

RELATIONSHIP BETWEEN GENERATION-RESPONSIVE
LEADERSHIP BEHAVIORS AND JOB SATISFACTION
OF GENERATIONS X AND Y PROFESSIONALS

by

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A Dissertation Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Management in Organizational Leadership

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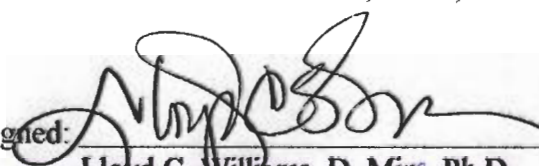
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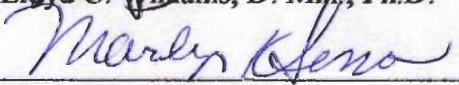
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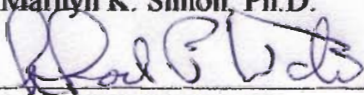
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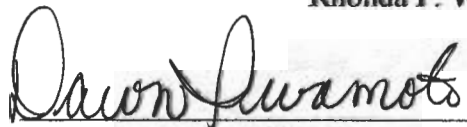
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ABSTRACT

The purpose of this quantitative, descriptive, correlational research study was to assess the relationship between generation-responsive leadership behaviors and job satisfaction of Generations X and Y professionals. Findings revealed that Gen-Xers perceived their immediate supervisors as more transformational, yet Gen-Yers had higher expectations of their supervisors' leadership behaviors. Gen-Yers' job satisfaction level was lower than that of the Gen-Xers, and the former was more inclined to leave their present jobs. The work-related values, beliefs, needs, aspirations, and expectations of the two generational cohorts were very different. The findings also supported the postulation of this research that a transformational and situational leadership style that is generation-responsive would be a new direction of leading knowledge professionals in the 21st century.

DEDICATION

Primary dedication goes to my parents, Mr. & Mrs. Chuen Leung. They gave me the physical and intellectual ability to think and learn; provided me with a lifetime of nurturing environment that emphasized the importance of a good education; instilled in me a high sense of values, integrity, and respect; and always believed in my ability to attain the goals that I set for myself.

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CHAPTER 1: INTRODUCTION

Some of the significant challenges faced by organizations in the 21st century are:

(a) marketing to a new client base due to shifts in demography, culture, and socio-economy; (b) developing different relationships with consumers as a result of the worldwide application of the Internet; and (c) managing the new generations of workers in order to heighten their performance in and commitment to their jobs (Hill & Stephens, 2003). Effective leaders need to continually seek to understand their industries, the changing business environment, and advancements in technologies, while exercising effective leadership to attract, recognize, motivate, and retain followers who have the right mix of skills and attitudes (Maccoby, 1999). Unplanned and voluntary turnover caused by employee dissatisfaction and disengagement is costly to organizations (Frank, Finnegan, & Taylor, 2004). Besides the quantifiable direct and indirect costs associated with employee turnover, the greatest impacts of turnover include: poor quality of goods and customer relationship; lost business opportunities; lost knowledge, expertise, and experiences; low employee morale; low productivity and efficiency; and decreased shareholders value (Abbasi & Hollman, 2000; Frank et al., 2004; Mitchell, Holtom, & Lee, 2001; Moody, 2000).

Younger workers are switching their jobs as many as nine times before their mid thirties, and turnover rates of employees in the high-tech fields are estimated at 15% to 20% (Moody, 2000). Organizations incur more than financial losses when talented, competent, and skilled workers depart voluntarily, taking with them privileged information and valuable knowledge (Mitchell et al., 2001; Moody, 2000). The costs of replacing lost talent range from a conservative 33% of a departed employee's annual

salary estimated by the U.S. Department of Labor (Thomas, 2003) to between 50% and 300% of a departed employees' annual pay estimated by human resources and management professionals (Kaye & Jordan-Evans, 2000; Moody, 2000; Thomas, 2003).

Leadership theorists and authors suggested that leadership behaviors have significant effects on followers (Bass, 1990; Bennis & O'Toole, 2000; Kouzes & Posner, 2003; Northouse, 2004; Wren, 1995). Among the main leadership styles, transformational leadership correlates positively to leader effectiveness, leader and follower satisfaction, follower efforts, cohesion, motivation, commitment, collective confidence, shared purpose, and overall organizational performance (Bass, 1990; Bass, Avolio, Jung, & Berson, 2003; Boehnke, Bontis, DiStefano, & DiStefano, 2003; Burns, 1978; Masi & Cooke, 2000; Tucker & Russell, 2004). Organizations are recognizing that their success depends more on the power of sustainable relationships than strategies, systems, and processes (Weymes, 2002). Organizations which achieve competitive advantage will be those that know how to accentuate organizational members' commitment and capacity, as well as promote knowledge sharing and learning at all levels (Politis, 2001; Senge, 1994).

Organizational members are willing to provide a high level of commitment to their organizations if there is congruency between organizational and personal values (Weymes, 2002). Commitment is both an attitude and a set of behaviors that can reduce turnover, lower absenteeism, and increase productivity (Jernigan, Beggs, & Kohut, 2002). Issues that are important in understanding employees' commitment include job satisfaction and intention to leave because job satisfaction and commitment are reportedly contributors to turnover (Jernigan et al., 2002). Effective leaders and supervisors need to recognize the factors that influence the job satisfaction of their

employees in order to implement interventions to heighten job satisfaction (Lambert, Hogan, & Barton, 2001; Pekala, 2001; Stum, 2001).

Two broad categories of factors that influence employee job satisfaction are: demographic characteristics and work environment (Lambert et al., 2001). Multiple generations are employed in today's technology- and information-centered workforce with members of each generational cohort bringing their different thoughts, ideas, values, and perspectives to the workplace (Arsenault, 2004; Zemke, Raines, & Filipczak, 2000). The emergence of e-commerce has economic, social, and political impacts, resulting in dramatic changes in industry structures, the distribution channels for goods and services, consumer behaviors, and the labor markets (Drucker, 2000).

Generational shift is playing a major role in shaping the future of the workplace. Tulgan (2004) indicated that by 2006, for every two oldest workers exiting the workforce, one new worker will enter. The next oldest generation is becoming the aging workforce with 10,000 turning 55 years of age every day, thereby leaving the two youngest cohorts (Generations X and Y) to dominate the prime-age workforce (Tulgan, 2004). Tulgan (2004) projected that Generations X and Y workers will revolutionize the workplace and liberate it from the traditional career path, old-fashioned supervisory tactics, outdated norms, and ineffective work patterns.

Economists and human resources professionals are predicting significant increases in the productivity of the newest generation of workers as they are well-educated and technology-savvy, yet there is a projected supply shortage of skilled and experienced professionals in the years ahead (Jamrog & Stopper, 2002; Zemke et al., 2000). Skilled and talented young employees have more employment choices and,

consequently, gaining a deep understanding of their values, attitudes, and behaviors could enhance organizations' sustainable competitive advantage (Jamrog & Stopper, 2002).

The most common factors that drive young knowledge workers to leave for another job are: more challenging work, better location, better working relationship with their

supervisors, and higher salary (Bova & Kroth, 2001; Horwitz, Chan, & Quazi, 2003).

Niemiec (2000) contended that work-life balance is more crucial than recognition and monetary compensation to keeping both Generation Xers and Generation Yers satisfied.

Other motivators for younger workers cited by Niemiec (2000) are: challenging work, access to mentors, and professional development.

Drucker (2000) asserted that the key to maintaining leadership in the information and technology age is to attract, retain, and motivate professional workers, whose knowledge and education represent their organizations' human capital. Losing employees with valuable knowledge affects the economic value and competitive advantage of organizations (Jamrog & Stopper, 2002; Ramlall, 2004). Transformational leadership is capable of uniting followers and raising them to higher levels of motivation and morality (Burns, 1978; Tucker & Russell, 2004). Conger (2004) emphasized the inclusion of situational versatility in leadership models, including the transformational leadership model. In order to enhance followers' job satisfaction, effective leaders in a global and highly competitive marketplace need to possess a generational perspective (Cambron, 2001; Jamrog & Stopper, 2002; Kennedy, 2003; Kupperschmidt, 2000; Ramlall, 2004).

Background of the Problem

Continual advancement of the information age, intense global competition, and an increasingly diverse workforce are exerting new demands on leadership in organizations

(Boehnke et al., 2003; Wachs-Book, 2000). Leadership ideas and values, which are capable of handling knowledge management and stimulating organizational learning, are essential for the survival of organizations (Ramlall, 2004; Stum, 2001). A different era is emerging with an increasing demand for knowledge workers and learning workers (Drucker, 2000; Jacques, 1996; McDade & McKenzie, 2002; Senge, 1994; Vicere, 2002).

Maccoby (1999) held that leadership skills are needed to recognize, attract, retain, develop, and manage the talent required to produce the highest value for companies in this new knowledge-service world. It is essential for leaders to identify the characteristics and differences of each generation in order to manage, grow, and retain a multi-generational workforce (Alch, 2000; Pekala, 2001). In order to adapt to increasingly competitive environments, to cope with the rapid pace of social and economical changes so that organizational goals can be achieved, leaders need to implement strategies using more adaptive and flexible leadership styles (Conger, 2004; Howell & Costley, 2000; Kopperschmidt, 2000; Landrum, Howell, & Paris, 2000).

Today's multi-generational workforce is occupied by four distinct generations: the Veterans, the Boomers, Generation Xers, and Generation Yers (Zemke et al., 2000). Data released by the U.S. Census Bureau showed that in 2000, Generations X and Y made up approximately 58% of the entire U.S. population (United States Bureau, 2004). As the Boomers continue to mature, retire, seek self-employment, and enter into business ventures, the Generation X and Generation Y workers will make up the workforce of the future (Cambron, 2001; Loughlin & Barling, 2001). Consequently, there is an imminent need for more innovative and effective leadership skills, as well as human resources

policies to not only recruit, but also retain the newest generation of professional employees.

Recognizing and understanding generational differences and the need for effective talent management are critical to the success of organizations (Arsenault, 2004; Bova & Kroth, 2001). Buckingham and Vosburgh (2001) observed that competency-based human resources programs and processes will not allow organizations to capitalize on uniqueness. Matching and honing the talent inherent in the individual employees will not only transform talent into performance that lasts, but also help maximize employees' contribution to organizational goals and personal mission in life (Buckingham & Vosburgh, 2001). Low job satisfaction suppresses innovation; affects morale, work attitude, communications; causes high turnover; results in loss of enthusiasm, and efficiency; and affects organizations' ability to attract and retain the best talent (Rodriguez, Green, & James, 2003).

The U.S. Department of Labor estimated turnover costs to equal 33% of a departed employee's annual salary (Thomas, 2003). Human resources professionals, who felt that the Department of Labor's estimate was too conservative, suggested 50% to 300% of annual pay (Kaye & Jordan-Evans, 2000; Moody, 2000; Thomas, 2003). Direct replacement costs usually include advertising, recruitment time and fees, screening and selection, hiring, orientation, training, travel and relocation, and signing bonuses; while indirect replacement costs include disruption of customer relations and work flow, low morale, lost productivity, loss of knowledge and efficiency (Abbasi & Hollman, 2000; Mitchell et al., 2001; Moody, 2000).

This study assessed whether the work attitudes and job satisfaction needs of Generation X and Generation Y professionals were different. Furthermore, it examined the variances between the characteristics of the perceived and the preferred leadership behaviors as expressed by Generations X and Y professionals. The goals were to determine what dominant leadership characteristics were perceived and preferred, and how these characteristics affected Generations X and Y professionals' job satisfaction and job departure tendency. The findings of this study could help organizational leaders better appreciate how their ideas and values affect the job satisfaction and work efficiency of the newest generation of well-educated, technology-savvy, learning professionals, who have much to contribute to their organizations.

