leadership attributes and employee well-being and generational cohort as a moderator, leaders can positively influence a reduction in employee stress, decrease employee turnover, and stimulate innovation within the organization.

Research on transformational leadership proves that transformational leaders provide good reasons for employees to stay with organizations. From the data, researchers and stakeholders are able to better understand an individual's perceptions, individual reactions to a particular phenomenon, and provide an explanation about an individual's behaviors within an environment. Transformational leaders are able to help employees achieve goals through vision alignment, along with providing the necessary confidence to take risks when creating innovative business solutions. Transformational leaders work to express how valuable employees are within the organization, by offering professional development opportunities, as well as coaching, and mentoring individuals in an effort to alleviate stress and reduce the likelihood of burnout. Productive and satisfied employees are an organization's best asset, and leaders who recognize this help to ensure an organization's success.

Finally, leaders who are able to understand generational cohort can determine the best method for leading a multigenerational workforce. A leader in the workforce has many variables to consider when evaluating the effects of leadership style on employee well-being. Generational cohort is a potential moderator that could influence the relationship between transformational leadership and employee well-being. A leader taking the opportunity to understand how each generation relates to a particular leadership style can potentially create more productive and creative workplaces.

Because of this study, company leaders can identify leadership practices that positively influence employee well-being and as a result improve satisfaction (Kapoor & Solomon, 2011). Through improved job satisfaction, employees will have a reduction in burnout resulting in lower turnover rates (Zopiatis & Constanti, 2010). Such goals can be achieved by adjusting recruitment activities, developing effective performance review processes, creating effective training programs, and developing work-life balance environments that support multiple generational workforces. Organizational leaders must continue to examine the effects of transformational leadership and employee well-being moderated by generational cohorts in order to understand employees' needs when working to achieve success (Tafvelin et al., 2011).

Chapter 3: Research Method

Statement of the Problem

Turnover in organizations represents an ongoing challenge for leaders, oftentimes negatively affecting individual performances, organizational performance, and even exposing organizations and their workforce to risks (Gillet et al., 2013). On average, the cost to replace an employee has been equal to 20% of their salary (Mathieu, 2012). In addition, an average of 30% of disability claims equaling \$15- \$30 billion has been associated with health care costs required to treat the mental and physical health of employees (Mathieu, 2012). Today, organizational leaders also face generational challenges for the first time. The generational cohort creates additional challenges for leaders working to decrease voluntary turnover (Mathieu, 2012). The general problem was that 81% of employees who voluntary leave a job is associated with a boss's lack of respectable character or perceived incompetence (Longenecker & Fink, 2013). Nonetheless, turnover in the U.S. has continued to plague the growth and sustainability of companies in today's competitive marketplace (Mathieu, 2012).

The specific problem was that it was not known what relationship, if any, exists between transformational leadership attributes and employee well-being, as moderated by the employee's generational cohort. Building a better understanding of this relationship could serve to improve organizational success and employee performance by minimizing voluntary turnover while simultaneously expanding the reach and additional applications of transformational leadership theory (Men, 2014). Transformational leadership has been linked to lower voluntary turnover rates (Men, 2014). Isolating each independent variable as an individual attribute and evaluating each to employee well-being served to uncover

associations to each individual variable (Men, 2014). Despite widespread usage, this theory has continued to develop, but has not been utilized to address the impact the generational cohort may have on leadership and employee well-being (Men, 2014).

Purpose of the Study

The purpose of this non-experimental, quantitative, ex post facto study was to determine whether a relationship existed among certain transformational leadership attributes of leaders and their employees' well-being, as moderated by the generational cohort. Importantly, the researcher collected current data to perform the non-experimental, quantitative, ex post facto design of this study. Through this approach, the data identified additional knowledge to educate leaders on the potential influence of an individual's generational cohort and its moderating effect on employee well-being. A researcher utilizing a quantitative study design can examine the data to determine if a moderating relationship between variables exists (Black, 2005).

The independent variables for the study consisted of transformational leadership attributes of leaders. The independent variables came from the Multifactor Leadership Questionnaire (MLQ-5X Short; Bass & Avolio, 2004). These attributes included idealized influence (charisma), inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 2008). The dependent variable, taken from the General Health Questionnaire-28 (GHQ-28), measured employee well-being (Nixon et al., 2011). The score from the GHQ-28 was a composite score that resulted from specific questions addressing somatic symptoms, anxiety, social dysfunction, and severe depression (Nixon et al., 2011). To clarify, a lower composite score translates to a healthier participant with a higher well-

being quotient (Nixon et al., 2011). Alternatively, a higher composite score translates to an unhealthy participant with a lower well-being quotient (Nixon et al., 2011).

In addition, the moderating effects of generational cohort were tested. The researcher used a random sample of employees working at a regionally located financial organization in the Midwest. Online administration of the Multifactor Leadership Questionnaire (MLQ-5X Short; Bass & Avolio, 2004) and the General Health Questionnaire (GHQ-28; Jackson, 2007) comprised the tools used to collect the necessary data.

Research Questions

Using this non-experimental, quantitative, ex post facto study allowed the researcher to explore transformational leadership attributes and their effect on well-being, moderated by generational cohort, which helped answer the four research questions. A quantitative approach was selected because of the ability of the researcher to prove relationships by presenting data with charts, graphs, and numerical outcomes (Black, 2005). The researcher utilized the following research questions to explore the relationship between the variables and used the described approaches to analyze the data accordingly.

Q1. What relationship exists, if any, between the transformational leadership attribute of idealized influence (charisma) of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort?

Q2. What relationship exists, if any, between the transformational leadership attribute of inspirational motivation of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort?

Q3. What relationship exists, if any, between the transformational leadership attribute of intellectual stimulation of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort?

Q4. What relationship exists, if any, between the transformational leadership attribute of individual consideration of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort?

Hypotheses

H1_O. There is no significant relationship between the transformational leadership attribute of idealized influence (charisma) of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

H1_A. There is a significant relationship between the transformational leadership attribute of idealized influence (charisma) of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

H2_O. There is no significant relationship between the transformational leadership attribute of inspirational motivation of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

H2_A. There is a significant relationship between the transformational leadership attribute of inspirational motivation of leaders in an organization, as assessed by the Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

H3_O. There is no significant relationship between the transformational leadership attribute of intellectual stimulation of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

H3_A. There is a significant relationship between the transformational leadership attribute of intellectual stimulation of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

H4_O. There is no significant relationship between the transformational leadership attribute of individual consideration of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

H4_A. There is a significant relationship between the transformational leadership attribute of individual consideration of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

This chapter includes research methods and design, participants, operational variables, materials and instruments that were used for the study. The chapter concludes with ethical considerations including privacy and confidentiality.

Research Methods and Design

The postpositive philosophy focuses on research that identifies cause and determines effects or outcomes (Creswell, 2009). A researcher who holds this view identifies variables from a larger idea, and works to identify empirical relationships to explain a theory (Creswell, 2009). Additionally, postpositive researchers believe that a research project begins with a theory, after which they analyze collected data to accept or disprove the theory; researchers must make adjustments prior to conducting additional research (Black, 2005).

Furthermore, the identified variables that a postpositive researcher utilizes in a research study are the focus of observation when studying the individuals participating in the study (Ghezeljeh & Emami, 2009). Data collected from observations and measurements help to create an understanding of the world through the shaping of knowledge (Black, 2005). Postpositive researchers use quantitative methods to identify relationships, while recognizing that the absolute truth might not exist (Black, 2005). The researcher then deductively reasons from the quantitative data, in an effort to understand the theory being researched (Ghezeljeh & Emami, 2009).

This research project identified in the problem statement can be clearly associated with postpositive views. The project began with the identification of the theory surrounding transformational leadership and the presumption that this leadership style has a positive impact on employees. Through the identification of variables, the researcher provided the data to determine if a relationship existed between transformational leadership attributes and employee well-being, moderated by generational cohort.

This research project included a non-experimental, quantitative, cross-sectional, ex post facto approach to data collection and analysis. A quantitative study was used as the researcher sought to show, statistically, that generational cohort moderated the relationship between transformational leadership attribute and employee well-being. A cross-sectional study represents an observational study in which data collection occurred from the sample at one point in time (Black, 2005). Cross-sectional studies using a single-source are on the rise, which further supported the method for this research project (Antonakis et al., 2014).

Furthermore, the selection of the cross-sectional approach does not require a pre- or post-study (Black, 2005). The researcher had limited access to participants within the organization, which inhibited the application of an experimental project. An ex post facto study was used because the data was from a random sample in a real-life study (Black, 2005). The non-experimental ex post facto design was preferred because the researcher would not have direct control of the independent variable (Black, 2005). The validity of the independent variable was supported because the sample potentially experienced the independent variable (Black, 2005).

Importantly, data collection was executed using an electronic survey distributed by the Human Resources Administrative Assistant within the company through the internal email system. The email provided the participants with an explanation and a link to the survey as well as the consent. Each participant completed the survey once. Because of this approach, the researcher compared data between or among periods, which afforded the researcher the ability to draw stronger conclusions about relationships between variables (Nixon et al., 2011; Tafvelin et al., 2011; Wilderom et al., 2012). The purpose of a cross-

sectional study is to determine changes in, and to establish the direction and magnitude of, a relationship (Nixon et al., 2011; Tafvelin et al., 2011; Wilderom et al., 2012).

Specifically, the purpose was to examine the moderating relationship that generation has between transformational leadership and employee well-being. Examination of these possible relationships involved using multiple linear regression analyses calculations. By collecting the data for transformational leadership, employee well-being, and generational cohort at the same time for each participant, the relationships among the variables were identifiable. Conversely, a longitudinal study, which can be more expensive to conduct, delays determining the usefulness of the data due to time requirements of gathering data at various points throughout the study, and has the added risk of participants aging out of the study (Black, 2005; Cozby, 2009; Nixon et al., 2011; Wilderom et al., 2012). A cross-sectional study is less expensive and immediately provides data (Black, 2005; Cozby, 2009; Nixon et al., 2011; Wilderom et al., 2012). Additional challenges to a cross-sectional study include the necessity of a researcher to infer differences using comparisons, which can negatively influence the internal validity of the research project (Black, 2005; Trochim & Donnelly, 2008).

The independent variables for the study were transformational leadership attributes of leaders in an organization. The transformational leadership attributes included idealized influence (charisma), motivation, intellectual stimulation, and individualized consideration. The dependent variable comprised employee well-being, which relied on a composite score from the GHQ- 28 from questions that addressed somatic symptoms, anxiety, social dysfunction, and severe depression. The random samples were taken from employees working at a regionally located financial organization in the Midwest.

The relationship between transformational leadership attributes and their effect on well-being, as moderated by generational cohort, was examined using multiple regression analysis. The moderator represented an underlying variable that possibly strengthened the relationship between an independent and dependent variable (Black, 2005; Cheung & Wong, 2010). The moderating variable can assist a researcher in explaining the strength of the relationship between the independent and dependent variables (Black, 2005; Cheung & Wong, 2010).

Additionally, demographic information was collected from the participants. The information included gender, birth year to identify generation, years with employer, and position. The researcher used the demographic information to conduct an analysis using descriptive statistical methods, such as mean and standard deviation.

Population

The population for this quantitative study consisted of full-time and part-time employees working at a military based financial services organization located in the Midwestern region of the United States. Leaders within the organization represented all four of the generational cohorts. In addition, four generations were also throughout the organization. Approximately 200 employees were in the population. This population was appropriate for this study because all four generations were represented within the organization. In addition, this population was appropriate for this study because of the high turnover of 20% (Human Resources Leader, personal communication, 2014). The generations were distributed throughout the organization in various roles and management levels. Both males and females were represented in the organization. Contact with this population only occurred after approval from the Northcentral University Institutional

Review Board (IRB).