Statement of the Problem

The U.S. Department of Labor estimated turnover costs to equal 33% of a departed employee's annual salary, but many human resources professionals estimated the turnover costs at 50% to 300% of a departed employee's annual pay (Kaye & Jordan-Evans, 2000; Moody, 2000; Thomas, 2003). The costs associated with the loss of knowledge and trade information, as well as decreased group morale and effectiveness, are difficult to quantify (Moody, 2000; Ramlall, 2004).

Sixty-four million Generation X workers made up about 29% of the U.S. population and approximately 39% of the labor force in 2000 (U.S. Census Bureau, 2004). A high percentage of Generation Xers do not stay with the same employer for more than five years, and most of them change job or contemplating quitting within the first three years (Rodriguez, et al., 2003). Generation Yers were not part of the 2000 U.S. Census civilian labor force data because the oldest were teenagers in 2000. Alch (2000)

contended that Generation Yers understand and accept that they will go through several job changes in their professional lives. Kupperschmidt (2000) asserted that job satisfaction and productivity increase when immediate supervisors with a generational perspective understand the different values, attitudes, behaviors, preferences, and expectations of their multi-generational employees. A quantitative, descriptive, correlational research study of Generation X and Generation Y professionals working in Baltimore, Maryland that assessed the relationship of leadership behaviors to their job satisfaction needs and job departure tendency was expected to yield new understanding of how knowledge professionals' needs and intent are influenced by their perceptions of their immediate supervisors' leadership behaviors.

Purpose of the Study

The purpose of this quantitative, descriptive, correlational research study was to employ an adapted survey derived from the Multifactor Leadership Questionnaire 5X (MLQ 5X) and the Job Descriptive Index (JDI)/Job In General (JIG) to assess the relationship between generation-responsive leadership behaviors and job satisfaction of 60 Generation X and 60 Generation Y professionals in Baltimore, Maryland. One of the primary goals was to test how the perception of transformational and transactional leadership behaviors affected the job satisfaction and job departure tendency of Generations X and Y knowledge professionals. The participants ranked (a) the frequency of specific leadership behaviors that they perceived their immediate supervisors were exhibiting, (b) the frequency of specific leadership behaviors that they preferred their immediate supervisor to practice, (c) their reality of their job satisfaction level based

upon their current job situation, and (d) their ideal of their job satisfaction level based upon their current work situation.

The predictor variables in this study were: (a) transformational leadership behavior and (b) transactional leadership behavior. The criterion variables were: (a) job satisfaction and (b) job departure tendency. Predictor variables are analogous to independent variables and criterion variables are analogous to dependent variables (Creswell, 2003). Predictor variables are varying characteristics or attributes whose values are used to predict the values of the criterion variables. Criterion variables are characteristics or attributes whose values are predicted by the predictor variables.

Significance of the Study

This study sought to address how generation-responsiveness could complement the practice of transformational leadership behaviors in the 21st century, especially in increasing the job satisfaction level and decreasing the voluntary turnover of Generations X and Y professionals. The Bureau of Labor Statistics estimated that by 2010, jobs would outnumber people by approximately 10 million (Bufe & Murphy, 2004). There will be a greater need for knowledge and learning workers within the next decade due to the projected shortage in the labor pool (Jamrog & Stopper, 2002). The criteria for job satisfaction and career choices are changing as a result of the shortage in seasoned and technology-savvy candidates (Jennings, 2000). Workers who belong to the Generation X and Generation Y cohorts possess innovative ideas and superior technical expertise to contribute to their organizations' success (Zemke et al., 2000). Their job satisfaction affects their productivity and work efficiency, and ultimately the competitive advantage of their organizations. Assessing the relationship between generation-responsive

leadership behaviors and the job satisfaction of the newest cohorts of professionals could provide some indications as to what issues would likely emerge as the workforce is increasingly dominated by Generations X and Y professionals.

Significance of the Study to Leadership

Managing the new generations of workers and heightening their performance in their jobs are among the significant challenges faced by organizations in the 21st century (Hill & Stephens, 2003). In order to manage, grow, and retain workers in a multi-generational workforce, it is essential for leaders to identify the characteristics and differences of each generational cohort (Pekala, 2001). Generation Xers and Generation Yers are quick to leave their jobs which they perceive as lacking content, not challenging, or stressful (Buckley, Beu, Novicevic, & Sigerstad, 2001; Kennedy, 2003).

Kupperschmidt (2000) contended that job satisfaction and productivity increase when immediate supervisors with a generational perspective understand the different values, attitudes, behaviors, preferences, and expectations of their multi-generational employees. By surveying the perceptions and preferences, as well as the reality and ideal of the two newest cohorts of professionals, this study would allow leaders to reflect on their leadership behaviors and recognize how their leadership practice could heighten or lower the job satisfaction of their followers. Zemke et al. (2000) posited that generation-savvy leaders create environments that allow open discussions of generational differences, including skills, viewpoints, and experiences.

Nature of the Study

This research consisted of a quantitative, descriptive, correlational study, with the inclusion of 60 each of Generation X and Generation Y professionals in the final data

analysis. The selected research method was appropriate because the primary objective of the study was to explore possible relationships and correlations between the predictor variables and the criterion variables, without investigating the underlying causal reasons. A descriptive design allows researchers to summarize quantitative data through statistical analyses and determine whether to reject or fail to reject established hypotheses (Leedy & Ormrod, 2001).

The purpose of the study was to examine the relationship between generation-responsive leadership behaviors and the job satisfaction of Generations X and Y professionals. Several chambers of commerce and businesses serving Generations X and Y clientele located in Baltimore, Maryland assisted with the recruitment of study participants. The population consisted of two groups of individuals. One group was the Generation X cohort with individuals who were between the age of 25 and 44; the other group was the Generation Y cohort with individuals who were under the age of 25. Each individual participating in this study met the following criteria: (a) working as a professional; (b) aged between 25 and 44 for placement in the Generation X cohort; (c) aged under 25 for placement in the Generation Y cohort; and (d) residing in Baltimore, Maryland. Consistent with definitions established by leadership scholars and authors, Drucker (2000) equated knowledge workers with knowledge professionals. The term 'professional', as used in this study, meant an employee who possessed some unique skills, technical knowledge, or expertise that were acquired through education, vocational or specialized training.

The minimum sample size n of a survey needs to be representative so that estimation of the population mean μ and inferences about the population can be made

(Triola, 2001). Samples that are too large consume excessive time and sources, while samples that are too small may yield poor results (Triola, 2001). The determination of a study's sample size depends on: (a) the critical z score that corresponds to the desired confidence level, (b) the margin of error E , and the population standard deviation σ .

To determine the sample size for this study, the first step was to compute the margin of error E . Since the population standard deviation σ was unknown, and since the desired sample size was >30 , the population standard deviation σ was replaced by the sample standard deviation s . The sample standard deviation was computed based on the first 60 of the sample values collected. The computed value of E was then applied to the formula: $[Z\alpha/2\sigma/E]^2$ to determine the sample size at 95% degree of confidence. With $Z\alpha/2 = 0.196$ and $E = 0.306$, the computed sample size $n = 41$. According to Triola (2001), when computing the sample size, any potential errors should be conservative by making n larger rather than smaller. A sample size of 60 for each generational cohort was selected for this research study to ensure the satisfaction of statistical standards.

A single, researcher-developed Leadership and Job Satisfaction Survey served as the instrument for this study. The survey consisted of three segments: demographics, leadership behaviors, and job satisfaction. The estimated time to complete the entire survey was 10-15 minutes. The first segment gathered each participant's demographic data, which included: age, gender, highest level of education completed, income level, employment status, pay type, years in current job, current job title, and employer's industry. The second segment of the instrument was derived from the MLQ 5X (Avolio & Bass, 2004). The objectives of this segment were: (a) to evaluate if Generations X and Y professionals perceive their immediate supervisors as exhibiting more transformational

or more transactional leadership behaviors, and (b) to assess the preferences of leadership behaviors by Generations X and Y professionals. The third segment of the instrument was derived from the JDI/JIG (Balzer et al., 1997). The purpose was to measure four facets of job satisfaction: satisfaction with work on present job, satisfaction with supervision, satisfaction with job in general, and job departure tendency, according to the participants' reality and ideal framework.

Leedy and Ormrod (2001) posited that descriptive research “involves either identifying the characteristics of an observed phenomenon or exploring possible correlations among two or more phenomena” (p. 191). By using a correlational design, data collected in this study were analyzed quantitatively and relatively more efficiently than other design techniques, such as observations or interviews. The perceptions and preferences of Generations X and Y professionals, relative to what leadership characteristics more align with their job satisfaction needs, were measured based upon the responses provided by the study participants. Based on the findings, the list of leadership characteristics exhibited by leaders and as perceived by the Generation X and Generation Y cohorts were compared to the ideal characteristics that these two cohorts preferred. Microsoft Excel was used to perform the data analyses and STATDISK was used to validate the statistical methods.

Research Questions

Job satisfaction is one of the primary factors for workers to determine their intent to stay in their jobs (Brown et al., 2000; Bufe & Murphy, 2004; Lambert et al., 2001; Mitchell et al., 2001). Supervisors with a generational perspective not only increase employees' job satisfaction and productivity, but also reduce turnover and enhance their

organizations' competitive advantage (Cambron, 2001; Jamrog & Stopper, 2002; Kennedy, 2003; Kupperschmidt, 2000; Ramlall, 2004). Contemporary leadership scholars asserted that transformational leadership has, among other capabilities, the potential of advancing leader and follower satisfaction, motivation, and commitment (Bass, 1990, Bass et al., 2003; Boehnke et al., 2003; Masi & Cooke, 2000; Tucker & Russell, 2004).

The research questions for this study were:

1. What is the relationship between Generation X professionals' and Generation Y professionals' perceptions regarding their level of job satisfaction and job departure tendency?
2. What are the correlations between the frequency of two types of leadership behaviors: transformational and transactional, and the level of (a) job satisfaction and (b) job departure tendency, as perceived by Generation X professionals and Generation Y professionals?

Hypotheses

The hypothesis testing for this study tested the null hypothesis, with the initial conclusion of either rejecting or failing to reject them. Hypotheses 1 and 2 dealt with Research Question #1 and Hypotheses 3, 4, 5, and 6 dealt with Research Question #2.

The hypotheses were:

H₁₀: There is no relationship between Generation X professionals' and Generation Y professionals' level of satisfaction regarding their jobs.

H₁: There is a relationship between Generation X professionals' and Generation Y professionals' level of satisfaction regarding their jobs.

H2₀: There is no relationship between Generation X professionals' and Generation Y professionals' level of job departure tendency.

H2: There is a relationship between Generation X professionals' and Generation Y professionals' level of job departure tendency.

H3₀: There is no correlation between the frequency of transformational leadership behaviors and level of job satisfaction, as perceived by Generation X and Generation Y professionals.

H3: There is a correlation between the frequency of transformational leadership behaviors and level of job satisfaction, as perceived by Generation X and Generation Y professionals.

H4₀: There is no correlation between the frequency of transactional leadership behaviors and level of job satisfaction, as perceived by Generation X and Generation Y professionals.

H4: There is a correlation between the frequency of transactional leadership behaviors and level of job satisfaction, as perceived by Generation X and Generation Y professionals.

H5₀: There is no correlation between the frequency of transformational leadership behaviors and level of job departure tendency, as perceived by Generation X and Generation Y professionals.

H5: There is a correlation between the frequency of transformational leadership behaviors and level of job departure tendency, as perceived by Generation X and Generation Y professionals.

H6₀: There is no correlation between the frequency of transactional leadership behaviors and level of job departure tendency, as perceived by Generation X and Generation Y professionals.

H6: There is a correlation between the frequency of transactional leadership behaviors and level of job departure tendency, as perceived by Generation X and Generation Y professionals.

Theoretical Framework

The theoretical framework for this study, relative to job satisfaction, were based on Maslow's (1954) Hierarchy of Needs Theory, Herzberg's (1959) Motivation-Hygiene Theory, Vroom's (1964) Expectancy Theory, Adams' (1965) Equity Theory, Locke's (1976) Value Discrepancy Theory, and Hackman and Oldham's (1980) Job Characteristics Model. Although an overview of some selected leadership theories would be discussed, transformational leadership and transactional leadership constituted the theme of this research.

Maslow's (1954) hierarchy of human needs theory portrayed five basic human needs: physiological, safety, love, esteem, and self-actualization. Maslow (1954) theorized that when an individual's lower-level needs are satisfied, the higher needs become the focus. He emphasized that even if all the basic needs are satisfied, individuals could still develop new discontent and restlessness unless their desire for self-fulfillment and desire to perform tasks align with their potential and aspirations.

Herzberg, Mausner, and Snyderman (1959) constructed a two-dimensional paradigm of factors, which were named the hygiene factors and motivation factors, to reflect employees' perceptions about work. Hygiene factors include: company policy,

supervision, interpersonal relations, working conditions, salary, benefits, and job security. The lack of hygiene factors causes job dissatisfaction, yet the presence of the hygiene factors does not motivate employees or create job satisfaction. According to Herzberg et al. (1959), motivator factors are strong determinants of job satisfaction. The motivation factors include: achievement, recognition, the work itself, responsibility, advancement, salary, possibility of growth, interpersonal relations with subordinates, status, interpersonal relations with superiors, interpersonal relations with peers, supervision, company policy and administration, working conditions, personal life, and job security. Job satisfaction, according to Herzberg's (1959) motivation-hygiene theory, is driven by both the hygiene factors and the motivation factors.

Contemporary leadership scholars and authors asserted that employees' motivation and job satisfaction are, to varying degrees, influenced by leaders' behaviors, work environment, and demographic characteristics (Horwitz et al., 2003; Kopperschmidt, 2000; Lambert et al., 2001). Motivation is the willingness to exert high levels of effort, and it requires a desire and an ability to act (Ramlall, 2004; Robbins, 2005). Job satisfaction refers to the feelings a worker has about his or her job experiences in relation to previous experiences, current expectations, or available alternatives (Balzer et al., 1997).

Vroom's (1964) Expectancy Theory postulated that the degree of influence of a factor is associated with the level of importance placed on such factor by an individual. Consequently, expectancy is the strength of one's belief that a particular outcome is possible. The expectancy theory emphasizes the relationship between the level of

motivation and the belief that performing at a certain level will lead to the attainment of a desired outcome (Ramlall, 2004).

Adams' (1965) Equity Theory was focused on how individuals evaluate exchange relationships based upon two major components: inputs and outcomes. The Equity Theory assumes that: (a) people have pre-conceived notions about what constitutes a fair and equitable return for their efforts on the job; (b) people tend to compare exchange relationships they have with those that their colleagues have; and (c) when people believe they are treated inequitably, when compared to similar exchange relationships that others have, they are motivated to take actions that they believe are appropriate.

Locke's (1976) Value Discrepancy Theory argued that individuals' values are not similar. Locke (1976) asserted that the unique values of individuals affect their emotional response to their jobs and make them place varying degree of importance on job-related factors. He contended that values are similar to goals in that both have content and intensity characteristics. Content relates to what is valued and intensity relates to how much is valued.

Hackman and Oldham (1980) developed a job characteristics model that focuses on three critical psychological states generated by one's job. The first state is that the employee must have a sense of personal responsibility for the outcomes of the job. The second state is that the work must be regarded by the employee as meaningful and as contributing to the overall effectiveness of the organization. The third state is concerned with the employee's knowledge of his/her own effectiveness in the conversion of effort into performance.

Transformational leadership can be viewed as a paradigm shift relative to the study of leadership. Burns (1978) contended that transformational leaders focus on the higher levels of follower needs and influence with their charisma and inspirational motivation. According to Bass (1985), transactional leadership is regarded as an exchange of rewards for effort. Transformational leadership, as advocated by Bass (1985), is capable of motivating groups to achieve goals and reach solutions on a long-term basis. Transformational leaders inspire followers to go beyond their self interests for a higher combined interest (Boehnke et al., 2003; Tucker & Russell, 2004). Transformational leaders challenge their followers to be creative in problem solving and provide them with a learning environment (Whetstone, 2002).

In several studies on the correlation of job-fit and job satisfaction, one of the most important elements was the employees' self-report on the nature of interaction with their superiors (Hanson and Miller, 2002). Leaders who are willing to listen to their followers and understand the followers' motivational pattern and job satisfaction needs can facilitate the achievement of both the employees' goals and the needs of the organization (Hanson and Miller, 2002). Niemiec (2000) asserted that recognizing what motivates different generational cohorts of employees is the key to achieving organizational goals and that the younger and techno-savvy workers are starting to influence the attitudes of the workplace.

Bova and Kroth (2001) maintained that effective supervisors encourage learning opportunities for the newest generation of followers by using every situation to challenge, support, and develop them. Bova and Kroth (2001) cited the top reasons the younger cohort of employees leave a company as: (a) their superiors' insensitivity to their various

needs and (b) the superiors' inability to keep them engaged. Understanding the unique perspectives Generations X and Y professionals place on the workforce will allow leaders to engage in leadership practice that creates better alignment with these professionals' job satisfaction needs. In order to meet the newest generation of workers' growing and learning needs as well as their job satisfaction needs, Bova and Kroth (2001) suggested leaders to exercise a leadership style that includes mentoring, listening, empathy, persuasion, as well as genuine concern for the growth and development of their followers.

People in the same generation share emotions, attitudes, preferences, and dispositions collectively, in addition to their traditions and culture (Arsenault, 2004). Weston (2001) pointed out that employees of different age groups have different work ethics and expectations, but the common life and work experiences shared by employees of the same generational cohort result in a high level of cohesiveness in their perspectives, attitudes, and assumptions. In the industrial age, organizations operated under a hierarchical structure and employees exchanged their commitment and loyalty for job security (Weston, 2001). With the arrival of the information age, managing knowledge and retaining the best talent have become more important for organizations (Weston, 2001). Within a multi-generational workforce, positional hierarchy and success are no longer determined by age or tenure because the younger generational cohorts often are more knowledgeable technologically (Niemic, 2000; Weston, 2001).

The differences between each generational cohort's communication and learning styles, aspirations, work ethics, work-related values and lifestyle preferences often result in conflicts and tensions that work against organizational best interests

(Niemiec, 2000; Zemke et al., 2000). Weston (2001) pointed out that in a multi-generational workforce, supervisors must recognize and respond to generational expectations and diversity in perspectives. According to Jamrog and Stopper (2002), skilled and talented young employees have comparatively more employment alternatives and, consequently, a deeper understanding of their values, attitudes, and behaviors could enhance organizations' sustainable competitive advantage. In order to attract and retain the best talent and ensure that alignment of corporate goals exists, employers have to recognize the culture, values, needs, and expectations of each generational cohort of employees (Alch, 2000). This study proposed that it is pertinent for transformational leaders to understand intergenerational differences in order to capture the interests and increase the commitment of Generations X and Y professionals, who are among the major contributors to their organizations' success.

Definition of Terms

The following operational definitions are presented to provide a clear understanding of how they are used within the context of this study:

Baby Boomers/Boomers: Individuals born between 1943 and 1960, yet population demographers generally label Boomers as those born from 1946 to 1964 (Zemke et al., 2000).

Generational Cohort: People born in the same general time span who share key life experiences (Zemke et al., 2000).

Generational Perspective: Knowledge, recognition, and appreciation of the main generational characteristics: values, attitudes, behaviors, and preferences (Kupperschmidt, 2000).

Generation Xers: Individuals born between 1960 and 1980, yet population demographers generally label Generation X as those born after 1964 (Zemke et al., 2000). For the purpose of this study, Generation Xers were individuals between the age of 25 and 44 to coincide with the age ranges shown in the 2000 U.S. Census so that demographical references expressed in numbers and percentages in this study were meaningful.

Generation Yers: Individuals born between 1980 and 2000 (Zemke et al., 2000). For the purpose of this study, Generation Yers were individuals under the age of 25 to coincide with the age ranges shown in the 2000 U.S. Census so that demographical references expressed in numbers and percentages in this study were meaningful.

Human Capital: Knowledge and education of organizational members (Drucker, 2000).

Job Departure Tendency: Synonymous to turnover intent—the likelihood that a person will make a genuine effort to find a new job with another employer (Lambert et al., 2001).

Job Descriptive Index (JDI): A commercially available, 72-statement survey instrument that is widely used in measuring job satisfaction (Balzer et al., 1997).

Job In General (JIG): A commercially available survey instrument which accompanies and complements the JDI to evaluate overall, global satisfaction with the job (Balzer et al., 1997).

Job Satisfaction: The feelings a worker has about his or her job experiences in relation to previous experiences, current expectations, or available alternatives (Balzer et

al., 1997). Positive emotional state that results from the appraisal of one's job experiences (Locke, 1976).

Knowledge Worker: An individual who possesses unique skills, technical knowledge, or expertise, and applies them in his or her work (Jacques, 1996). Worker who uses ideas, creativity, and intellectual rigor to create extra value for the organization (McDade & McKenzie, 2002).

Professional: Within the context of this study, a professional is an individual who possesses some unique skills, technical knowledge, or expertise that were acquired through education, vocational or specialized training, and whose immediate supervisor holds a higher level position.

Assumptions

It is assumed that the participants would give the appropriate amount of time to participate in the study by completing the instrument honestly and in one sitting with undivided attention. It is also assumed that the limits to the generalizability of the study were under the researcher's control. The 46-statement survey for this study was simple and easy to complete. The estimated time to complete the entire survey was 10 to 15 minutes. The use of a web survey as the primary means of collecting data was determined to interest the target population of Generations X and Y professionals, who are technology-savvy and more inclined to complete the survey online versus on paper. The offer of five gift card prizes to be drawn among the participants, who returned a complete and usable survey, was designed to encourage those who were interested in entering the drawing to pay closer attention when answering the survey.

Feedback from the pilot testers affirmed that they spent, on average, 12 minutes to complete the web survey. Study participants who were interested in entering the prize drawing were asked to provide their contact information, and 78% of all the participants who submitted a complete and usable survey included their contact information. Approximately 40% of the responses were received less than 7 days after the release of the email invitations. Distributing the survey questionnaires in paper format and collecting the responses by first-class mail would have resulted in a slower turnaround.

Limitations

The study participants for this study were limited to professionals aged 44 and younger because the research was focused on two generational cohorts: Generation X and Generation Y. Consequently, results could not be generalized to professionals in different age groups. The fact that study participants were residents of Baltimore, Maryland made the results not generalizable to professionals in other geographic locations.

The research survey was self-reporting; therefore, there was no mechanism to verify the responses. Additionally, the study was limited to categorizing the perceived and preferred leadership behaviors as transformational leadership style and transactional leadership style (Avolio & Bass, 2004). Other leadership behaviors and styles were not addressed in depth. Only four facets of job satisfaction: satisfaction with work on present job, satisfaction with supervision, satisfaction with job in general, and job departure tendency were assessed in this study. Adding other facets, such as satisfaction with present pay, satisfaction with co-workers, and satisfaction with opportunities for promotion, might have changed the degree of overall job satisfaction (Balzer et al., 1997).