Sample

The specific probability sampling technique was a simple random sample. Using a simple random sample approach, all possible participants had an equal chance of selection for the study, though this required obtaining a list of possible participants (Antonakis et al., 2014). Using a simple random sample increased the ability to generalize the study results to the entire population (Antonakis et al., 2014). Additional benefits of simple random sampling included the ease of explanation to individuals without a research background, and the ease of use (Antonakis et al., 2014). Due to the industry's strict regulations, email addresses were not shared with the researcher. An internal gatekeeper worked with the researcher to distribute randomly the survey to the employees.

Nonetheless, disadvantages of a simple random sample remain, including the necessity to obtain a list of possible participants from employers (Trochim & Donnelly, 2008). Oftentimes, employers feel concern about a breach in confidentiality when providing employee lists. Preliminary approval to conduct the research study was given to the researcher (Human Resources Leader, personal communication, 2014). Further meetings occurred with the organization's leaders following university officials' approval of the research proposal.

According to Aguinis Beaty, Boik, and Pierce (2005), the power of moderating analyses has been found to be low; therefore, sample sizes over 200 are typically recommended in order to have reasonable power to detect significant effects. A power analysis for a multiple linear regression with three predictors (independent variable, moderator variable, and interaction term) was conducted in G*Power. Due to the lower

power of moderation analysis, the sample size was estimated for a power of .95 (higher than the typical .80 used by convention; Cohen, 1988). With a moderate effect size (.15) and an alpha level of .05, the required sample size to find significance was 119 participants. Data from 127 participants were collected to assess the moderation analysis.

Materials/Instruments

The researcher worked to discover the relationship between transformational leadership attributes and employee well-being, with generational cohort as a moderator. The first part of the survey included demographic questions for the participants (see Appendix A). Participants completed general demographic questions regarding gender, time with the employer, position, and generational cohort. Permission to use the Multifactor Leadership Questionnaire (MLQ-5X Short) was granted from Mind Garden, Incorporated (see Appendix D). The independent variable of transformational leadership was measured using the Multifactor Leadership Questionnaire (MLQ-5X Short) created by Avolio and Bass used to collect the data from the employees selected for this study (Avolio & Bass, 2004; see Appendix C). The MLQ-5X Short is a survey instrument that contains 45 items with responses using a 5-point Likert-type scale. The attributes of transformational leadership include idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. The MLQ-5X Short is a tool in which to measure leadership behaviors and the link to personal and organization success (Avolio & Bass, 2004).

The instrumentation for this study was the Multifactor Leadership Questionnaire (MLQ-5X Short) developed by Bass and Avolio (2004). Using the MLQ-5X Short, the researcher measured the full range of leadership styles, but specifically transformational leadership and the identified attributes (Bass & Avolio, 2004). The MLQ-5X Short is

versatile and flexible enough to administer in different environments and at varying levels within organizations, providing research data to improve performance through employee development (Bass & Avolio, 2004). The MLQ-5X Short includes 45 statements asking participants to reflect on the style of leadership demonstrated by the individual he or she directly reports to within the organization (Bass & Avolio, 2004). The participants responded to each descriptive statement using a 5-point Likert-type scale. The responses ranged from 0 = 'Not at all' to 4 = 'Frequently, if not always'.

Construct validity of the MLQ-5X Short is documented in the manual (Avolio & Bass, 2004). The documentation provided the necessary information that the survey measures the intended leadership styles (Avolio & Bass, 2004). Reliabilities for each of the leadership factors ranged from .74 to .94 (Bass & Avolio, 2004). For research purposes, a Cronbach's alpha of at least .70 is acceptable (Cozby, 2009).

The researcher also used the General Health Questionnaire (GHQ-28) as an instrument in this study (see Appendix C). Permission to use the GHQ-28 was granted by GL Assessment, Incorporated (see Appendix E). The GHQ-28 compared his or her recent psychological state to his or her normal psychological state, which is a frequent tool used when working to determine employee well-being (Goldberg & Williams, 2006). The scale provided the participant four options (1, 'not at all'; 2, 'no more than usual'; 3, 'rather more than normal'; or 4, 'much more than normal'; DeJoy & Wilson, 2003). The test took little time to administer and provided valuable information because of the psychometric properties identified through the results (Goldberg & Williams, 2006).

Construct validity of the GHQ-28 is documented in the manual (Goldberg & Williams, 2006). The document provided the necessary information that the survey

measured the psychological state it intended to measure (Goldberg & Williams, 2006). Test-retest reliabilities ranged from .78 to .90 and inter-rater and intra-rater reliability identified with Cronbach's alpha .9-.95 both indicated that this is an excellent tool for research (Goldberg & Williams, 2006).

A demographic portion of the survey was used to measure generational cohort. The researcher asked a single question regarding the participant's birth year to identify generation. The researcher used these responses to measure generational cohort.

Operational Definition of Variables

Through this quantitative research study, the researcher investigated the relationship between the independent variables of transformational leadership attributes and the dependent variable of employee well-being along with the moderating effect of generational cohort. The study of transformational leadership attributes is extensive, which provided a solid catalog of possible definitions to assist in the explanation of the study results.

Leadership was measured using a Likert-type scale approach to identify transformational leadership attributes. While Likert-type scales are either ordinal or interval, a previous power analysis of multiple populations found that treating Likert-type scales as interval in level found similar outcomes in Type I and II error compared to when the data was treated as ordinal (de Winter & Dodou, 2012). Therefore, the Likert-type scales created from the surveys were treated as interval in level (de Winter & Dodou, 2012). The interval data provided the researcher the parameters to use normal theory statistics to analyze the data, such as analysis of variance (ANOVA) or regression (Black, 2005; Cozby, 2009).

Generational cohort. This moderating variable was operationalized by having the participants choose a categorical year option within the demographic data section of the survey, specifying their year of birth. Participants were more comfortable identifying a time span rather than a specific generational title. The time spans were: 1922-1945, 1946-1964, 1965-1980, and 1981-2000. Generational cohort was treated as a nominal variable for the analyses.

Idealized influence (Charisma). The idealized influence (charisma), an interval variable, was measured using the subscale of the MLQ-5X Short (Bass & Avolio, 2004). Idealized influence was measured both as an attributed score and as a behavioral score (Bass & Avolio, 2004). The idealized influence attributed score was calculated as an average of questions 10, 18, 21 and 25 from the MLQ-5X Short (see Appendix B). Idealized influence behavioral score, an interval variable was measured using the subscale of the MLQ-5X Short using an average of questions 6, 14, 23 and 34 (Bass & Avolio, 2004; see Appendix B). Participants were able to select from 0 = 'Not at all'; 1 = 'Once in a while'; 2 = 'Sometimes'; 3 = 'Fairly often', and; 4 = 'Frequently, if not always'. The smaller the score indicated that the leader possessed little of the idealized influence attribute. The larger the score indicated that the leader possessed more idealized influence.

Individualized consideration. The individualized consideration, an interval variable, was measured using the subscale of the MLQ-5X Short (Bass & Avolio, 2004). Individual consideration score was calculated as an average of questions 15, 19, 29 and 31 from the MLQ-5X Short (see Appendix B). Participants were able to select from 0 = 'Not at all'; 1 = 'Once in a while'; 2 = 'Sometimes'; 3 = 'Fairly often', and; 4 = 'Frequently, if not always'. The smaller the score indicated that the leader possessed little of the individualized

consideration attribute. The larger the score indicated that the leader possessed more individual consideration.

Inspirational motivation. The inspirational motivation, an interval variable, was measured using the subscale of the MLQ-5X Short (Bass & Avolio, 2004). Inspirational motivation score was calculated as an average of questions 9, 13, 26 and 36 from the MLQ-5X Short (see Appendix B). Participants were able to select from 0 = 'Not at all'; 1 = 'Once in a while'; 2 = 'Sometimes'; 3 = 'Fairly often', and; 4 = 'Frequently, if not always'. The smaller the score indicated that the leader possessed little of the inspirational motivation attribute. The larger the score indicated that the leader possessed more inspirational motivation.

Intellectual stimulation. The intellectual stimulation, an interval variable, was measured using the subscale of the MLQ-5X Short (Bass & Avolio, 2004). Intellectual stimulation score was calculated as an average of questions 2, 8, 30 and 32 from the MLQ-5X Short (see Appendix B). Participants were able to select from 0 = 'Not at all'; 1 = 'Once in a while'; 2 = 'Sometimes'; 3 = 'Fairly often', and; 4 = 'Frequently, if not always'. The smaller the score indicated that the leader possessed little of the intellectual stimulation attribute. The larger the score indicated that the leader possessed more intellectual stimulation.

Well-being (WB). The variable of well-being, an interval variable was measured using the General Health Questionnaire (GHQ-28) published by Goldberg and Williams (2006; see Appendix C). The GHQ-28 is a Likert-type scale in which an employee compared his or her recent psychological state to his or her normal psychological state (Goldberg & Williams, 2006). The Likert-type scale provided the participant four options

(1, 'not at all'; 2, 'no more than usual'; 3, 'rather more than normal'; or 4, 'much more than normal'; Goldberg & Williams, 2006). Once the answers to the questions are summed, the total score can range from 28 to 112 (Goldberg & Williams, 2006). The higher the respondent's score, the poorer the respondent's well-being was in regards to current (Goldberg & Williams, 2006). Regression analysis determined if a relationship existed between well-being and transformational leadership

Data Collection, Processing, and Analysis

Data Collection

The site for this research study was a regionally located financial organization in the Midwest. The MLQ-5X and the GHQ-28 survey tools were combined into one survey that was uploaded using the Mind Garden Transform™ system. According to the G*Power a minimum of 119 participants were required. Based on the results of the G*Power requirements for a study of this nature the researcher acquired two hundred licenses from Mind Garden and GL-Assessment (see Appendices D & E). The researcher was provided a password-protected data file from Mind Garden that contained the data from the study. It was from this protected data file that the researcher was able to download study results and utilize IBM Statistical Package for Social Sciences (SPSS) to conduct the required statistical analyses. The researcher collected data through a survey link distributed to employees randomly using the organization's intranet. Due to strict regulatory guidelines and security issues, an internal gatekeeper worked with the researcher to email a random sample of the employee base. The gatekeeper set the system to distribute randomly an email explaining the study, the informed consent and the survey link to employees within the organization every two weeks until the minimum numbers of respondents were collected.

Data Processing

Once the data were collected, the researcher entered the results into (SPSS). The data will be stored in a password-protected file within the researcher's residence. Prior to analyzing the data, responses were screened for completeness and accuracy. Incomplete responses corresponded to cases in which there was no data for the dependent variable, employee well-being. In addition, participants were removed from data analysis if they did not provide responses to generate a composite score for an independent variable. No participants were removed for partial responses to the questionnaire. The data were screened for incomplete responses and accuracy. Any participants who did not complete the entire survey were removed from the study sample. Outliers for transformational leadership and well-being were removed as well. Outliers are defined as values that are greater than 3.29 standard deviations from the mean (Cohen, 1988). Outliers were removed from further data analysis. Two responses were removed for outlying responses to the dependent variable, employee well-being. Following the removal of two outliers, 125 responses were used for analysis, which resulted in a response rate of 71%. The data file was placed in a password-protected folder on the researcher's computer for safekeeping.

Data Analysis

Frequencies and percentages were first examined for demographic characteristics such as gender and generation. Means and standard deviations were calculated to examine trends in continuous variables such as idealized influence attributes, inspirational motivation, intellectual stimulation, individual consideration, and employee well-being.

Cronbach's alpha values of internal consistency were used to assess the reliability of the five scales. The Cronbach's alpha provides mean correlation between each pair of items

and the number of items in a scale (Brace, Kemp, & Snelgar, 2006). The alpha values were interpreted using the guidelines suggested by George and Mallery (2010) where $\alpha > .9$ excellent, $>.8$ good, $>.7$ acceptable, $>.6$ questionable, $>.5$ poor, and $\leq .5$ unacceptable.