Delimitations

This study confined itself to surveying Generations X and Y professionals who reported to immediate supervisors in senior positions. This study focused on two leadership behaviors: transformational and transactional, and four facets of job satisfaction: satisfaction with work on present job, satisfaction with supervision, satisfaction with job in general, and job departure tendency. The study participants scored their perceptions and preferences of leadership behaviors practiced by their immediate supervisors. The study participants also scored the reality and ideal of their job satisfaction levels based upon their current work conditions. Only professional employees aged 44 and under and residing in Baltimore, Maryland were included in the study.

Summary

Transformational leadership is endorsed by many contemporary leadership scholars and authors as a leadership style that correlates positively to leader and follower satisfaction, follower efforts, cohesion, motivation, commitment, collective confidence, shared purpose, and overall organizational performance (Bass, 1990; Bass et al., 2003; Boehnke et al., 2003; Burns, 1978; Masi & Cooke, 2000; Tucker & Russell, 2004). Adopting a versatile and situational approach could enhance leaders' effectiveness (Conger, 2004). In today's multi-generational workforce, job satisfaction and productivity increase when immediate supervisors with a generational perspective understand the different values, attitudes, behaviors, preferences, and expectations of their employees (Kupperschmidt, 2000).

The direct and indirect costs associated with employee turnover are estimated at 50% to 300% of an employee's annual pay, excluding the unquantifiable knowledge and

skills loss due to an employee's departure (Kaye & Jordan-Evans, 2000; Moody, 2000; Ramlall, 2004; Thomas, 2003). Labor force statistics revealed that the workplace is increasingly dominated by two generational cohorts of workers: Generation X and Generation Y. Workers belong to the Generation X and Generation Y cohorts are well-educated, innovative, technology-savvy, and have much to contribute to their organizations' success (Zemke et al., 2000). They have different work values, attitudes and expectations, and are quick to leave their jobs which they perceive as lacking content or not challenging (Kennedy, 2003).

In order to attract, retain, and grow workers in a multi-generational workforce, it is essential for leaders to identify the characteristics and differences of each generational cohort (Niemiec, 2000; Pekala, 2001). Employees' motivation and job satisfaction are, to varying degrees, influenced by leaders' behaviors, work environment, and demographic characteristics (Horwitz et al., 2003; Kupperschmidt, 2000; Lambert et al., 2001). Findings from this study will help identify the extent of Generation X and Generation Y professionals' satisfaction and dissatisfaction regarding their jobs. It will also provide some valuable source of insight that will deepen transformational leaders' understanding as to what generation-appropriate adjustments they could make in their leadership behaviors in order to attract, motivate, and retain the best talent.

The purpose of this quantitative, descriptive, correlational research study was to assess the relationship between generation-responsive leadership behaviors and job satisfaction of 60 Generation X and 60 Generation Y professionals in Baltimore, Maryland. The primary objective of chapter 2 is to provide a review of the literature that formed the theoretical framework for this study.

CHAPTER 2: LITERATURE REVIEW

The purpose of this quantitative, descriptive, correlational research study was to assess the relationship between generation-responsive leadership behaviors and job satisfaction of 60 Generation X and 60 Generation Y professionals in Baltimore, Maryland. An adapted survey derived from the Multifactor Leadership Questionnaire 5X (MLQ 5X) and the Job Descriptive Index (JDI)/Job In General (JIG) served as the data collection instrument (Avolio & Bass, 2004; Balzer et al., 1997).

Chapter 1 identified the importance for leaders to understand the change in the job satisfaction needs of knowledge and learning workers, the majority of whom belong to the Generations X and Y cohorts. The primary objective of this study was to assess the likelihood that leadership behaviors that are transformational and generation-responsive could promote higher job satisfaction. Supervisors with a generational perspective not only have the potential of increasing employees' job satisfaction and productivity, but also reducing turnover and enhancing their organizations' competitive advantage (Cambron, 2001; Jamrog & Stopper, 2002; Kennedy, 2003; Kupperschmidt, 2000; Ramlall, 2004).

This chapter presents the theoretical literature related to: (a) the efficacy of transformational leadership on followers' performance and organizational efficiency; (b) factors that determine and influence the job satisfaction needs of the newest cohorts of knowledge professionals; and (c) the relevance of taking a generation-responsive approach in human capital and knowledge management. Presented first is a historical overview of the topics relevant to this study. The sub-sections under historical overview include: the development of leadership theories, leadership theories and models,

motivational and job satisfaction theories and research, and generational differences. The next section discusses the current findings, with sub-sections that explore leadership in the 21st century, contemporary transformational leadership styles, the 4-generation world of work, human capital and knowledge management, transformational leadership and knowledge management, motivation and commitment of employees, job satisfaction of employees, and impact of perceived leadership behaviors on job satisfaction.

Collectively, these integral parts form the theoretical framework for this study.

Title Searches

The literature review as elaborated in this chapter 2 includes historical overview and current findings on topics that are related to this study. Sources included peer-reviewed journal articles and research documents available through several University of Phoenix Online Library databases: EBSCOhost, Info Trac OneFile, and ProQuest. Reference listings from appropriate publications and documents provided some leads in expanding the literature review. Books and publications on topics related to this study that were purchased from bookstores or loaned from local libraries were used. Appendix A shows the number of peer-reviewed articles, research documents, and books searched, reviewed, and used.

Contemporary leadership theorists and authors believe that transformational leadership drives organizational success and correlates positively to leader effectiveness ratings, leader and follower satisfaction, follower efforts, cohesion, motivation, commitment, collective confidence, shared purpose, and overall organizational performance (Bass, 1990; Bass et al., 2003; Boehnke et al., 2003; Burns, 1978; Masi & Cooke, 2000; Tucker & Russell, 2004). Conger (2004) presented his opposing view that

transformational leadership lacks consideration for situational contingencies. Howell and Costley (2000) shared Conger's (2004) view that many leadership researchers did not discuss transformational leaders adapting their leadership behaviors to fit specific situations. Situational or contingency leadership theories postulate that leaders' effectiveness requires some fit between leader behaviors and the situational characteristics of both the organization and the followers (Goffee & Jones, 2000; Landrum et al., 2000). This study proposed that leaders in the 21st century need to adjust to organizational challenges, which include an understanding of the change in job satisfaction needs of their young cohorts of knowledge professionals, who are among the major contributors to the success of their organizations.

Historical Overview

Title searches in the historical overview section included: development of leadership theories, organizational leadership theories, followership, leadership models, transformational and transactional leadership, Maslow's (1954) hierarchy of needs, Herzberg's (1959) motivation-hygiene theory, Vroom's (1964) expectancy theory, Adams' (1965) equity theory, Locke's (1976) value discrepancy theory, as well as Hackman and Oldham's (1980) job characteristics model. Publications from prominent organizational leadership authors and scholars were used to compile this Historical Overview section. When conducting research, knowledge in the development and evolution of major theories aids in the understanding of concepts within a context.

Overview of the Development of Leadership Theories

The study of leaders and leadership is a universal phenomenon since the emergence of civilization and has generated tremendous interest since antiquity (Bass,

1990; Lussier & Achua, 2001). According to Bass (1990), the study of history essentially is the study of leaders and heroes, who shaped their countries, advanced their societies, and governed their populace through their authority, power, and influence. Bass (1990) added that social and political movements require leaders to initiate them, while the success and failure of institutions depend crucially on effective leadership. Ancient philosophers who idealized leadership behaviors in their teachings included: China's Confucius who encouraged individuals in power to become moral forces for the good and development of their followers; as well as Greek philosophers Aristotle, Socrates, and Plato who spoke extensively about the charismatic and inspirational qualities of effective leadership (Humphreys & Einstein, 2003). Max Weber, a German sociologist and political economist, suggested that charismatic leaders have the ability to inspire exceptional achievement by their followers, especially during times of distress or turmoil (Humphreys & Einstein, 2003).

There are many different definitions of leadership proposed by leadership theorists and acclaimed authors on leadership. Bass (1990) construed leadership as a multi-faceted process, which can be: the focus of group processes, a matter of personality, a matter of inducing compliances, the exercise of influence, a form of persuasion, a power relation, an instrument to achieve goals, an effect of interaction, an initiation of structure, and any of the aforesaid combinations. Wren (1995) posited that leadership is an interactive process in which leaders and followers engage in mutual interaction in a complex environment to achieve mutual goals. Bennis and O'Toole (2000) defined leadership as a blend of personal behaviors that allow individuals to recruit dedicated followers and create other leaders during the process. They stated that

real leaders exhibit integrity, provide meaning, foster trust, convey values, as well as energize their followers to meet challenging organizational goals. Vicere (2002) defined leadership as “the art and science of enabling an organization to get results while building stakeholder commitment to its values and ideals” (p. 28).

Kouzes and Posner (2003) advocated five main practices of effective leaders: challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. Northouse (2004) listed several commonalities of leadership: (a) leadership is a process, (b) leadership involves influence, (c) leadership occurs within a group context, and (d) leadership involves goal attainment. Based upon these commonalities, Northouse (2004) defined leadership as a process whereby an individual influences a group of individuals to achieve a common goal. Conger (2004) advocated leadership styles that have great versatility to address complexities, contingencies, and changes at different organizational levels.

The definition of leadership is incomplete without defining who a leader is. Many people mistake the exercise of one’s authority inherent in one’s position for leadership; nevertheless, researchers and prominent theorists have concluded that leadership can be learned (Wren, 1995). A leader is someone who motivates his/her followers to achieve common goals by setting examples (Bass, 1990; Northouse, 2004). Effective leadership involves the interaction among group members and is capable of elevating the expectations and competency of the group to achieve goals, as well as producing exceptional performance (Bass, 1990; Boehnke et al., 2003).

Northouse (2004) held that some individuals are leaders due to their formal position within an organization, while others are leaders due to the way other group

members respond to them. Northouse (2004) added that leaders can emerge when they are perceived by others as influential members of a group or organization, regardless of their formal positions and titles. Conger (2004) listed: genetic predisposition, family environment, school experiences, hardships, job experiences, bosses, organizational incentives, and training as some of the factors that determine how leaders are developed.

In order to cope with economic, technological, and competitive pressures in a global environment, Isaac, Zerbe, and Pitt (2001) contended that organizations need people who are capable of being both managers and leaders. Isaac et al. (2001) used a push-pull analogy to define managers as those who exert their legitimate power to push constituents towards desired ends, and leaders as those who pull followers towards goals by exerting their influence. Northouse (2004) maintained that it is the leader who initiates the mutual relationship and communication, as well as carries the responsibility of maintaining the leader-follower relationship.

Leadership Theories and Models

Numerous leadership theories have been developed, practiced and evolved over time. Pre-20th century leadership models are considered Great Men Theories. 20th century leadership theories are represented by the Trait Theories, the Humanistic Theories, and various Contingency Theories. When theorists returned to associating leadership performance with the leaders' ability to inspire others to realize organizational goals, charismatic theories became prevalent (Higgs, 2003). Since the late 1970s, contemporary leadership theories have been significantly influenced by the concepts of transformational leadership and transactional leadership. Several transformational leadership models have emerged, enriching the study and practice of leadership.

Great Men Theories

The Great Men Theories are based on the premise that history is influenced by the leadership of great men, who have some innate and unique personal attributes. A sampling of leadership perspectives, as accounted for by Bass (1990) and Wren (1995), include: (a) Carlyle (1795-1881), a Scottish historian and essayist, who depicted leaders as the ablest and noblest men having spiritual dignity, wisdom, and competence to command over all their constituents and capture the imagination of the masses; (b) Plato (428-347 B.C.), a Greek philosopher, who advocated the notion that leaders should have the power and spirit of philosophy, apart from political greatness and wisdom; (c) Aristotle (384-322 B.C.), mentee of Plato, who argued that the purpose of leadership was a combination of leisure and peace; and (d) Machiavelli (1469-1527), a humanist, who supported the need for leaders to deceive their followers in order to maintain authority.

Trait Theories

The trait theories assume that leaders are born, not made (Lussier & Achua, 2001). Distinctive characteristics that are associated with the effectiveness of leaders include: high energy level, physical appearance, self-reliance, and assertiveness. The trait theories attempt to take a personality-based approach to selecting effective leaders. Although a universal list of traits possessed by successful leaders is still unavailable, Lussier and Achua (2001) offered nine traits of effective leaders based on an empirical study. The nine traits are: dominance, high energy, self-confidence, locus of control, stability, integrity, intelligence, flexibility, and sensitivity to others.

Humanistic (Group) Theories

The Humanistic Theories, or Group Theories, are grounded in the belief that human beings are motivated organisms and that the function of leadership is to provide democracy and freedom for individuals to use their motivational potential to not only fulfill their personal needs, but also contribute to the achievement of organizational goals (Bass, 1990). Maslow's (1954) hierarchy of human needs, which is discussed in a later section in this chapter, is one of the humanistic theories. Another prominent humanistic theory is McGregor's Theory X and Theory Y, which portrays two types of organizational leadership. Theory X assumes that people are passive and need motivation, while Theory Y assumes that people are motivated and have a desire for responsibility (Bass, 1990). Mayo's Hawthorne studies attributed the heightened productivity of workers to increased attention by supervisors to human relations as well as the concerns of the workers (Bass, 1990).

Contingency Theories

Contingency leadership theories link leadership success to situational factors: nature of the work performed, external environment, and characteristics of the followers (Lussier & Achua, 2001). There are five major contingency theories. The first is Hollander's Exchange Theory. Hollander held that the transactional exchange between leader and follower is the essence of leadership (Bass, 1990). Leader and follower negotiate the terms of the exchange, resulting in the follower's compliance of the negotiated terms for the leader's guidance and support toward achieving the mutual goals (Bass, 1990).

The second major contingency theory is Blake and Mouton's Behavioral Theory. Blake and Mouton developed a managerial grid, with concern for people on the 9-scale Y axis and concern for production on the 9-scale X axis (Northouse, 2004). Plotting the scores from each of the axis determines the dominant leadership styles. The five major leadership styles portrayed by the managerial grid are: authority-compliance (9,1), country club management (1,9), impoverished management (1,1), middle-of-the-road management (5,5), and team management (9,9) (Northouse, 2004).

The third prominent contingency theory is House's Path-Goal Theory. The Path-Goal Theory is based on the premise that leader's behaviors influence the performance and satisfaction of the followers. By using a combination of four leadership styles (directive, supportive, participative, achievement-oriented) as appropriate to the situation, a leader is responsible for clarifying the follower's path which leads to successful task completion (Lussier & Achua, 2001).

The fourth third important contingency theory is Fiedler's Situational Theory. Fiedler classified a leader as either a task-oriented or a relationship-oriented leader (Lussier & Achua, 2001). He developed the least preferred coworker (LPC) scales to measure whether an individual's leadership style is task-oriented or relationship-oriented. Using three variables: leader-member relations, task structure, and position power, situational favorableness is determined. To avoid ineffective leadership resulted from a mismatch between leadership style and the situation, Fiedler recommended changing the situation, instead of the leadership styles (Lussier & Achua, 2001).

The fifth major contingency theory is Hersey and Blanchard's Life Cycle Model. Hersey and Blanchard used a bell-shaped curve within a grid to depict a job's life cycle.

They posited that employees' job maturity (capability, education, experience) and psychological maturity (motivation, willingness, and confidence) are revealed in the employees' performance (Bass, 1990). Leaders should practice one of the four leadership styles: telling, selling, participating, delegating, according to the employees' task-relevant maturity (Bass, 1990).

Transactional and Transformational Leadership

James MacGregor Burns first coined the terms transactional and transformational leadership in his book *Leadership* in 1978. According to Burns (1978), transactional style of leadership is dominated by the exchange between leader and followers, who depend on each other to achieve things each values. Burns (1978) contended that transformational style of leadership stems from deeply held personal values or end values, which cannot be negotiated or exchanged. Burns perceived transformational leadership at one end of a continuum and transactional leadership at the other, and suggested that transformational leaders appeal to their followers through a high sense of moral obligation and values while transactional leaders appeal to their followers' self-interests (Bass, 1985; Humphreys & Einstein, 2003).

Bass (1985) operationalized the concept of Burns' transactional-transformational leadership model. He asserted that transformational leadership is not a substitute for transactional leadership, but a complement. The ideal and effective leaders are often linked to transformational leadership; nevertheless, transformational leadership adds to the effectiveness of transactional leadership instead of replacing it (Bass, 1990; Bass et al., 2003). Transformational leaders stimulate the dormant needs of their followers, while transactional leaders focus on meeting the current needs of their followers through series

of bargains and exchanges (Boehnke et al., 2003; Dvir, Eden, Avolio, & Shamir, 2002). Despite the exchange, transactional leadership does not bind the leader and followers together in a mutual and continuing pursuit of higher purpose (Humphreys & Einstein, 2003; Tucker & Russell, 2004).

Transformational Leadership

Bass (1985) proposed four behaviors that are associated with transformational leadership: charisma (idealized influence), inspiration, intellectual stimulation, and individual consideration. His model emphasizes leaders who articulate a vision that inspires followers and who promote and build loyalty, trust, and empowerment. Contemporary leadership theorists and authors believe that transformational leadership drives organizational success and correlates positively to leader effectiveness ratings, leader and follower satisfaction, follower efforts, support for innovation, building of collective confidence, and overall organizational performance (Bass, 1990, Bass et al., 2003; Tucker & Russell, 2004).

Bass (1985) asserted that transformational leadership is more likely to appear in organizations where members are highly educated and innovative, goals and structures are unclear, but warmth and trust are high; while transactional leadership is most likely appear in organizations where goals and structures are specific and where members' work are extremely well-defined. Bass (1990) posited that transformational leaders are role models, admired, respected, trusted, confident, determined, persistent, highly competent, innovative, and willing to take risks. He added that transformational leaders also inspire their followers through coaching, mentoring, support, encouragement, and challenge.

Bass (1985) maintained that three major leadership processes are involved in exercising transformational leadership in order to achieve performance outcomes that exceed the followers' expectations through leaders' motivation and followers' commitment. The three processes are: (a) transformational leaders elevate followers' awareness about the importance and value of the goals set as well as the means to attain such goals; (b) transformational leaders encourage followers to transcend self-interests for the good of the collective; and (c) transformational leaders stimulate followers' higher order needs.

Masi and Cooke (2000) conducted a study of approximately 2,500 army personnel and found strong correlation between transformational leadership and motivation, but weak correlation between transactional leadership and commitment to the quality of organizational outcomes. The study strongly supports that transformational leaders empower and motivate their subordinates, while transactional leaders suppress both commitment and productivity. Nevertheless, Conger (2004) argued that transformational leadership is a principally normative model, which takes a single approach to practicing leadership across levels and without considering situational contingencies.

Transactional Leadership

According to Burns (1978), transactional leadership is an exchange because a leader rewards or disciplines followers in exchange for their support. Transactional leadership is supported by contingent reward and management-by-exception, with followers' acceptance and compliance of the leaders' directives to perform their roles and assignments successfully in exchange for praise, rewards, resources, or avoidance of disciplinary actions (Bass et al., 2003). In the active management-by-exception form,

transactional leaders clarify expectations, specify standards for compliance, define what constitutes ineffective performance, and monitor closely to ensure that deviances and errors are corrected promptly (Bass et al., 2003). In the more passive form, non-transactional leaders display laissez-faire behavior by waiting for problems to arise before taking action, avoiding decision-making, and abandoning their responsibilities by not specifying agreements, expectations, goals, and standards that the followers should achieve (Bass et al., 2003).

Transactional leaders expect their followers to attain agreed-upon goals without encouraging them to take on greater responsibilities for self-development or leading others (Bass, 1985; Burns, 1978). Transactional leadership involves a quid pro quo relationship between leaders and followers in that there is no attempt to change followers' attitudes, values, growth, and development on a long-term basis (Aronson, 2001). Both leaders and followers focus on achieving the negotiated performance level (Boehnke et al., 2003).

Motivation and Job Satisfaction Theories and Research

Robbins (2005) defined motivation as the willingness to exert high levels of effort toward organizational goals. He wrote that a need represents an internal state that considers certain outcomes as attractive. An unsatisfied need creates tension which stimulates drives within an individual to search for specific goals that, if achieved, will satisfy the need. Motivation, according to Ramlall (2004), requires a desire and an ability to act, and has tremendous impact on employee commitment and employee retention. An important role of effective transformational leaders, therefore, is to attend to the job satisfaction needs of their constituents through an in-depth understanding of some basic

theories on needs, motivation, expectancy, equity, and values. Several foundational motivation and job satisfaction theories and research are presented in the following sections.

Maslow's Hierarchy of Needs Theory

Maslow (1954) maintained that humans have at least five basic needs: physiological, safety, love, esteem, and self-actualization. He contended that within an organization, employees are motivated by their desire to maintain or achieve certain conditions upon which these basic needs lie. Maslow's theory provided insights for organizational leaders to devise, implement, and support programs or practices to motivate their constituents through the satisfaction of emerging or unmet needs (Ramlall, 2004).

Using the concept of Maslow's model, a research group performed a meta-analysis of four annual surveys and compiled a performance pyramid (Stum, 2001). Corresponding to Maslow's five levels of needs are five motivators that the research group determined are influencing employees' commitment: safety/security, rewards, affiliation, growth, and work/life harmony (Stum, 2001). Stum (2001) explained that for commitment to be possible, employees must feel safe physically and psychologically. Rewards in the form of compensation and benefits make up the second level of needs. Affiliation represents a sense of belonging to work groups. Growth incurs positive individual and organizational change. Work/life harmony entails the success in balancing work and life responsibilities.

Herzberg's Motivation-Hygiene Theory

Herzberg began studying what factors affected workers' job satisfaction in the 1950s and developed the Motivation-Hygiene theory (Herzberg et al., 1959), also referred to as the two-factor theory of job attitudes or the satisfier-dissatisfier theory. The motivation-hygiene theory postulates that job satisfaction is produced by work factors, which are also called satisfier factors or motivators that relate intrinsically to the job content: achievement, recognition for achievement, interesting work, increased responsibility, growth, and advancement (Herzberg, 2003).

Job dissatisfaction is not what individuals do, but how well or how poorly they are affected by the treatment factors that are related extrinsically to the job context (Herzberg, 2003). The main treatment factors, also termed hygiene factors, relate to preventive and environmental conditions of work. According to Herzberg (2003), the hygiene factors are dissatisfiers that include: company policy and administration policies, supervision, interpersonal relationships, working conditions, salary, status, and security. Herzberg (2003) held that the appropriate amounts of motivators can bring about work motivation that leads to job satisfaction; however, the elimination of the hygiene factors would only result in a neutral state instead of resulting in job satisfaction.