The purpose of the research is to examine the moderating effect that generational cohort has on the relationship between transformational leadership attribute and employee well-being. Moderators affect the direction or the strength of the relationship between a predictor and criterion variable (Baron & Kenny, 1986). To address the four research questions, four moderation analyses were conducted. The continuous level predictor variable in each moderation analysis corresponded to the attributes of transformational leadership: idealized influence (RQ1), inspirational motivation (RQ2), intellectual stimulation (RQ3), individual consideration (RQ4). The continuous dependent variable for each analysis corresponded to employee well-being. The ordinal level moderating variable corresponded to generational cohort. A moderating variable is a third variable that influences the strength of the relationship between the independent and dependent variables (Black, 2005; Cheung & Wong, 2010).

Prior to analysis, the assumptions of normality, homoscedasticity, and absence of multicollinearity were assessed. Normality assesses that the data fit a bell-shaped distribution and the assumption was assessed with a normal P-P plot (Howell, 2010). The assumption of homoscedasticity, or equal variances of error terms, was assessed with a scatterplot with standardized residuals as a function of standardized predicted values (Tabachnick & Fidell, 2012). The assumption is met if the scatterplot resembles random scatter of data. To assess the absence of multicollinearity assumption, Variance Inflation

Factors (VIFs) were used; values less than 10 suggest that the assumption is met (Stevens, 2009).

The hypotheses were two-tailed or non-directional hypotheses in which the independent variable affects the dependent variable. However, the researcher did not identify a specific direction, regardless of the nature of the relationship. The first step of moderation analysis was to center the continuous predictors and moderator variable to eliminate multicollinearity effects between predictors and the moderator. The predictors and moderator were entered into the model. Then the interaction term between the predictor and moderator was entered. The moderation alternative hypothesis is supported if the interaction term is significant (Baron & Kenny, 1986). Significance was evaluated at the generally accepted level, $\alpha = .05$.

Assumptions

In regards to this study, several assumptions existed. Firstly, the researcher assumed that participants answered each question within the surveys honestly. Secondly, the researcher assumed that participants completed the surveys objectively when considering their leader. The third assumption was that the selected survey tool, Multifactor Leadership Questionnaire (MLQ-5X Short) measured transformational leadership attributes. The fourth assumption was that the selected survey tool, General Health Questionnaire (GHQ-28) measured well-being as it related to employees in the workplace. The fifth assumption was that leaders within the organization demonstrated transformational leadership attributes. The final assumption was that the selected research design provided information to answer the research questions.

Limitations

Limitations are associated with a quantitative study. The first limitation was the inability to generalize the information to other environments outside of the financial services industry. The second limitation was associated with the proposed research design and the built in limits, which prevented causations. The third limitation this a quantitative study was that the information collected may be too abstract for direct application to the population or environment. The fourth limitation of this study was associated with the researcher focusing solely on a theory or hypotheses being tested rather than focusing on the outcomes being generated. The fifth limitation of the quantitative method was the researcher could only test the hypotheses, but not actually explain why the relationships occurred. While a qualitative method can potentially alleviate this limitation, it is in the researcher's interest to only show that the relationship (and moderation) occurs and not fully explain why it occurs. Prior literature and future research are left to uncover these gaps. Finally, participants may not have completed the well-being section of the tool based on workplace environments, but rather considered their personal environment as well.

An ex post factor study has limitations as well. Ex post facto limitations include the researcher's inability to control the independent variable and the randomization of subjects (Black, 2005). The second limitation was that the researcher was never completely certain if a causative factor was included or identified in the study, thus limiting generalizability (Black, 2005). The third limitation was associated with the inability to establish a cause and effect relationship. The fourth limitation was that an ex post facto study was too flexible.

Delimitations

The first delimitation was the selection of a cross-sectional ex-post fact design, because transformational leadership attributes and well-being are individual difference variables, and cannot be manipulated, ruling out the viability of a true experiment. A second delimitation was the selection of one location and population for this study. This researcher chose to do this to allow for a more in-depth understanding of the selected population because of high employee turnover rates within the organization. A third delimitation was associated with only measuring transformational leadership attributes from the MLQ-5x Short. Many researchers have investigated transformational leadership and the influence on employee well-being, specifically translated as employee satisfaction (Gurt et al., 2011; Nielsen & Daniels, 2012; Skakon et al., 2010; Tims et al., 2011). However, the study of transformational leadership attributes and their effect on well-being, moderated by generational cohort, is a new concept, which delimited the scope of the inquiry for this project (Costanza et al., 2012; Holt et al., 2012; Kapoor & Solomon, 2011; Salahuddin, 2010).

Ethical Assurances

The researcher is responsible for ensuring that participants do not sustain unnecessary risks by conducting a risk assessment, utilizing an informed consent process, protecting participants' privacy and confidentiality, as well as protecting the data to ensure anonymity. The researcher ensured that no harm came to participants of the study, as all participants were anonymous and non-identifiable in any way. In addition, the researcher was required to prepare the data while avoiding mistakes and negligence, collaborating with the assigned mentors and seeking advice when necessary, and most importantly by properly

navigating through the Institutional Review Board (IRB) process to ensure proper oversight prior to collecting data for the project.

Following approval from the IRB, participants received an email from the Human Resources leader, which contained the informed consent (see Appendix F). The letter of consent contained language using an eighth-grade reading level and provided subjects the necessary information to make a decision about participating in the study (U.S. Department of Health and Human Services, 1979). The informed consent explained details of the study, which included time required of each participant, risks and benefits, identification of any compensation, how individual confidentiality was protected, and explained that participation was strictly voluntary and withdrawal was possible at any time, along with contact information to address questions or concerns (Erlan, 2010; see Appendix F). The established process allowed participants to accept the informed consent electronically. Participants consented by clicking on the survey link included in the email. If a participant decided not to complete the survey, the deletion of the email indicated their choice.

Researchers must work to ensure that participants in a study have both privacy and confidentiality protected. A researcher works to ensure the anonymity of the participants by restricting the ties between the participants and the survey tool (Zikmund, Babin, Carr, & Griffin, 2010). This researcher included safeguards that maintained privacy and confidentiality by not collecting IP addresses of participants, not collecting names of supervisors on the survey, not collecting the participant's location, and collecting generational information using ranges. This researcher selected participants using a simple random sampling technique to protect identity; the researcher removed the likelihood of identifying particular participants, based on responses. The administration of the survey tool

to all of the participants within a specific time eliminated the ability to identify participants based upon when he or she submitted the survey results for analysis. In addition, the researcher stored the data in a secure password-protected file for seven years at which time the data will be destroyed.

In conclusion, a researcher has significant ethical obligations in ensuring that research results are valid and true. A researcher is required to perform a complete and clear risk assessment associated with a proposed research project. A researcher has an obligation to weigh the risks against the associated benefits with the focus on minimizing risks to participants. Using the informed consent process, a researcher is able to outline the research project and explain the project by providing a clear explanation. The informed consent is critical to ensuring that participants understand completely his or her role in the study.

A researcher must constantly strive to protect the confidentiality and privacy of participants by protecting data that is collected and eliminating personal identifiers. If a researcher discovers results to be erroneous, great care must be exercised to correct the error. The ethical guidelines associated with research build the critical foundation on which a researcher can work to discover new knowledge that is shared with individuals, both inside and outside the scientific arena.

Summary

The purpose of this non-experimental, quantitative, cross-sectional, ex post facto research study was to discover the relationship between transformational leadership attributes and employee well-being, along with generational cohort as a moderator. Researchers continue to examine transformational leadership in relation to employee well-being; however, as a measure to keep up with the inclusion of four generational cohorts,

leaders need to be aware of possible implications. The data gathered from this study provided leaders with information about transformational leadership, employee well-being, and generational cohorts. The results of the study contributed to the body of knowledge relating to transformational leadership and employee well-being studies by analyzing the influence of generational cohorts. The survey instruments have high reliability and validity, which provided the necessary confidence that the tools collected the intended data. The participants received the most confidential process to complete the survey tools supporting minimal risk.

Chapter 4: Findings

The purpose of this non-experimental, quantitative, ex post facto study was to determine whether a relationship existed among certain transformational leadership attributes of leaders and their employees' well-being, as moderated by the generational cohort. The following chapter presents preliminary data cleaning and descriptive statistics of the sample. Then a detailed analysis is presented of the research questions in order to determine which hypotheses to accept. The chapter then presents an evaluation of the findings and a summary.

Results

Preliminary data cleaning. The researcher received 127 responses to the survey. The data was checked for non-random missing cases and univariate outliers. No missing cases were found in the data. Univariate outliers were assessed via standardized values, or z-scores, and any values greater than 3.29 standard deviations away from the mean were removed (Tabachnick & Fidell, 2012). Two outliers were found for the dependent variable, employee well-being, and were removed before conducting analyses. Therefore, the final data set was comprised of 125 participants.

Descriptive statistical analysis. The final data set was comprised of 34 males (27%) and 91 females (73%). The majority of the participants were born between 1965 and 1980 ($n = 51$, 41%), with the next largest group born between 1981 and 2004 ($n = 41$, 33%). The frequencies and percentages of demographic information are presented in Table 1.

Table 1

Frequencies and Percentages

Demographic	<i>n</i>	%
Gender		
Male	34	27
Female	91	73
Generation (identify the year range you were born)		
1922 – 1945	3	2
1946 – 1964	30	24
1965 – 1980	51	41
1981 – 2004	41	33

Note. Due to rounding error, not all percentages may sum to 100.

Descriptive Statistics of Continuous Variables. Means and standard deviations were examined for continuous variables and are presented in Table 2.

Table 2

Descriptive Statistics of Continuous Variables

Continuous Variables	<i>Min.</i>	<i>Max.</i>	<i>M</i>	<i>SD</i>
Full years with the company	0.00	26.00	5.97	6.31
If partial year, number of months	0.00	11.00	4.74	3.07
Idealized Influence Attributes	0.00	4.00	2.32	1.15
Inspirational Motivation	0.00	4.00	2.27	1.16
Intellectual Stimulation	0.00	4.00	2.05	1.01
Individual Consideration	0.00	4.00	2.14	1.16
Employee Well-Being (GHQ-28)	0.00	51.00	17.60	9.84

Reliability

Cronbach's alpha tests of reliability and internal consistency were conducted on scales; one test per scale. The Cronbach's alpha provides mean correlation between each pair of items and the number of items in a scale (Brace, Kemp, & Snelgar, 2006). The alpha values were interpreted using the guidelines suggested by George and Mallery (2010) where

$\alpha > .9$ excellent, $>.8$ good, $>.7$ acceptable, $>.6$ questionable, $>.5$ poor, and $\leq .5$ unacceptable. Results for employee well-being ($\alpha = .91$) indicated excellent reliability. Results for idealized influence attributes ($\alpha = .85$) and inspirational motivation ($\alpha = .84$) indicated good reliability. Results for intellectual stimulation ($\alpha = .76$) and individual consideration ($\alpha = .78$) indicated acceptable reliability. Reliability statistics for the composite scores are presented in Table 3.

Table 3

Cronbach's Alpha Reliability Statistics for the Composite Score

Scale	No. of Items	α
Idealized Influence Attributes	4	.85
Inspirational Motivation	4	.84
Intellectual Stimulation	4	.76
Individual Consideration	4	.78
Employee Well-Being	28	.91

Research Question 1 Results. What relationship exists, if any, between the transformational leadership attribute of idealized influence (charisma) of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort?

H1₀. There is no significant relationship between the transformational leadership attribute of idealized influence (charisma) of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

H1_A. There is a significant relationship between the transformational leadership attribute of idealized influence (charisma) of leaders in an organization, as assessed by the

MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

To address research question one, a moderation analysis was conducted. Prior to conducting the analysis, the interaction term between the moderator (generational cohort) and the independent variable (idealized influence attributes) was calculated by centering the independent variable and the moderator, then finding the product of the two terms.

The assumptions of normality, homoscedasticity, and absence of multicollinearity were assessed. Normality assesses that the data fit a bell-shaped distribution, and the assumption was assessed with a normal P-P plot. The normal P-P plot indicated that there are not strong deviations from the normal line, so the assumption was met (See Figure 1). The assumption of homoscedasticity, or equal variances of error terms, was assessed with a scatterplot with the standardized predicted values along the x-axis and the standardized residual values along the y-axis. For the assumption to be met, the scatterplot would have a random, rectangular distribution of data point. As Figure 2 shows, there is not a noticeable pattern in the data points, so the assumption was met. To assess the absence of multicollinearity, Variance Inflation Factors (VIFs) were used; values less than 10 indicate that the assumption has not been violated (Stevens, 2009). The largest VIF in the regression was 1.01; thus, the assumption was met.

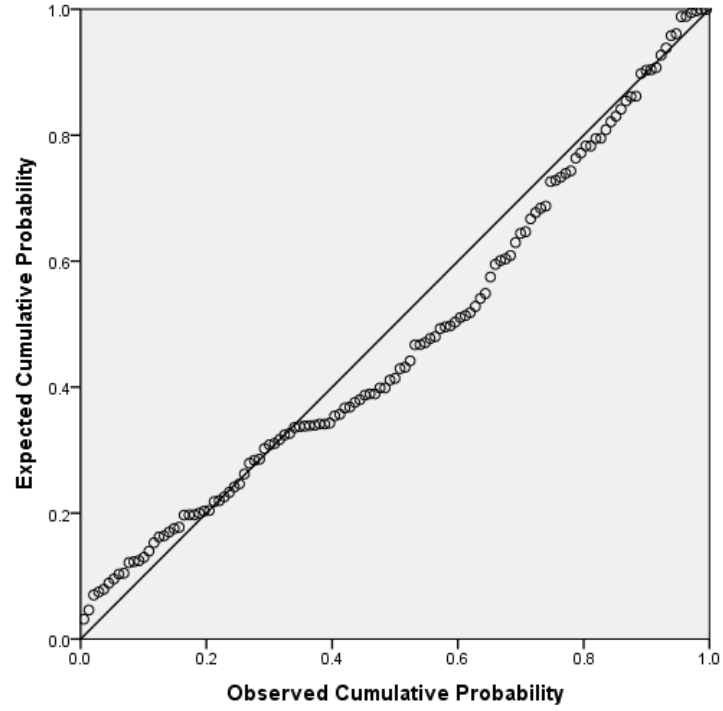


Figure 1. Normal P-P Plot for employee well-being with observed cumulative probability and expected cumulative probability (RQ1).

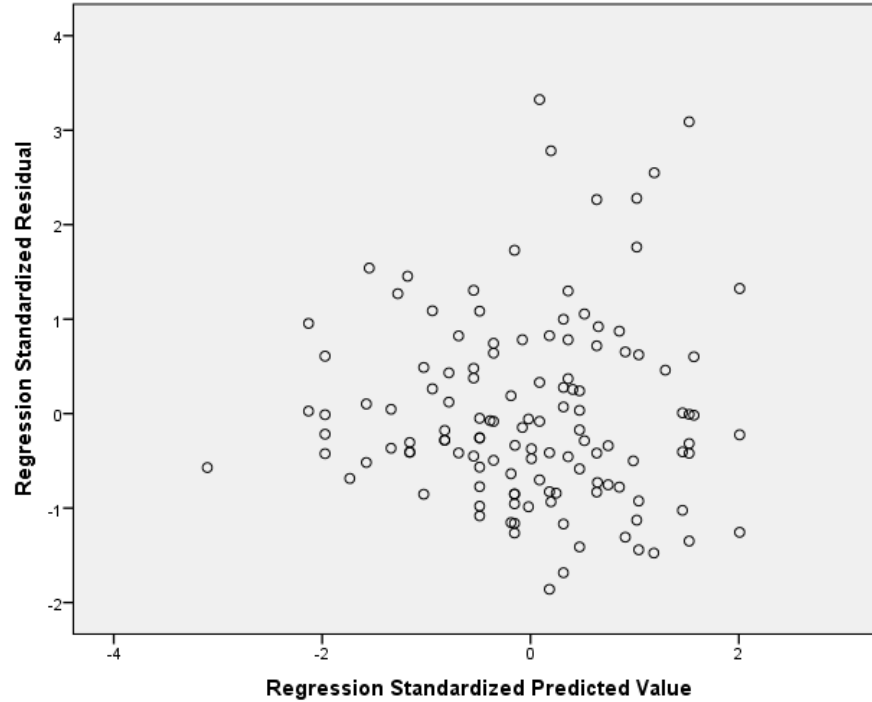


Figure 2. Scatterplot for interpreting homoscedasticity with predictive values and residual values (RQ1).

As the assumptions of the multiple linear regression with moderation analysis were met, the researcher conducted the analysis to determine whether generational cohort has a moderating effect between idealized influence attributes and employee well-being. The results of the regression indicated that there was not a statistically significant relationship between the independent variable, moderator, and dependent variable, $F(3,121) = 2.28$, $p = .082$, $R^2 = .05$. The alternative hypothesis for research question one cannot be supported. Generational cohort does not affect the direction or strength of the relationship between idealized influence and employee well-being. The results of the multiple linear regression with moderation analysis are presented in Table 4.

Table 4

Results for Multiple Linear Regressions with Generation Moderating the Relationship between Idealized Influence and Employee Well-Being

Source	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>
Idealized Influence Attributes	-1.52	0.76	-0.18	-2.01	.047
Generation	1.74	1.07	0.14	1.62	.107
Interaction: Idealized Influence Attributes*Generation	0.28	0.93	0.03	0.30	.765

Note. $F(3,121) = 2.28, p = .082, R^2 = .05$

Research Question 2 Results. What relationship exists, if any, between the transformational leadership attribute of inspirational motivation of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort?

H2_O. There is no significant relationship between the transformational leadership attribute of inspirational motivation of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

H2_A. There is a significant relationship between the transformational leadership attribute of inspirational motivation of leaders in an organization, as assessed by the Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

To address research question two, a moderation analysis was conducted. Prior to conducting the analysis, the interaction term between the moderator (generational cohort) and the independent variable (inspirational motivation) was calculated by centering inspirational motivation and generational cohort, then finding the product of the two terms.

Then the assumptions of normality, homoscedasticity, and absence of multicollinearity were assessed. Normality assesses that the data fit a bell-shaped

distribution, and the assumption was assessed with a normal P-P plot. The normal P-P plot indicates that there are not strong deviations from the normal line, so the assumption was met (See Figure 3). The assumption of homoscedasticity, or equal variances of error terms, was assessed with a scatterplot with the standardized residuals as a function of the standardized predicted values. For the assumption to be met, the scatterplot would have a random, rectangular distribution of data point. There is not a noticeable pattern in the data points, so the assumption was met (See Figure 4). To assess the absence of multicollinearity, Variance Inflation Factors (VIFs) were used; values less than 10 indicate that the assumption has not been violated (Stevens, 2009). The largest VIF in the regression was 1.02; thus, the assumption was met.

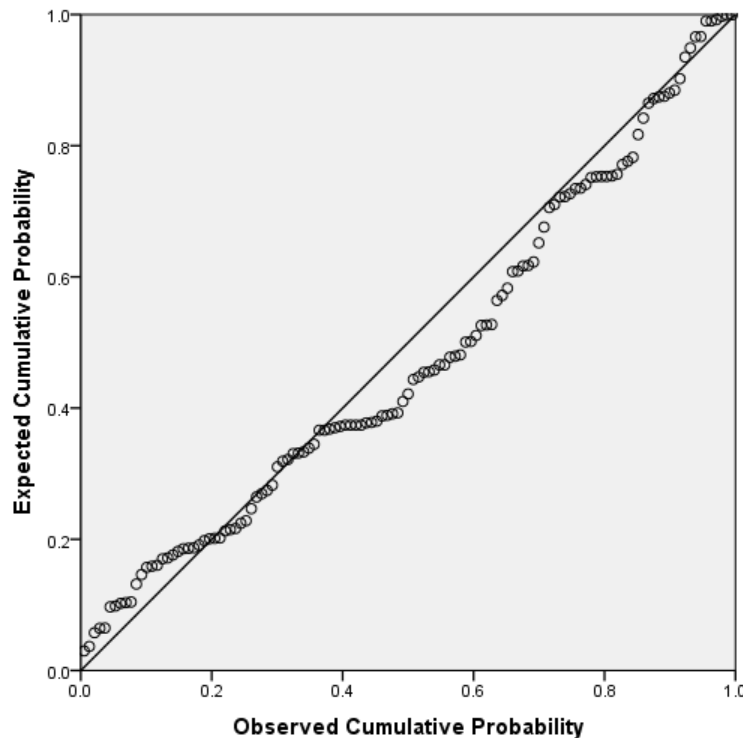


Figure 3. Normal P-P Plot for employee well-being with observed cumulative probability and expected cumulative probability (RQ2).

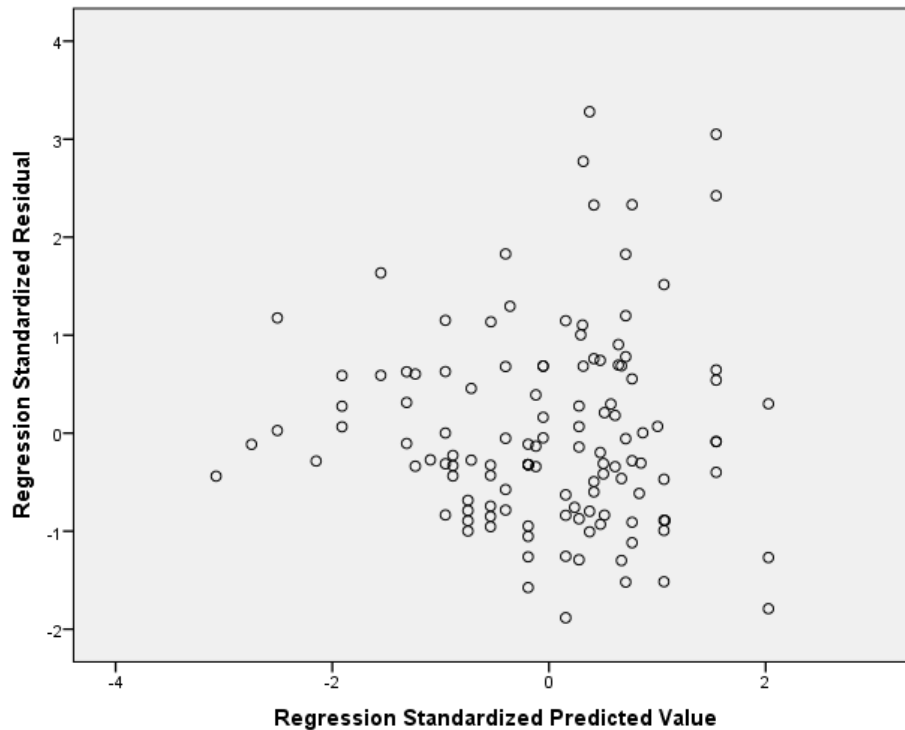


Figure 4. Scatterplot for interpreting homoscedasticity with predictive values and residual values (RQ2).

The multiple linear regression with moderation analysis was conducted with generational cohort moderating the relationship between inspirational motivation and employee well-being. The results of the analysis indicated that there is a significant relationship between the independent variable, moderator, and dependent variable, $F(3, 121) = 3.38, p = .021, R^2 = .08$. The coefficient of determination, R^2 , indicates that the predictors can explain approximately 8% of the variability in the dependent variable. However, the only significant predictor in the analysis was inspirational motivation ($B = -1.84, t = -2.47, p = .015$). The regression coefficient B indicates that a one-unit increase in inspiration motivation scores decreased employee well-being score by 1.84. Since neither the moderator nor the interaction term were significant, the results indicate that there is not a significant moderation. The alternative hypothesis for research question two cannot be

supported. Generational cohort does not affect the direction or strength of the relationship between inspirational motivation and employee well-being. The results of the multiple linear regression with moderation analysis are presented in Table 5.