Based upon his findings from numerous studies, Herzberg (2003) maintained that the most important motivators occur with the least frequency, hence personal growth is the ultimate goal and achievement is the starting point for personal growth in the hierarchy of motivators or satisfiers. Herzberg (2003) proposed seven principles for motivating employees. These principles are: (a) removing some controls while retaining accountability; (b) increasing accountability for one's own work; (c) giving a person a

complete natural unit of work; (d) granting additional authority and more job freedom in one's activity; (e) making periodic reports directly available to the worker rather than the supervisor; (f) introducing more and more difficult tasks not previously handled; and (g) assigning individuals specific or specialized tasks, enabling them to become experts.

Herzberg (2003) pointed out that one of the common failings of organizations is the underutilization of employees' available talent; in that competent and skilled employees do not have adequate opportunity to handle responsibilities corresponding to their abilities. This situation is particularly relevant to young employees and college graduates who have the impetus of working diligently and effectively, but who are given few responsibilities while being told what not to do or they must first prove themselves before they can assume more responsibilities (Herzberg, 2003). Herzberg (2003) argued that managers and leaders who are not actively providing the necessary motivators will direct the goals of their organizations to employees who are hygiene-oriented, instead of to employees who are motivator-oriented, resulting in the diminution of creativity and spirit.

The implications of Herzberg's theory are: (a) motivation can be increased through changes in the nature of one's job, e.g. job enrichment; (b) job satisfaction can be enhanced through job redesign that targets increased challenge and responsibility, opportunities for advancement, personal growth, and recognition; (c) by eliminating any hygiene factors that caused job satisfaction can bring about peace, but not motivation; and (d) to be truly motivated, job enrichment which gives employees the opportunity for achievement, stimulation, and developmental growth is essential (Ramlall, 2004; Robbins, 2005).

Vroom's Expectancy Theory

Vroom (1964) postulated that choices made by a person among alternative courses of action are related to psychological events that behavior plays a major role. Robbins (2005) explained that the strength of a tendency to act in a certain way under Vroom's expectancy theory depends upon the strengths of an expectation that the act will yield either a given outcome or an attractive outcome. The expectancy theory, therefore, emphasizes the relationship between the level of motivation and the belief that performing at a certain level will lead to the attainment of a desired outcome (Ramlall, 2004).

Vroom (1964) posited there are three mental components that direct behavior: valence, instrumentality, and expectancy. Valence is defined by Vroom (1964) as the affective or emotional orientations people hold with regard to outcomes. Within the work environment, valences refer to the level of satisfaction one expects to receive instead of the real value one actually derives from work-related outcomes (Ramlall, 2004). Instrumentality, according to Vroom (1964), is a probability belief that links one outcome to other outcomes. An outcome is considered positively valent if one believes that there is a high probability for achieving positively valent consequences and avoiding negatively valent outcomes. Expectancy, as defined by Vroom (1964), is the strength of one's belief that a particular outcome is possible.

Adams' Equity Theory

Adams' (1965) equity theory was focused on how individuals evaluate exchange relationships based upon two major components: inputs and outcomes. Within a work setting, people exchange their services for pay; therefore, inputs include services, work

experience, education, competence, and effort on the job; while outcomes include pay, increases, job assignments, fringe benefits, status, recognition, and supervisory treatment (Ramlall, 2004). There are three main assumptions in Adams' equity theory (Ramlall, 2004). The first assumption holds that people have pre-conceived notions about what constitutes a fair and equitable return for their efforts on the job. The second assumption is that people tend to compare exchange relationships they have with those that their colleagues have. The third assumption is that when people believe they are treated inequitably, when compared to similar exchange relationships that others have, they are motivated to take actions that they believe are appropriate. The challenge for organization, according to Ramlall (2004), is to implement reward systems that are perceived to be equitable as well as distribute the reward according to employees' beliefs about their own value to their organizations.

Locke's Value Discrepancy Theory

Locke (1976) criticized Herzberg's two-factor theory as having a mind-body split because it grouped psychological needs and growth as motivators, while grouping physical needs with hygiene factors. Locke proposed the relatedness of mind and body since people engage their minds to discover their own physical and psychological needs and how these needs can be satisfied. Locke (1976) argued that individuals' values are not similar. In addition, Locke (1976) asserted that the unique values of individuals affect their emotional response to their jobs and make them place varying degree of importance on job-related factors. He contended that values are similar to goals in that both have content and intensity characteristics. Content relates to what is valued and intensity relates to how much is valued.

Comparing Herzberg's needs and Locke's values, Tietjen and Myers's (1998) noted that needs are innate, a priori (exist apart from knowledge of them), same for all humans, and objective. Values are: acquired, a posteriori (acquired through conscious and subconscious means), unique to the individual, and subjective. Additionally, needs confront people and require action, while values determine choice and emotional reaction (Tietjen & Myers, 1998).

Locke (1976) also held that an event, or condition, is the cause of satisfaction for an employee. An agent is something or someone that causes an event to happen. Events, therefore, are synonymous to Herzberg's motivators and agents are identical to Herzberg's hygiene factors. Tietjen and Myers (1998) pointed out that Herzberg's two-factor theory limits the chance of both positive and negative results; however, Locke's theory postulates that an event or an agent can cause a feeling of satisfaction or dissatisfaction. The key tenets of Locke's theory are: (a) satisfaction is a function of the perceived discrepancy between intended and actual performance, or the discrepancy between one's performance with one's values; (b) the closer the expectation is to the outcome, the greater one's values and satisfaction; and (c) when the agents facilitate the attainment of goals and acknowledge the employees' values, the employees will experience satisfaction (Tietjen & Myers, 1998).

Hackman and Oldham's Job Characteristics Model

Hackman and Oldham (1980) developed a job characteristics model that is similar to Herzberg's theory but different in terms of what characteristics make work desirable and jobs satisfying or motivating. Hackman and Oldham's (1980) model focuses on three critical psychological states generated by one's job that allow one to experience internal

motivation. The first state is that the employee must have a sense of personal responsibility for the outcomes of the job. The second state is that the work must be regarded by the employee as meaningful and as contributing to the overall effectiveness of the organization. The third state is concerned with the employee's knowledge of his/her own effectiveness in the conversion of effort into performance.

Hackman and Oldham (1980) proposed three core factors of jobs that are required for making work meaningful. These factors are skill variety, task identity, and task significance. Hackman and Oldham (1980) defined skill variety as the degree to which a variety of different activities, different skills, and different talent are required in carrying out the work. They suggested that jobs that require the use of multiple tasks and experiences are more meaningful and more motivating. Task identity, as defined by Hackman and Oldham (1980), is the degree to which the employee does a job from start to finish with an understanding of the entire task and the expected outcome. When employees have a greater understanding of how their jobs fit in with those of other employees and with the final product or services, work is viewed as more meaningful. Task significance is the degree to which the job has significant impact on the lives of other people (Hackman & Oldham, 1980). When employees perceive their work as significant, they will feel the meaningfulness of their work.

Apart from the above three job factors, Hackman and Oldham (1980) contended that autonomy and feedback are also important in contributing to meaningfulness and allowing employees to experience a high sense of responsibility. Autonomy is the degree to which one has substantial freedom, independence, and discretion in scheduling work

and in determining work procedures. Feedback allows one to understand how one has been performing on the job.

Implications of Motivation and Job Satisfaction Theories

Motivation and job satisfaction theories discussed in the preceding sections offer a foundational appreciation of the sources of employees' needs, values, and expectations. In today's workforce where multiple generations of workers co-exist, a clearer understanding of the collective generational differences in employees' attitudes and values is essential. Such an understanding could help employers implement engagement and retention strategies and policies to enhance employee commitment and job satisfaction, while curbing generational conflicts and employee turnover (Abbasi & Hollman, 2000; Clausing, Kurtz, Prendeville, & Walt, 2003; Jamrog & Stopper, 2002; Kopperschmidt, 2000; Tietjen & Myers, 1998; Weston, 2001; Zemke et al., 2000).

Generational Differences

Arsenault (2004) stated that the concept of generation was first introduced in sociological theory in the 1950s and that a generation is comprised of a group of people who share lifelong, common traditions and culture. Apart from traditions and culture, people in the same generation often share emotions, attitudes, preferences, and dispositions collectively (Arsenault, 2004). The generation gap prevalent in the 1960s was centered on differences in values, lifestyles, beliefs, and philosophy between parents and their offspring, while the generation gap in the 21st century is dominated by changes brought about by information technology and e-commerce (Alch, 2000).

As evidenced by the literature review concerning motivation and job satisfaction theories, different theorists focused their attention on specific attributes which determined

employees' motivation and job satisfaction. Weston (2001) pointed out that employees of different age groups have different work ethics and expectations. Individuals who belong to the same generational cohort share many key life and work experiences, and such common life and work experiences result in a high level of cohesiveness in their perspectives, attitudes, and assumptions (Arsenault, 2004; Weston, 2001; Zemke et al., 2000).

The change in employees' job satisfaction needs was highlighted by Weston's (2001) comparison of the change in the landscape of the workplace. In the industrial age, organizations operated under a hierarchical structure that emphasized conformity, uniformity, and divisions of labor. Employees exchanged their commitment and loyalty for job security and retirement pension. With the arrival of the information age, managing knowledge and information replaced the managing of tools and machines. Additionally, experience and seniority are less important than competence, quality service, and teamwork. Within a multi-generational workforce, positional hierarchy is no longer determined by age or tenure because the younger generational cohorts often are more knowledgeable technologically (Niemic, 2000; Weston, 2001).

A 10-year research study conducted by RainmakerThinking, Inc. revealed six key trends of a generational shift in the workforce (Tulgan, 2004). The first trend is that Employees are challenged to work more efficiently and effectively due to technology improvements and higher expectations from their employers. The more demanding workplace has prompted employees' need for work-life balance.

The second trend is that less hierarchical employer-employee relationship due to flatter organizational structure. Employees define their success not by seniority, age, or

rank, but by their knowledge and skills. The third trend is that long-term employment relationships are diminishing with employers opting to hire more contingent workers and compensating short-term employees based upon their achievement and measurable results. The fourth trend is that employees have greater expectations for short-term rewards in order to maintain a high level of productivity, quality, morale, and motivation. The fifth trend is that immediate supervisors are playing an increasingly important role in meeting employees' needs and expectations in the workplace. The sixth trend is that supervising employees require more time, effort, and skills in order to increase employees' productivity and work quality, while keeping them engaged and motivated.

Current Findings

Title searches in this Current Findings section included: leadership in the 21st century, Generation X workers, Nexters, different generations at work, knowledge and learning workers, learning organization, motivation, commitment, job satisfaction, employee turnover, and retention. The effort represented a thorough review of a collection of writings, the majority of which were published within the last five years, from contemporary organizational leadership authors and researchers who shared their observations and research findings in books and peer-reviewed journals. Although limited authors specified generation-responsiveness as one of the key behaviors in transformational leaders, the results of this literature review suggested there is an implicit connection.

Leadership in the 21st Century

Leadership in the 21st century is evolving into a new paradigm. Changes in social values, investor focus, competitive climate, and employees' work-related needs all

necessitate organizational leaders to implement strategies to retain their best talent (Higgs, 2003; Mitchell et al., 2001). Hill and Stephens (2003) presented some of the key challenges facing organizations leaders: marketing to a new client base due to shifts in demography, culture, and socio-economy; developing different relationships with consumers as a result of the worldwide application of the Internet; and managing the new generations of workers in order to heighten their performance in and commitment to their jobs. Bennis and Thomas (2002) offered four essential skills of effective leaders: (a) the ability to engage constituents in shared meaning; (b) a unique and compelling voice; (c) high sense of integrity and strong set of values; and (d) ability to put situations in perspective through perseverance.