Table 5

Results for Multiple Linear Regressions with Generation Moderating the Relationship between Inspirational Motivation and Employee Well-Being

Source	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>
Inspirational Motivation	-1.84	0.75	-0.22	-2.47	.015
Generation	1.74	1.05	0.14	1.65	.101
Interaction: Inspirational Motivation*Generation	1.36	0.93	0.13	1.47	.144

Note. $F(3,121) = 3.38, p = .021, R^2 = .08$

Research Question 3 Results. What relationship exists, if any, between the transformational leadership attribute of intellectual stimulation of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort?

H3₀. There is no significant relationship between the transformational leadership attribute of intellectual stimulation of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

H3_A. There is a significant relationship between the transformational leadership attribute of intellectual stimulation of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

To address research question three, a moderation analysis was conducted. Prior to conducting the analysis, the interaction term between the moderator and the independent

variable was calculated by centering inspirational motivation and generational cohort, then finding the product of the two.

Then the assumptions of normality, homoscedasticity, and absence of multicollinearity were assessed. Normality assesses that the data fit a bell-shaped distribution, and the assumption was assessed with a normal P-P plot. The normal P-P plot indicates that there are not strong deviations from the normal line, so the assumption was met (See Figure 5). The assumption of homoscedasticity, or equal variances of error terms, was assessed with a scatterplot with the standardized residuals as a function of the standardized predicted values. For the assumption to be met, the scatterplot would have a random, rectangular distribution of data point. There is not a noticeable pattern in the data points, so the assumption was met (See Figure 6). To assess the absence of multicollinearity, Variance Inflation Factors (VIFs) were used; values less than 10 indicate that the assumption has not been violated (Stevens, 2009). The largest VIF in the regression was 1.05; thus, the assumption was met.

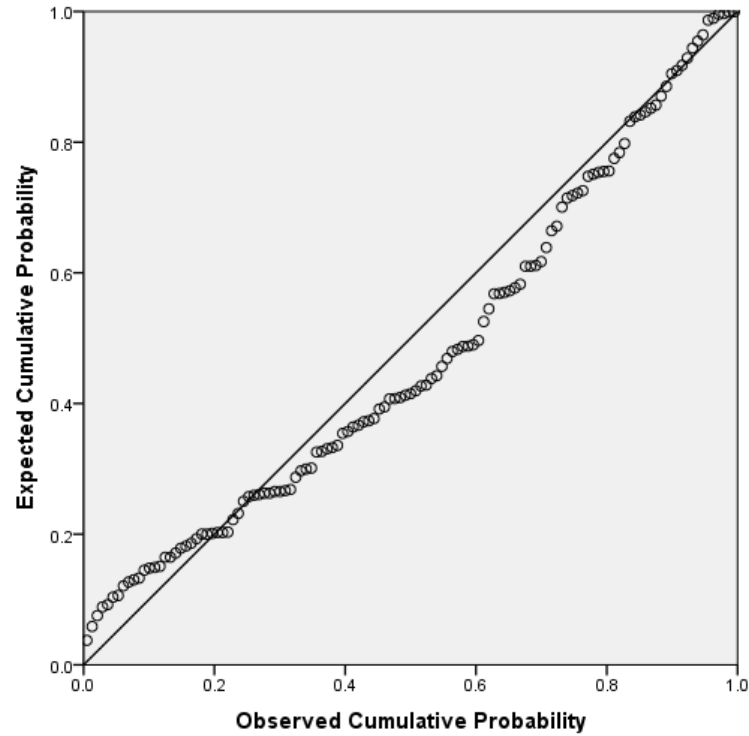


Figure 5. Normal P-P Plot for employee well-being with observed cumulative probability and expected cumulative probability (RQ3).

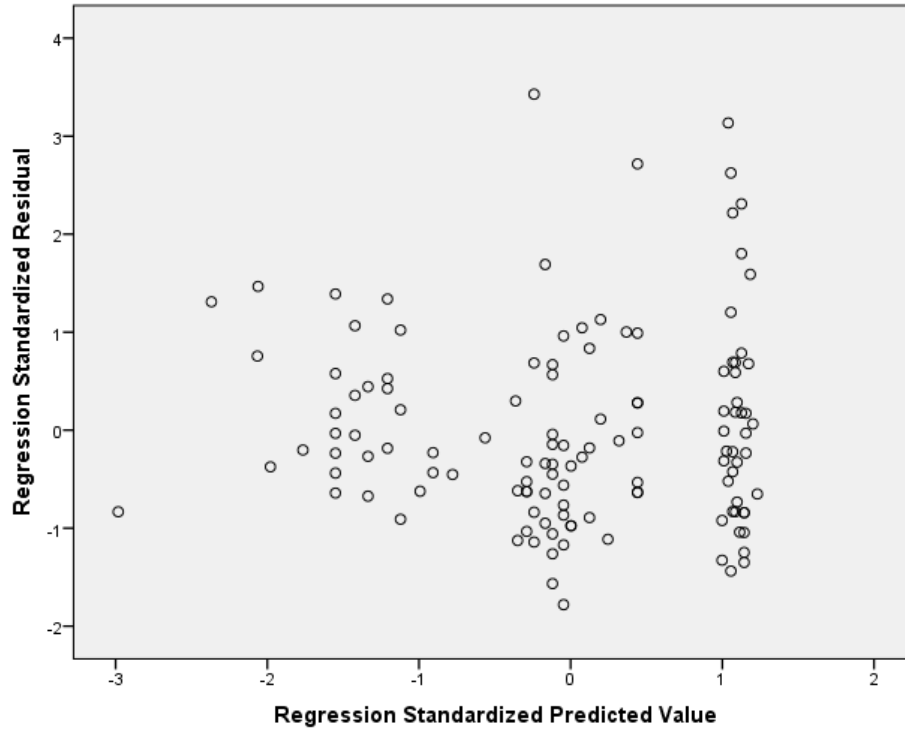


Figure 6. Scatterplot for interpreting homoscedasticity with predictive values and residual values (RQ3).

As the assumptions of the multiple linear regression with moderation analysis were met, the researcher conducted the analysis to determine whether generational cohort has a moderating effect between intellectual stimulation and employee well-being. The results of the regression indicated that there was not a statistically significant relationship between the independent variable, moderator, and dependent variable, $F(3,121) = 0.93, p = .430, R^2 = .02$. The alternative hypothesis for research question three cannot be supported. Generational cohort does not affect the direction or strength of the relationship between intellectual stimulation and employee well-being. The results of the multiple linear regression with moderation analysis are presented in Table 6.

Table 6

Results for Multiple Linear Regressions with Generation Moderating the Relationship between Intellectual Stimulation and Employee Well-Being

Source	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>
Intellectual Stimulation	-0.35	0.88	-0.04	-0.40	.693
Generation	1.72	1.11	0.14	1.56	.123
Interaction: Intellectual Stimulation*Generation	0.27	1.17	0.02	0.23	.816

Note. $F(3,121) = 0.93, p = .430, R^2 = .02$

Research Question 4 Results. What relationship exists, if any, between the transformational leadership attribute of individual consideration of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort?

H4₀. There is no significant relationship between the transformational leadership attribute of individual consideration of leaders in an organization, as assessed by the MLQ-

5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

H4_A. There is a significant relationship between the transformational leadership attribute of individual consideration of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

To address research question four, a moderation analysis was conducted. Prior to conducting the analysis, the interaction term between the moderator (generational cohort) and the independent variable (individual consideration) was calculated by centering inspirational motivation and generational cohort, then finding the product of the two.

Then the assumptions of normality, homoscedasticity, and absence of multicollinearity were assessed. Normality assesses that the data fit a bell-shaped distribution, and the assumption was assessed with a normal P-P plot. The normal P-P plot indicates that there are not strong deviations from the normal line, so the assumption was met (See Figure 7). The assumption of homoscedasticity, or equal variances of error terms, was assessed with a scatterplot with the standardized residuals as a function of the standardized predicted values. For the assumption to be met, the scatterplot would have a random, rectangular distribution of data point. There is not a noticeable pattern in the data points, so the assumption was met (See Figure 8). To assess the absence of multicollinearity, Variance Inflation Factors (VIFs) were used; values less than 10 indicate that the assumption has not been violated (Stevens, 2009). The largest VIF in the regression was 1.01; thus, the assumption was met.

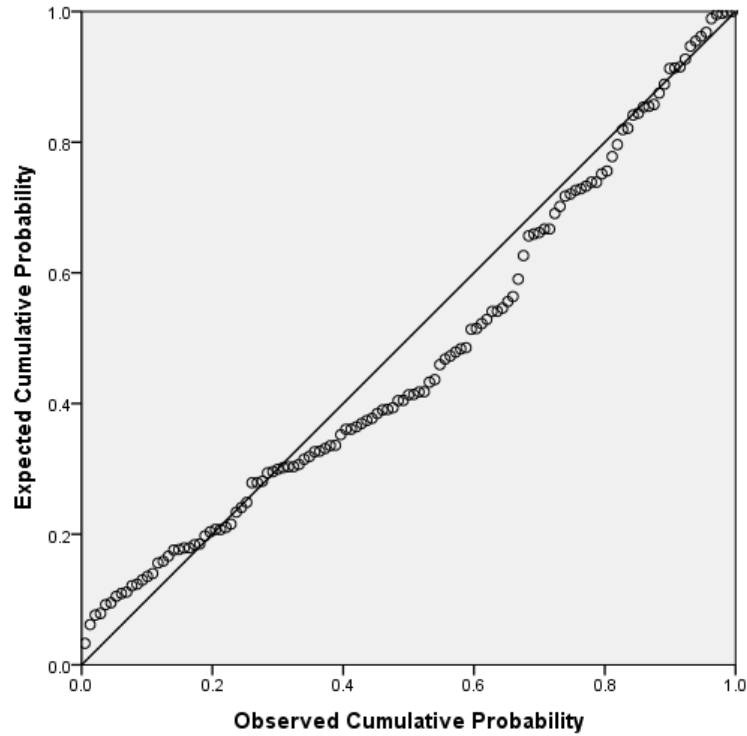


Figure 7. Normal P-P Plot for employee well-being with observed cumulative probability and expected cumulative probability (RQ4).

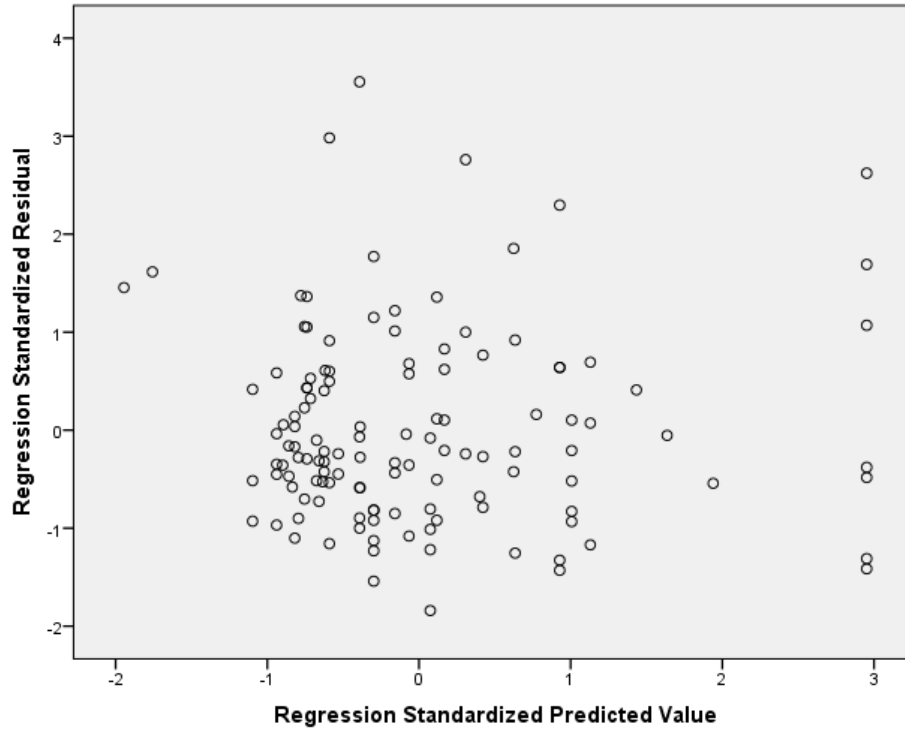


Figure 8. Scatterplot for interpreting homoscedasticity with predictive values and residual values (RQ4).

As the assumptions of the multiple linear regression with moderation analysis were met, the researcher conducted the analysis to determine whether generational cohort has a moderating effect between individual consideration and employee well-being. The results of the regression indicated that there was not a statistically significant relationship between the independent variable, moderator, and dependent variable at the .05 level, $F(3,121) = 2.54, p = .060, R^2 = .06$. The alternative hypothesis for research question four cannot be supported. Generational cohort does not affect the direction or strength of the relationship between individual consideration and employee well-being. The results of the multiple linear regression with moderation analysis are presented in Table 7.

Table 7

Results for Multiple Linear Regressions with Generation Moderating the Relationship between Individual Consideration and Employee Well-Being

Source	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>
Individual Consideration	-1.17	0.76	-0.14	-1.55	.124
Generation	1.88	1.07	0.16	1.77	.080
Interaction: Individual Consideration*Generation	-1.31	0.91	-0.13	-1.44	.151

Note. $F(3,121) = 2.54, p = .060, R^2 = .06$

Evaluation of Findings

This section contains an analysis of the findings of the study. The results from this multiple linear regression analysis with moderation analysis suggested that generational cohort did not influence the relationship between transformational leadership attributes and employee well-being. The results of this study were in contrast to studies that identified the positive influences of multigenerational employees on relationships between leaders and employees (Costanza et al., 2012; Haynes, 2011; Kapoor & Solomon, 2011; Salahuddin,

2010). However, the results from this study continue to support the previous studies identifying the positive influences of transformational leadership attributes on employee well-being (Gurt et al., 2011; Ismail et al., 2011; Lopez et al., 2011; Nielsen & Daniels, 2012; Munir et al., 2010; Tim et al., 2011; Zopiatis & Constanti, 2010). The results of this study did not identify generational cohort as having a moderating influence on the relationship between transformational leaders and employee well-being leaders need to continue to understand generational differences. The first time in history, four generations are in the workforce. In summary, if leaders are going to continue achieving organizational goals understanding each generation has never been more important (Costanza et al., 2012; Kapoor & Solomon, 2011).

Idealized influence and employee well-being moderated by generational cohort.

There was not a statistically significant relationship between idealized influence, generational cohort, and employee well-being. This study continues to support previous research that identified transformational leadership attributes as positively influencing employee well-being (Garg & Rastogi, 2009; Skakon et al., 2010; Tafvelin et al., 2011). The results of this study are in contrast to studies that identified generational cohort as an important piece of knowledge when leading individuals in workplace (Costanza et al., 2012; Kapoor & Solomon, 2011). This finding indicated that generational cohort did not moderate the relationship between idealized influence and employee well-being.

Inspirational motivation and employee well-being moderated by generational cohort. There was not a statistically significant relationship between inspirational motivation, generational cohort, and employee well-being. This study continues to support previous research that identified transformational leadership attributes as positively

influencing employee well-being (Garg & Rastogi, 2009; Skakon et al., 2010; Tafvelin et al., 2011). The results of this study are in contrast to studies that identified generational cohort as an important piece of knowledge when leading individuals in workplace (Costanza et al., 2012; Kapoor & Solomon, 2011). This finding indicated that generational cohort did not moderate the relationship between inspirational motivation and employee well-being.

Intellectual stimulation and employee well-being moderated by generational cohort. There was not a statistically significant relationship between intellectual stimulation, generational cohort, and employee well-being. This study continues to support previous research that identified transformational leadership attributes as positively influencing employee well-being (Garg & Rastogi, 2009; Skakon et al., 2010; Tafvelin et al., 2011). The results of this study are in contrast to studies that identified generational cohort as an important piece of knowledge when leading individuals in workplace (Costanza et al., 2012; Kapoor & Solomon, 2011). This finding indicated that generational cohort did not moderate the relationship between intellectual stimulation and employee well-being.

Individual consideration and employee well-being moderated by generational cohort. There was not a statistically significant relationship between individual consideration, generational cohort, and employee well-being. This study continues to support previous research that identified transformational leadership attributes as positively influencing employee well-being (Garg & Rastogi, 2009; Skakon et al., 2010; Tafvelin et al., 2011). The results of this study are in contrast to studies that identified generational cohort as an important piece of knowledge when leading individuals in workplace (Costanza et al., 2012; Kapoor & Solomon, 2011). This finding indicated that generational cohort did not moderate the relationship between individual consideration and employee well-being.

Summary

The study results answered the four research questions. The purpose of this non-experimental, quantitative, ex post facto study was to determine whether a relationship existed among certain transformational leadership attributes of leaders and their employees' well-being, as moderated by the generational cohort. SPSS was used for data analysis and interpretation. This study showed that there was not a statistically significant relationship between transformational leadership attributes, generational cohort, and employee well-being. However, it is critical for leaders to continue to understand generational differences to ensure the best method for leading in a multigenerational workforce (Tafvelin et al., 2011).

This chapter summarized the purpose and problem statement in order to contextualize the results. Then the pre-analysis data cleaning that occurred before conducting the statistical analyses was explained. The descriptive statistics were presented before conducting detailed analyses on each of the research questions. The null hypotheses were accepted based on the results. The findings presented in this chapter will be discussed in context of the existing body of knowledge in Chapter 5.

Chapter 5: Implications, Recommendations, and Conclusions

The general problem was that 81% of employees who voluntarily leave a job is associated with a boss's lack of respectable character or perceived incompetence (Longenecker & Fink, 2013). Nonetheless, turnover in the U.S. has continued to plague the growth and sustainability of companies in today's competitive marketplace (Mathieu, 2012). The specific problem is that it is not known what relationship, if any, exists between transformational leadership attributes and employee well-being, as moderated by the employee's generational cohort. The purpose of this non-experimental, quantitative, ex post facto study was to determine whether a relationship existed among transformational leadership attributes of leaders and their employees' well-being, as moderated by the generational cohort.

The most appropriate methodological approach for this study was a non-experimental, quantitative, ex post facto survey research method because the researcher would not have direct control of the independent variables (Black, 2005). The independent variables for this study were idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. This method was chosen because of the benefits of survey research, including saving time and cost effectiveness. Participants were able to respond to the survey at their convenience within the 60-day timeframe that was required to collect the necessary sample size. The total number of responses was 127 out of 175 email invitations to complete the survey (73% response rate). The Cronbach's Alpha statistic for reliability of the research tools was used. Results for employee well-being ($\alpha = .91$) indicated excellent reliability. Results for idealized influence attributes ($\alpha = .85$) and inspirational motivation ($\alpha = .84$) indicated good reliability. Results for intellectual

stimulation ($\alpha = .76$) and individual consideration ($\alpha = .78$) also indicated acceptable reliability.

After reviewing the data from the 127 surveys that were collected, 125 were useable for analysis; two surveys were eliminated because z-scores were greater than 3.29 standard deviations away from the mean (Tabachnick & Fidell, 2012). The researcher was not aware of any ethical concerns while the data was being collected. The research findings only apply to the sample of employees used for this study. Some limitations may have influenced the research.

There were four limitations associated with this quantitative study. The first limitation was the inherent nature of using a quantitative research design. Using a quantitative design, the researcher was able to analyze statistically the results; however, there were no in-depth perspectives recorded from respondents that would have been present in a qualitative study. Using a qualitative study would provide input on the employees' opinions as well as the beliefs associated with transformational leadership, well-being, and their respective generational cohort. However, qualitative research studies do not provide the necessary information to researchers seeking to identify possible casual links or correlations between generational cohort and the relationship between transformational leadership attributes and employee well-being. The researcher attempted to minimize this limitation through the utilization of multiple regression analyses and correlation techniques (Black, 2005).

The second limitation was associated with the research design and the built in limits, which prevented causation. It can be difficult to arrive at conclusions on the foundation of causal research findings because of the impact of a wide range of potential confounding

variables (Creswell, 2009). In addition, while quantitative studies can examine statistical relationships between variables, they cannot examine the underlying perceptions of individuals (Pagano, 2009). Thus, the degree of richness inherent within a qualitative study was traded for statistical evidence that these relationships were not attributed to chance alone.

The third limitation is that respondents may have manipulated their answers to the research questions presented in the survey, which would minimize the accuracy of results due to honesty concerns. Response bias tends to exist in the administration of self-report surveys in which participants are more inclined to respond conservatively (Trochim, 2008).

The fourth limitation was associated with the participants' response to well-being. Even though the tool explained that answers to well-being questions should focus on the workplace rather than personal environments, participants may have had a difficult time focusing on the questions in relationship to the workplace.

The remainder of this chapter includes the implications, practical and future research recommendations, and conclusions of the study. The chapter ends with a summary of conclusions drawn by the researcher based upon these findings.

Implications

This study included the following research questions, null and alternative hypotheses to examine the relationship between transformational leadership and employee well-being moderated by generational identity.

Q1. What relationship exists, if any, between the transformational leadership attribute of idealized influence (charisma) of leaders in an organization, as assessed by the

MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort?

Q2. What relationship exists, if any, between the transformational leadership attribute of inspirational motivation of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort?

Q3. What relationship exists, if any, between the transformational leadership attribute of intellectual stimulation of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort?

Q4. What relationship exists, if any, between the transformational leadership attribute of individual consideration of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort?

Hypotheses

H1₀. There is no significant relationship between the transformational leadership attribute of idealized influence (charisma) of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

H1_A. There is a significant relationship between the transformational leadership attribute of idealized influence (charisma) of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

H2_o. There is no significant relationship between the transformational leadership attribute of inspirational motivation of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

H2_A. There is a significant relationship between the transformational leadership attribute of inspirational motivation of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

H3_o. There is no significant relationship between the transformational leadership attribute of intellectual stimulation of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

H3_A. There is a significant relationship between the transformational leadership attribute of intellectual stimulation of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

H4_o. There is no significant relationship between the transformational leadership attribute of individual consideration of leaders in an organization, as assessed by the MLQ-5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

H4_A. There is a significant relationship between the transformational leadership attribute of individual consideration of leaders in an organization, as assessed by the MLQ-

5X Short, and employee well-being, as measured by the GHQ-28, moderated by generational cohort.

To address each of the research questions multiple linear regression analyses were conducted using SPSS. The results indicated that generational identity was not a statistically significant moderator in the relationship between the four transformational leadership attributes (idealized influence (charisma), inspirational motivation, intellectual stimulation, individual consideration) and employee well-being. The practical implications of this study continue to support the effectiveness of transformational leadership as a valuable leadership behavior that positively influences an employee's well-being in the workplace (Burns 2003; Gillet et al., 2013). This should encourage business leaders to continue to train individuals the benefits and attributes of transformational leadership style when grooming and identifying individuals for advancement. Generational cohort was not found to have a moderating influence on the relationship between transformational leadership and well-being, which implies that leaders should continue to utilize transformational leadership attributes no matter which generational cohort an employee is associated. This implies that employees do not use their generational identity in recognizing likes or dislikes in the workplace. Additionally, organizational leaders who demonstrate transformational leadership style should consider an individual's level of commitment to the organization through mission and vision alignment when analyzing reasons for voluntary turnover. Another implication of these results support the effectiveness of transformational leadership style without bias to an employee's gender or age. The final implication from this study is that employee's value their well-being over their generational identity, which implies that health status, is valuable to individuals rather than historical relatedness. Generational

identity is not an area of classification that is emphasized in society, which naturally limits the understanding of the associated characteristics however, well-being is real and less abstract, which means individuals, may find it easier to quantify when providing reasons for unhappiness in the workplace.

Transformational leaders empower and intellectually stimulate employees to make decisions that go beyond self-interest by focusing on the organizational needs reducing stress (Bass, 2008; Gillet et al., 2013). By reducing stress through positive transformational leadership behaviors leaders are able to retain employees (Gillet et al., 2013).