Isaac et al. (2001) proposed eliminating the distinction between a leader and a manager because with a competitive global marketplace, all employees must have the flexibility to lead and follow on a situational basis. They believe that organizations today need a workforce where all members are self-appointed leaders-managers-followers by treating leadership as an employee role. Higgs (2003) suggested that effectiveness of leadership in the 21st century is not measured by organizational success, but by the impact leaders have on followers, particularly on building followers' capabilities.

Contemporary Transformational Leadership Styles

Over the last few decades, organizations have relatively significant success with various kinds of transformational leadership models. The following sections detail some of the models: Kouzes and Posner's (2003) model, Aronson's (2001) model, Greenleaf's Servant Leadership (Spears & Lawrence, 2002), Block's (1996) Stewardship, and Values-based Leadership (Prilleltensky, 2000).

Kouzes and Posner's Model

Kouzes and Posner (2003) offered a leadership model with five distinct practices that outstanding leaders use to influence employees' performance. This model consists of some of the key elements of the transformational leadership styles previously discussed. The five practices are: (a) challenging the process: searching and seizing challenging opportunities to change, grow, innovate, and improve, with the willingness to take risks and learn from mistakes; (b) inspiring a shared vision: enlisting the collaboration of followers in a shared vision by appealing to the followers' values, interests, and aspirations; (c) enabling others to act: achieving common goals by building mutual trust, empowering followers, developing competence, assigning critical tasks, and providing continuous support; (d) modeling the way: being a role model and being consistent with shared values; and (e) encouraging the heart: providing recognition for success and celebrating accomplishments.

Aronson's Model

Aronson (2001) has identified two types of transformational leadership: genuine transformational and artificial transformational. Genuine transformational leaders are guided by altruistic values as well as attempts to influence subordinates toward the attainment of objectives that are in the interest of the organization, its members, and the outside community (Aronson, 2001). Artificial transformational leaders are egotistical, prone to narcissism, and often exhibiting a concern for personal gain (Aronson, 2001). Narcissistic business leaders have the ability to inspire people, influence the future, and change the world, yet they can be either productive or unproductive (Maccoby, 2004). Productive narcissists like Jack Welch of GE and philanthropist-author-philosopher

George Soros used their vision and courage to lead massive transformations.

Unproductive narcissists like Gyllenhammar of Volvo, Nacchio of Qwest, and Carlzon of Scandinavian airline SAS, pursued unrealistic and exceedingly risky goals, resulting in self-destruction and the downfall of their companies (Maccoby, 2004).

Aronson (2001) offered three kinds of genuine transformational leadership: deontological, authentic transformational, and socialized charismatic. Deontological leaders are guided by a set of moral values that are highly principled and concerned with doing the right thing. Authentic transformational leaders place the interests of others before their own personal concerns. Socialized charismatic leaders are guided by the values of a collective orientation and equality; they influence followers by developing and empowering them. Two kinds of artificial transformational leadership: pseudo-transformational, and personalized charismatic were discussed by Aronson (2001). Pseudo-transformational leaders care about their own personal power and status, and manipulate followers for their own ends. Personalized charismatic leaders are driven by self-exaltation and will not hesitate to take advantage of others.

Servant Leadership

The idea of servant as leader is partly originated from Greenleaf, who contended that a great leader is first experienced as a servant to others and that true leadership emerges from those whose primary motivation is a deep desire to help others (Spears & Lawrence, 2002). Some of the elements of the servant leadership model include: creating a positive impact on organizational members; sharing of power in decision-making; increasing service to others; and building a sense of community. All these elements begin with the feeling that one wants to serve the highest-priority needs of other people.

Russell and Stone (2002) argued that the effectiveness of servant leadership may be subject to the influence of factors such as organizational culture, employee attitudes, pre-existing organizational values, and dominant groups that have power. Servant leadership has the potential of positively influencing interpersonal work relations. Nevertheless, the traits and characteristics of servant leaders need further analysis, and so is the impact servant leadership has on organizations (Russell & Stone, 2002).

Stewardship

Block's (1996) model of stewardship, a transformational leadership style, requires that managers honor the mandates of the organization without either caretaking, or demanding consistency and control from those they have power over. Block (1996) described at least eight elements that are essential to making stewardship work: redistribution of ownership and responsibility, the right to say no, absolute honesty, no abdication, a radical redefinition of roles, policy and accounting, compensation, and a more equitable distribution of company wealth.

Values-based Leadership

Values-based leadership within an organizational setting is practice which seeks to foster coherent values in groups (Prilleltensky, 2000). According to Prilleltensky (2000), values are principles of action that benefit individuals, groups, and communities at large. Values guide the behaviors of individuals and groups toward reaching a desired state of affairs or achieving an outcome. Fernandez and Hogan (2002) emphasized the importance of values in understanding leadership because values explain the motives and preferences of people's actions.

Two of the five elements of Kouzes and Posner's (2003) leadership model, which comprise the essence of transformational leadership, are values-related. Considering that leadership is a relational process, Prilleltensky (2000) stated that successful leadership requires leaders to act in accordance with their espoused values as well as the values endorsed by organizational stakeholders, both individually and collectively.

Implications of Contemporary Transformational Leadership

Organizational success and leadership effectiveness rely significantly on transformational leadership (Bass, 1990; Tucker & Russell, 2004). Transformational leadership behaviors are capable of raising followers' motivation, efforts, satisfaction, and commitment through inspiration, influence, and intellectual stimulation (Burns, 1978; Bass, 1985; Kouzes & Posner, 2003). Organizations are recognizing the power of relationships rather than operational and systemic strategies to achieve success (Weymes, 2002). Creating positive synergy among employees will transform their innovative ideas, thoughts, and expertise into solutions and business opportunities (Zemke et al., 2000). Bridging the generation gap and meeting the needs of employees require overcoming and appreciating generational differences and perspectives (Arsenault, 2004; Weston 2001; Zemke et al., 2000).

The 4-Generation World of Work

The world of work today is populated by four distinct generations, each with its own set of values, view of authority, work and communication style, and expectation of leadership and work environment (Allen, 2004). The four generations are: the Veterans who were born prior to 1946; the Baby Boomers, who were born between 1946 and 1964; Generation Xers, who were born between 1965 and 1980 (Jurkiewicz, 2000; Zemke et

al., 2000); and Generation Yers, also known as the Millennials or the Nexters, who were born between 1980 and 2000 (Zemke et al., 2000). The latter two groups will soon make up one-third of the total population in the United States (Zemke et al., 2000). Zemke et al. (2000) asserted that individuals should not be identified with a particular generation strictly based on the year in which they were born. Instead, they should be characterized by their work behaviors and values that are commonly found in individuals that belong to a particular generation. Kupperschmidt (2000) agreed that generational characteristics are merely generalizations and differences within generations exist.

Despite the fact that all generations share some commonalities in beliefs and values, understanding the differences will help reduce generational conflict (Clausing et al., 2003). Allen (2004) maintained that in order to manage all four groups effectively, changes will have to be made in corporate offerings, organizational culture, and leadership styles. Weston (2001) contended that understanding generational perspectives, which include the beliefs, attitudes, and values of different age groups, is a crucial skill of a supervisor.

Witnessing the downsizing, rightsizing, and laying off of their parents and relatives, the new generation of workers have developed a sense of alienation and cynicism that impact their own work beliefs and work attitudes (Barling et al., 2000). The lesson learned from the sacrifices of their parents has caused the new cohorts of young workers' unwillingness to live to work; rather they possess an attitude of working to live (Jamrog, 2004; Zemke et al., 2000). The non-existence of job security has also prompted them to leave unfavorable work situations (Kennedy, 2003).

The newest generational cohorts tend to change jobs more frequently than their previous generations, resulting in potential severe retention problems in the decades to come (Jamrog, 2004). Young workers are quick to leave jobs which they perceive as lacking content or not challenging (Cambron, 2001; Kennedy, 2003). In a technological age, cross-generational leadership is vital in meeting the needs of ambitious young professionals. They long for challenging work; opportunities for personal and professional growth; working relationships that are motivating; the chance to contribute by having their ideas recognized and opinions heard by their leaders, and better control over their own destinies (Hill & Stephens, 2003; Maccoby, 2000).

The Veterans

The Veterans, born prior to 1946 and experienced hardships after World War II, are disciplined, respectful of law and order, and prefer consistency (Allen, 2004). They are used to top-down management style with information disseminated to them on a need-to-know basis (Allen, 2004). Weston (2001) stated that many Veterans worked for corporations that offered job security in exchange for their hard work, long tenure, and loyalty. With automation, technological advancements, and flatter organizations, the workplace that was familiar to the Veterans has changed in such a way that seniority and experience are becoming less important (Weston, 2001). The Veterans are gradually exiting from the workforce and are taking with them tremendous wisdom, knowledge, and work skills (Tulgan, 2004).

The Baby Boomers

The Baby Boomers, born between 1946 and 1964, grew up in relative prosperity and safety. They believe in growth, change, and expansion, and have been forcing great

changes on society (Allen, 2004). Most Boomers are driven, dedicated, approaching life with a great sense of idealism, and associating their work with self esteem, contribution, and fulfillment (Weston, 2001). According to Allen (2004), Boomers are used to being competitive in every aspect of their lives, and they tend to pursue promotion and demonstrate their loyalty by working long hours. Boomers represent the aging workforce and many occupy senior and powerful positions in organizations (Tulgan, 2004). As they reach the height of their life stages, they will require more flexibility in their work conditions (Tulgan, 2004).

Generation Xers

Generation Xers are individuals who were born between 1965 and 1980 (Allen, 2004). The dramatic drop in the birth rate during this time was attributable to the fact that the older Boomers had entered their prime child-bearing years, while the younger Boomers were delaying child-bearing until their 30s (Allen, 2004). Hill (2004) reported that in the last three years, approximately 80% of new companies in the U.S. were started by Generation Xers.

Generation Xers are perceived as self-reliant, favoring balance and informality, taking a casual approach to authority, skeptical, technology-savvy, adaptable, independent, creative, and individualistic (Allen, 2004; Zemke et al., 2000). Generation Xers are skeptical about staying loyal to one organization. In fact, most companies are not loyal to their employees and are not expecting their employees to reciprocate (Maccoby, 2000). Job-hopping is a common method of career advancement for Generation Xers (Jennings, 2000). Additionally, having witnessed their parents being laid off and downsized, Generation Xers embrace change, are outcome-focused, and favor

constructive feedback on their work performance (Allen, 2004). The future trend is that Boomers might not always occupy senior positions and supervise Xers, and this is especially true in high-tech companies where Xers use their technological sharpness and business know-how to manage members of the preceding generations (Zemke et al., 2000). Generation Xers are advancing to supervisory positions and will co-dominate the prime-age workforce with Generation Yers (Tulgan, 2004).

Generation Yers

Generation Yers were born between 1981 and 1999, and the first Generation Y wave is starting to enter the labor market (Allen, 2004). They are also known as the Millennials, the Nexters, and the Net Generation. They make up about 30% of the U.S. population and are the fastest growing group (Hill, 2004). Howe and Strauss (2000) held that Generation Yers are more affluent, more technology-savvy, better educated, and more ethnically diverse than any previous generations. Buckley et al. (2001) characterized Generation Yers as favoring creativity and continuous learning to maintain their marketability, independence, balance between work and personal life, meaningful work, and self-development opportunities. Being attuned to an educational system that focuses on working together as groups and teams, Generation Yers are accustomed to exercising collaboration, interdependence, and networking to accomplish their tasks and goals (Alch, 2000).