Transformational leaders motivate employees by delivering a clear vision and demonstrating trust (Tims et al., 2011). Through trust, transformational leaders are able align an employee's moral and value foundations thus strengthening the level of commitment and reducing voluntary turnover (Avolio et al., 2009; Bass, 2008; McMurray et al., 2010; Nixon et al., 2011).

The focus of this research was to examine if a relationship existed between transformational leadership attributes, as identified by Bass (1999), as those attributes relate to employee well-being, and the moderating effect of generational cohort on this relationship. Conclusions were drawn only from the data collected from the 125 participants who responded to the survey. The multiple regression analyses and moderation analyses results showed that there was not a statistically significant relationship between transformational leadership attributes, generational cohort, and employee well-being.

Recommendations

The findings of this study offer additional options for further exploration. Below are recommendations for practical and future research based on the results of this study. The

recommendations below are aimed at expanding the knowledge of leaders in regards to the benefits of leadership training; specifically the value of transformational leadership as identified in this current and previous studies.

Ensuring employee well-being through transformational leadership training.

The results of this study continue to support the transformational leadership theories and the effectiveness of transformational leaders in the workplace as well as Bass' theory of transformational leadership (2008). The practical implications highlight the need for leaders to continue to utilize transformational leadership attributes no matter which generation employees belong. Transformational leadership practices provide leaders with the tools to embrace individual differences in an effort to achieve organizational goals. Organizational leadership training should continue to focus on the benefits of transformational leadership practices as an effort to reduce voluntary turnover.

Voluntary turnover, which is often linked to poor leadership, continues to challenge business leaders. Much of the previous research support the positive relationship between transformational leadership and employee well-being, as identified in Chapter 2. For example, in the study conducted by McMurray et al. (2010), if an employee views their supervisor as being a strong transformational leader, the employee's overall rating of the work environment, their commitment, and overall well-being positively correlate thus resulting in a much lower voluntary turnover of employees. In another study, researchers identified that if an employee believes their leader to be transformational then the overall work environment positively correlated with employee well-being and willingness to remain at the organization (Wilderom et al., 2012). Past research studies identified that generational differences can add challenges to a leader's success, however based on the results of this

study should not be a consideration when determining the best leadership style. The results of this study only included a small number of participants within a Midwestern financial services company, which could have limited the effects of generational identity on the relationship between transformational leadership and employee well-being. Previous studies continue to support the need to recognize generational differences as identified in a study conducted by Amin et al. (2013) identified generational differences as prevalent in the workforce; leaders should consider the generational effects when considering employee well-being. Haynes' (2011) research further supported the need to understand a generational cohort, which identified that leaders must be cognizant of different communication methods, workplace environments, and the desired leadership style that each generation prefers when working to achieve business goals. Additional studies identified that generational differences affect an individual's managerial expectations and a variety of other factors that contribute to an individual's success ultimately influencing the ability to achieve workplace goals (Salahuddin, 2010; Kapoor & Solomon, 2011).

Future Research Recommendations

Past research has suggested that generational identity does play a role in employee expectations and the ability of employees to achieve business goals. Based on past results the first recommendation for future research includes the use of a longitudinal study to evaluate the influence of generational cohort on the relationship between transformational leadership and well-being. The results of this cross-sectional study did not provide evidence that generational cohort influences the relationship between transformational leadership and employee well-being. A cross-sectional study only provides a single point in time limiting the ability of the researcher to apply variables to conduct an effective experimental project.

A second recommendation for future research would be to compare each of the individual components of well-being rather than a composite score to transformational leadership attributes. The four components of well-being include somatic symptoms, anxiety, social dysfunction, and severe depression. Evaluating the influence of each of the components of well-being to the attributes of transformational leadership would provide a researcher with deeper knowledge of the relationship between specific components of well-being and each of the transformational leadership attributes.

A third recommendation for future research is to use a different research design and setting. The quantitative design afforded the researcher the ability to analyze statistically the data; however, the results were limited because individual interviews with participants were not conducted. By using a qualitative study to explore if generational cohort moderates the relationship between well-being and transformational leadership, a researcher may be able to increase the depth of understanding what leaders know about generational cohort and ensuring that employees answer the well-being questions with a focus on their professional relationships rather than personal relationships.

A fourth recommendation for future research would be to use different survey tools to collect the data. Future researchers could use the Psychological Distress Profile, which measures four areas that include Depression, Hopelessness, Anxiety and Anger rather than the GHQ-28. Another suggested tool would be the addition of the Authentic Leadership Questionnaire (ALQ), which is used with the Multifactor Leadership Questionnaire. The addition of the ALQ would allow the researcher to gather information on the relationship between leadership and the psychological capital of followers, which could provide

additional knowledge on how leaders' influence work climate and well-being (Woodley, Caza, & Levy, 2011).

Finally, each of the tools used in this study are valid and reliable and as a result future research might include using larger populations, different industries, or focusing on leaders as self-raters rather than employees rating their leaders. This would provide greater generalizability of the study results.

Conclusions

The purpose of this non-experimental, quantitative, ex post facto study was to determine whether a relationship existed among transformational leadership attributes of leaders and their employees' well-being, as moderated by the generational cohort. Building a better understanding of this relationship could serve to improve organizational success and employee performance by minimizing voluntary turnover while simultaneously expanding the reach and additional applications of transformational leadership theory (Men, 2014). Transformational leadership has been linked to lower voluntary turnover rates (Men, 2014). Isolating each independent variable as an individual attribute and evaluating each to employee well-being served to uncover associations to each individual variable (Men, 2014). Despite widespread usage, this theory has continued to develop, but has not been utilized to address the influence that the generational cohort may have on leadership and employee well-being (Men, 2014).

The majority of the research on transformational leadership indicated that this form of leadership was positive (Avolio et al., 2009; McMurray et al., 2010; Nielsen & Daniels, 2012; Nielsen & Munir, 2009; Nixon et al., 2011; Skakon et al., 2010). This study continues to support the transformational leadership theory and the positive influence on well-being.

Findings from this study did not suggest that generational cohort moderates the relationship between transformational leadership and employee well-being. However, because four generations will be in the workplace well into the future, organizational leaders should not discontinue interest in generational cohorts, especially when striving to understand the changing needs of employees striving to achieve organizational success (Tafvelin et al., 2011).

Because of this study, company leaders are able to embrace further transformational leadership style as an effective and positive influence on employee well-being. Through improved job satisfaction, employees will have a reduction in burnout resulting in lower turnover rates (Zopiatis & Constanti, 2010). Such goals can be achieved by adjusting recruitment activities, developing effective performance review processes, creating effective training programs, and developing work-life balance environments that the various demands found in today's society. Organizational leaders must continue to examine the effects of leadership style on an employee's level of commitment to an organization and if the employee is receiving the proper tutelage that influences, motivates, and stimulates them to become a dedicated contributor to organizational goals for the long-term.

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Appendix A: Demographic Section of the Survey

Leadership Survey



Section 1

* Gender: Male Female
 Items marked by * are required.

Time with the employer (specify in full years and months):

* Number of full years:
 If partial year, include months:
 Items marked by * are required.

* Position:
 Items marked by * are required.

* Generation (identify the year range you were born): 1922-1945
 1946-1964
 1965-1980
 1981-2004
 Items marked by * are required.

[Next >](#)

*Multifactor Leadership Questionnaire™ is a trademark of Bruce Avolio and Bernard Bass.
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 For technical assistance, use our contact form.

Appendix B: Multifactor Leadership Questionnaire (MLQ-5X Short)

Multifactor Leadership Questionnaire Rater Form

Name of Leader: _____ Date: _____

Organization ID#: _____ Leader ID#: _____

This questionnaire is used to describe the leadership style of the above-mentioned individual as you perceive it. Answer all items on this answer Sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Please answer this questionnaire anonymously.

Important (necessary for processing): Which best describes you?

- I am at a higher organizational level than the person I am rating.
- The person I am rating is at my organizational level.
- I am at a lower organizational level than the person I am rating.
- Other than the above.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits the person you are describing. Use the following rating scale:

Not at all	Once in a While	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

The Person I Am Rating...

- | | | | | | |
|---|---|---|---|---|---|
| 1. Provides me with assistance in exchange for my efforts..... | 0 | 1 | 2 | 3 | 4 |
| 2. *Re-examines critical assumptions to question whether they are appropriate..... | 0 | 1 | 2 | 3 | 4 |
| 3. Fails to interfere until problems become serious | 0 | 1 | 2 | 3 | 4 |
| 4. Focuses attention on irregularities, mistakes, exceptions, and deviations from standard..... | 0 | 1 | 2 | 3 | 4 |
| 5. Avoids getting involved when important issues arise..... | 0 | 1 | 2 | 3 | 4 |
| 6. *Talks about his/her most important values and beliefs..... | 0 | 1 | 2 | 3 | 4 |
| 7. Is absent when needed..... | 0 | 1 | 2 | 3 | 4 |
| 8. *Seeks differing perspectives when solving problems..... | 0 | 1 | 2 | 3 | 4 |
| 9. *Talks optimistically about the future..... | 0 | 1 | 2 | 3 | 4 |
| 10.*Instills pride in me for associating with him/her..... | 0 | 1 | 2 | 3 | 4 |
| 11.Discusses in specific terms who is responsible for achieving performance targets | 0 | 1 | 2 | 3 | 4 |
| 12.Waits for things to go wrong before taking action..... | 0 | 1 | 2 | 3 | 4 |
| 13.*Talks enthusiastically about what needs to be accomplished..... | 0 | 1 | 2 | 3 | 4 |
| 14.*Specifies the importance of having a strong sense of purpose..... | 0 | 1 | 2 | 3 | 4 |
| 15.*Spends time teaching and coaching..... | 0 | 1 | 2 | 3 | 4 |



Continued

	Not at all 0	Once in a While 1	Sometimes 2	Fairly often 3	Frequently, if not always 4
16. Makes clear what one can expect to receive when performance goals are achieved.....	0	1	2	3	4
17. Shows that he/she is a firm believer in "If it ain't broke, don't fix it.".....	0	1	2	3	4
18. *Goes beyond self-interest for the good of the group.....	0	1	2	3	4
19. *Treats me as an individual rather than just as a member of a group.....	0	1	2	3	4
20. Demonstrates that problems must become chronic before taking action.....	0	1	2	3	4
21. *Acts in ways that builds my respect.....	0	1	2	3	4
22. Concentrates his/her full attention on dealing with mistakes, complaints, and failures.....	0	1	2	3	4
23. *Considers the mmoreal and ethical consequences of decisions.....	0	1	2	3	4
24. Keeps track of all mistakes.....	0	1	2	3	4
25. *Displays a sense of power and confidence.....	0	1	2	3	4
26. *Articulates a compelling vision of the future.....	0	1	2	3	4
27. Directs my attention toward failures to meet standards.....	0	1	2	3	4
28. Avoids making decisions.....	0	1	2	3	4
29. *Considers me as having different needs, abilities, and aspirations from others.....	0	1	2	3	4
30. *Gents me to look at problems from many different angles.....	0	1	2	3	4
31. *Helps me to develop my strengths.....	0	1	2	3	4
32. *Suggests new ways of looking at how to complete assignments.....	0	1	2	3	4
33. Delays responding to urgent questions.....	0	1	2	3	4
34. *Emphasizes the importance of having a collective sense of mission.....	0	1	2	3	4
35. Expresses satisfaction when I meet expectations.....	0	1	2	3	4
36. *Expresses confidence that goals will be achieved.....	0	1	2	3	4
37. Is effective in meeting my job-related needs.....	0	1	2	3	4
38. Uses methods of leadership that are satisfying.....	0	1	2	3	4
39. Gets me to do more than I expected to do.....	0	1	2	3	4
40. Is effective in representing me to higher authority.....	0	1	2	3	4
41. Works with me in a satisfactory way.....	0	1	2	3	4
42. Heightens my desire to succeed.....	0	1	2	3	4
43. Is effective in meeting organizational requirements.....	0	1	2	3	4
44. Increases my willingness to try harder.....	0	1	2	3	4
45. Leads a group that is effective.....	0	1	2	3	4

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Appendix C: General Health Questionnaire (GHQ-28)

THE GENERAL HEALTH QUESTIONNAIRE

GHQ 28
David Goldberg

Please read this carefully:

We should like to know if you have had any medical complaints, and how your health has been in general, *over the past few weeks*. Please answer ALL the questions on the following pages simply by underlining the answer which you think most nearly applies to you. Remember that we want to know about present and recent complaints, not those that you had in the past.

It is important that you try to answer ALL the questions.

Thank you very much for your co-operation.

Have you recently:

A1 – been feeling perfectly well and in good health?	Better than usual	Same as usual	Worse than usual	Much worse than usual
A2 – been feeling in need of a good tonic?	Not at all	No more than usual	Rather more than usual	Much more than usual
A3 – been feeling run down and out of sorts?	Not at all	No more than usual	Rather more than usual	Much more than usual
A4 – felt that you are ill?	Not at all	No more than usual	Rather more than usual	Much more than usual
A5 – been getting any pains in your head?	Not at all	No more than usual	Rather more than usual	Much more than usual
A6 – been getting a feeling of tightness or pressure in your head?	Not at all	No more than usual	Rather more than usual	Much more than usual
A7 – been having hot or cold spells?	Not at all	No more than usual	Rather more than usual	Much more than usual
B1 – lost much sleep over worry?	Not at all	No more than usual	Rather more than usual	Much more than usual
B2 – had difficulty in staying asleep once you are off?	Not at all	No more than usual	Rather more than usual	Much more than usual
B3 – felt constantly under strain?	Not at all	No more than usual	Rather more than usual	Much more than usual
B4 – been getting edgy and bad-tempered?	Not at all	No more than usual	Rather more than usual	Much more than usual
B5 – been getting scared or panicky for no good reason?	Not at all	No more than usual	Rather more than usual	Much more than usual
B6 – found everything getting on top of you?	Not at all	No more than usual	Rather more than usual	Much more than usual
B7 – been feeling nervous and strung-up all the time?	Not at all	No more than usual	Rather more than usual	Much more than usual

Please turn over

Have you recently:

C1 – been managing to keep yourself busy and occupied?	More so than usual	Same as usual	Rather less than usual	Much less than usual
C2 – been taking longer over the things you do?	Quicker than usual	Same as usual	Longer than usual	Much longer than usual
C3 – felt on the whole you were doing things well?	Better than usual	About the same	Less well than usual	Much less well
C4 – been satisfied with the way you've carried out your task?	More satisfied	About same as usual	Less satisfied than usual	Much less satisfied
C5 – felt that you are playing a useful part in things?	More so than usual	Same as usual	Less useful than usual	Much less useful
C6 – felt capable of making decisions about things?	More so than usual	Same as usual	Less so than usual	Much less capable
C7 – been able to enjoy your normal day-to-day activities?	More so than usual	Same as usual	Less so than usual	Much less than usual
D1 – been thinking of yourself as a worthless person?	Not at all	No more than usual	Rather more than usual	Much more than usual
D2 – felt that life is entirely hopeless?	Not at all	No more than usual	Rather more than usual	Much more than usual
D3 – felt that life isn't worth living?	Not at all	No more than usual	Rather more than usual	Much more than usual
D4 – thought of the possibility that you might make away with yourself?	Definitely not	I don't think so	Has crossed my mind	Definitely have
D5 – found at times you couldn't do anything because your nerves were too bad?	Not at all	No more than usual	Rather more than usual	Much more than usual
D6 – found yourself wishing you were dead and away from it all?	Not at all	No more than usual	Rather more than usual	Much more than usual
D7 – found that the idea of taking your own life kept coming into your mind?	Definitely not	I don't think so	Has crossed my mind	Definitely has

A	<input type="text"/>	B	<input type="text"/>	C	<input type="text"/>	D	<input type="text"/>	TOTAL	<input type="text"/>
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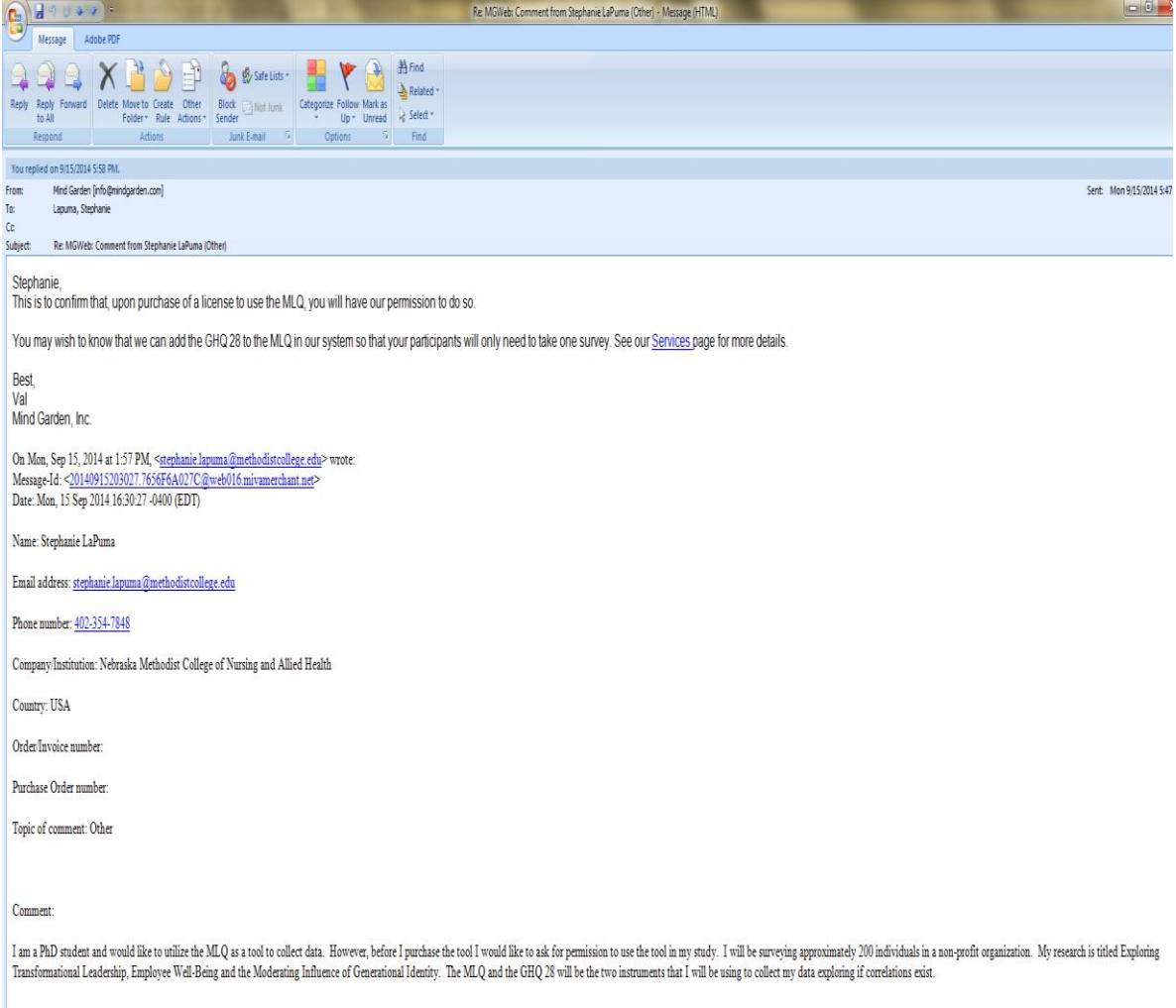
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Appendix D: Mind Garden Approval



Message Adobe PDF

Re: MGWeb: Comment from Stephanie LaPuma (Other) - Message (HTML)

You replied on 9/15/2014 5:58 PM.

From: Mind Garden [info@mindgarden.com] Sent: Mon 9/15/2014 5:47
 To: Lapuma, Stephanie
 Cc:
 Subject: Re: MGWeb: Comment from Stephanie LaPuma (Other)

Stephanie,
 This is to confirm that, upon purchase of a license to use the MLQ, you will have our permission to do so.

You may wish to know that we can add the GHQ 28 to the MLQ in our system so that your participants will only need to take one survey. See our [Services](#) page for more details.

Best,
 Val
 Mind Garden, Inc.

On Mon, Sep 15, 2014 at 1:57 PM, <stephanie.lapuma@methodistcollege.edu> wrote:
 Message-Id: <20140915203027.7656f6a027c@web016.mivamerchan.net>
 Date: Mon, 15 Sep 2014 16:30:27 -0400 (EDT)

Name: Stephanie LaPuma
 Email address: stephanie.lapuma@methodistcollege.edu
 Phone number: 402-354-7848
 Company/Institution: Nebraska Methodist College of Nursing and Allied Health
 Country: USA
 Order/Invoice number:
 Purchase Order number:
 Topic of comment: Other
 Comment:

I am a PhD student and would like to utilize the MLQ as a tool to collect data. However, before I purchase the tool I would like to ask for permission to use the tool in my study. I will be surveying approximately 200 individuals in a non-profit organization. My research is titled Exploring Transformational Leadership, Employee Well-Being and the Moderating Influence of Generational Identity. The MLQ and the GHQ 28 will be the two instruments that I will be using to collect my data exploring if correlations exist.

Appendix E: GHQ-28 Approval

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Signed on behalf of GL Assessment Limited

S. Green 16/01/2015

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<p>User's Signature (handwritten): <i>Stephanie Laluma</i></p> <p>Title: <i>Associate Dean</i></p> <p>Company/Organisation: <i>Northcentral University</i></p> <p>Date: <i>1/15/15</i></p>	<p>Company/Organisation Stamp (if applicable):</p>
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Appendix F: Informed Consent Letter

Informed Consent Letter**Exploring Transformational Leadership, Employee Well-Being, and the Moderating Influence of Generational Cohort**

What is the study about? You are invited to take part in a research study being conducted for a dissertation at Northcentral University in Prescott, Arizona. We are interested in your opinions on your leader's leadership styles, your well-being and your generational cohort influences your work relationship. You are selected because you are an employee at SAC Federal Credit Union.

What will be asked of me? You will be asked to answer questions about the leadership style of your supervisor as well as your well-being. It is estimated it will take no more than 30 minutes for you to fill out the online survey.

Who is involved? The following people are involved in this research project and may be contacted at any time:

Researcher: Stephanie LaPuma email: S.LaPuma0997@email.ncu.edu

Dissertation Chair: Dr. Dorn email: FDorn@ncu.edu

Are there any risks? There are no foreseeable risks. Your responses are anonymous. Try to answer all questions; however, if there are any items that make you uncomfortable please leave the question blank.

What are some benefits? There are no direct benefits and no incentives for participating. The results may eventually help in identifying appropriate leadership styles that support employee success.

Is the study anonymity/ confidential? The data collected in this study is private. Your name or personal information is not linked to data. Only the researcher in this study will see the data.

Can I stop participating the study? You have the right to withdraw from the study at any time without penalty.

What if I have questions about my rights as a research participant or complaints? If you have questions about your rights as a research participant, any complaints about your participation in the research study, or any problems that occurred in the study, please contact the researchers identified in the consent form. Or if you prefer to talk to someone outside the study team, you can contact Northcentral University's Institutional Review Board at irb@ncu.edu or 1-888-327-2877 ex 8014.

We would be happy to answer any question that may arise about the study. Please direct your questions or comments to: Stephanie LaPuma email:

S.LaPuma0997@email.ncu.edu Dissertation Chair: Dr. Dorn email:

FDorn@ncu.edu

I have read the above description for the Exploring Transformational Leadership, Employee Well-Being, and the Moderating Influence of Generational Cohort study. I understand what the study is about and what is being asked of me. By clicking on the enter button you are accepting the study parameters.