Generation Yers' core values include: optimism, confidence, sociability, street smarts and diversity (Zemke et al., 2000). A recent study by a U.S. research firm revealed that Generation Yers' top three job requirements are: (a) meaningful work that makes a difference to the world; (b) working with committed colleagues who share their values;

and (c) meeting their personal goals (Allen, 2004). Generation Yers are bringing with them new work attitudes, values, and behaviors as they start entering the workforce (Tulgan, 2004). As members of the first generation growing up in a digital age, Generation Yers are expected to have a major impact on management and leadership practices, as well as a tremendous influence on how work is performed in the workplace (Alch, 2000).

Implications of a Multi-generational Workplace

A problem currently prevalent in the workplace involves employees' generational differences in values, attitudes, viewpoints, and needs. The differences between each generational cohort's communication and learning styles, aspirations, work ethics, work-related values and lifestyle preferences often result in conflicts and tensions that work against organizational best interests (Niemic, 2000; Zemke et al., 2000). The motivation and job satisfaction theories examined earlier in this chapter revealed how needs, values and expectations could affect job satisfaction. Although each generational cohort has unique characteristics, their generational differences can create synergy and innovative ideas, strengthen skills and experiences, and bring new opportunities (Arsenault, 2004; Kopperschmidt, 2000; Zemke et al., 2000).

Transformational leadership correlates positively to leader and follower satisfaction; follower efforts, commitment and performance; as well as group motivation toward goal achievement and long-term support for innovation (Bass, 1985; Bass, 1990; Bono & Judge, 2003). Some of the generation-savvy strategies for leaders, suggested by Kopperschmidt (2000), Niemic (2000), and Pekala (2001) included: understanding the work-related needs of different generational cohorts; making cross-generation connection

so that employees work harmoniously and productively; identifying organizational factors that would attract, engage, retain, and motivate multi-generation employees; examining organizational culture; and creating an environment where employees of any generation can grow and succeed. Since previous research has established positive correlation between transformational leadership and work outcomes, such as job satisfaction, commitment, performance (Walumbwa, Wang, Lawler, & Shi, 2004; Whittington & Goodwin, 2001), transformational leaders with a generational perspective have the capability of elevating employee job satisfaction.

Weston (2001) pointed out that in a multi-generational world of work, in order to improve effectiveness in communications and relationships, as well as meeting the needs of employees, supervisors must recognize and respond to generational expectations and diversity in perspectives. According to Jamrog and Stopper (2002), skilled and talented young employees have comparatively more employment alternatives and, consequently, a deeper understanding of their values, attitudes, and behaviors could enhance organizations' sustainable competitive advantage. In order to attract and retain the best talent and ensure that alignment of corporate goals exists, employers have to recognize the culture, values, needs, and expectations of each generational cohort of employees (Alch, 2000).

Human Capital and Knowledge Management

Drucker (2000) associated human capital with knowledge and education. In line with the data published by the U.S. Census Bureau (U.S. Census Bureau, 2004), Drucker (2000) projected that the younger knowledge workers will be the single largest group in the workforce. Although knowledge has become a key determinant of success, Jacques

(1996) contended that organizations should capitalize knowledge by turning knowledge workers, who are bearers of expertise, to learning workers, who combine discretion and skill to change what they know. McDade and McKenzie (2002) defined knowledge workers as: workers who use their ideas, creativity, and intellectual ability to create added value for the organization. The definition resembles a hybrid between a knowledge worker and a learning worker, as defined by Jacques (1996). Horwitz et al. (2003) identified knowledge workers as those who are technologically literate, well-educated, have unique skills that are in high demand, and have the ability to communicate new perspectives that bring about more effective outcomes for their organizations.

Kennedy (2003) observed that young workers, who favor meaningful work, tend to be more enthusiastic and committed to their job if they are engaged emotionally. Meaningful work can potentially lead to higher job satisfaction, greater motivation, increased productivity, and lower turnover (Brown et al., 2001). Drucker (2000) contended that knowledge workers, often identified as professionals, have two primary needs: formal education that enables them to secure knowledge work and continuing education to stay current with their knowledge. Generations X and Y workers who participated in this study fit the knowledge professionals and knowledge workers characteristics.

With e-commerce dominating the global distribution of goods and services in a technological and competitive marketplace, all knowledge-based industries will need to attract, retain, and motivate knowledge workers more than ever (Drucker, 2000). Drucker (2000) pointed out that organizations used to control the means of production, but the means of production is gradually shifting to knowledge, which is highly portable and

residing in knowledge workers. He projected that knowledge workers will increasingly outlive their organizations in the future. Vicere (2002) contended that building commitment among highly mobile knowledge workers will enhance organizational effectiveness within a networked economy. Losing employees with valuable knowledge affects the economic value and competitive advantage of organizations (Mitchell et al., 2001; Ramlall, 2004). Stum (2001) posited that it is the interaction between leaders and followers that fosters an environment that motivates and retains organizational members.

Recognizing that knowledge is organizations' key source of sustainable competitive advantage, Nonaka and Nishiguchi (2001) suggested that knowledge must be nurtured instead of managed. They stated that knowledge management should not be merely a fixed management of information or existing knowledge, but a dynamic management of the process of creating knowledge based on existing knowledge. In order to manage the knowledge-creating process, leaders must be active participants to ensure that organizational members interact internally with each other and externally with the environment to create knowledge (Nonaka & Nishiguchi, 2001).

Senge (1994) advocated the building of learning organizations where members expand their knowledge and capabilities by being responsible for learning. Leaders have the responsibility of being the designers, stewards, and teachers within a learning organization. They are also responsible for creating a supportive environment where organizational members can choose to become a part of the learning organization. Senge (1994) indicated that organizations that will have a competitive advantage will be those that know how to accentuate organizational members' commitment and capacity and

promote learning at all levels. The distinction between knowing and learning is that real knowing is about know how rather than know about (Senge, 2000).

The Bureau of Labor Statistics estimated that by 2010, jobs will outnumber people by approximately 10 million (Bufe & Murphy, 2004). The need for knowledge and learning workers within the next decade is expected to increase due to the projected shortage in the labor pool. The criteria for job satisfaction and job choices are changing as a result of the shortage in seasoned and technology-savvy candidates (Frank et al., 2004; Jennings, 2000). There is evidence that turnover of knowledge workers is comparatively higher than non-knowledge workers (Horwitz et al., 2003). Organizations need to create a culture and implement policies that support attracting and retaining the best talent, as well as building commitment and motivation in a networked economy that is driven by globalization and explosion of information technology (Chalofsky, 2003; Vicere, 2002).

Transformational Leadership and Knowledge Management

Leaders, particularly immediate supervisors, serve as the front line in fostering an environment and a culture that retains and engages the best talent (Jamrog, 2004; Kaye & Jordan-Evans, 2000). Tulgan (2004) reported that the key factor that affects employees' productivity, morale, and retention is their relationship with their supervisors. A work environment that enables employees to grow and develop will require leaders who can build relationships and communicate with their subordinates with respect; provide open and honest information; serve as coaches and mentors; give fast feedback and positive reinforcement; and most of all, inspire and motivate (Abbasi & Hollman, 2000; Jamrog, 2004). With knowledge being identified as an important resource that contributes to an

organization's competitive advantage, effective management of knowledge is vital in leveraging core competencies (Politis, 2001).

By using charisma, intellectual stimulation, and inspirational motivation, transformational leaders can motivate their followers to create and share knowledge, pursue innovative ideas, and be more productive and effective (Bryant, 2003). Since knowledge workers possess expertise and skills, they often require minimum direct supervision. Transformational leaders are assuming the roles of providing vision, encouragement, and individual consideration to meet the personal and professional needs of knowledge workers (Bryant, 2003).

Motivation and Commitment of Employees

Meyer, Becker, and Vandenberghe (2004) summarized motivation as an energizing force that drives employees' work-related behaviors and actions. Motivation determines what, how, and when tasks are accomplished, and all motivated behaviors are driven by self-imposed or assigned goals (Meyer et al., 2004). Commitment is defined by Meyer and Herscovitch (2001) as a force which binds an individual to a course of action that is directed toward different targets. When employees are bound by commitment, there is lower turnover due to a few factors: their affective attachment to their organizations, a sense of obligation to remain, and their perceived cost of leaving their jobs (Meyer et al., 2004). Although motivation is perceived as a broader concept and commitment is one of the energizing forces that produce motivated behaviors, both motivation and commitment theories need to be integrated in order to better understand, predict, and influence employees' behaviors (Meyer & Herscovitch, 2001; Meyer et al., 2004).

Using a situational leadership model named ACORN, Zemke et al. (2000) described how leaders could manage and motivate a multi-generational workforce. The elements of the ACORN model include: accommodate employee differences; create workplace choices; operate with a leadership style that is situational and flexible; respect employees' competence and initiative, and emphasize learning and growth; nourish retention by providing training, generation-appropriate coaching, and timely feedback (Zemke et al., 2000).

Job Satisfaction of Employees

Essence of Job Satisfaction

The literature review on employee motivation theories indicated the existence of a strong correlation between motivation and job satisfaction (Bass, 1985; Kouzes & Posner, 2003). Locke (1976) defined job satisfaction as a positive emotional state derived from the evaluation of one's job or job experiences. He argued that satisfaction with an outcome depends upon the value placed on that outcome. Balzer et al. (1997) defined job satisfaction as the feelings a worker has about his or her job experiences relative to previous experiences, current expectations, or available alternatives.

Cunningham and MacGregor (2000) found that trust affects job satisfaction, job performance, and intention to quit. Previous research has associated trust in superiors with job satisfaction, job performance, affect, innovative behavior, and organizational citizenship (Elsass, 2001; Simmons, Nelson, & Neal, 2001; Tan & Tan, 2000). Trust is an element that is considered essential in exercising transformational leadership (Aronson 2001; Bass, 1990; Block 1996; Kouzes & Posner, 2003; Mendonca, 2001). Research

conducted by Goris, Vaught, and Pettit (2003) has provided affirmation for trust in superiors and influence of superiors as predictors of job performance and job satisfaction.

Effects of Job Satisfaction on Job Departure Tendency

Using a national sample of workers to measure the impact of job satisfaction on turnover intent, Lambert et al. (2001) found that workers' job satisfaction increased as they age and that job satisfaction had the most impact on turnover intent. They held that turnover intent is high when workers perceive alternative employment opportunities are high. Additionally, work environment is extremely important in shaping job satisfaction (Lambert et al., 2001).

A survey of 8,000 employees conducted by Career Systems International revealed the top three reasons for their intent to stay in their jobs as: (a) exciting work and challenge (48%); (b) career growth, learning and development (43%); and (c) working with great people and relationships (42%) (Bufe & Murphy, 2004). Satisfied employees not only exert positive energy to help increase customer loyalty and profitability, but also tend to stay longer in their jobs due to the high morale (Abbasi & Hollman, 2000; Abbott, 2003). Low job satisfaction affects morale, work attitude, communications; causes high turnover; and affects organizations' ability to attract and retain the best talent (Rodriguez et al., 2003).

Drivers of Job Satisfaction Needs

The degree of job satisfaction is linked to the frequency an employee achieves the outcome that they value highly (Brown et al., 2001). Brown et al. (2001) postulated that the meaning of work affects the degree of job satisfaction and that the search for meaning in work is identical to the search for meaning in life. Perks and benefits do not make

organizations the best places to work. Rather, organizational members favor cultures and policies that stress meaningful work in a caring, supportive environment (Chalofsky, 2003). Hanson and Miller (2002) pointed out that termination rates are high for technically-trained employees as well as those who have unique capabilities and experiences. Through their research, Brown et al. (2001) underscored the importance of creating meaningful work environments by elevating personal and professional pride, bestowing respect for individuals, emphasizing the value of learning, providing job varieties, and encouraging autonomy.

Costs of Turnover

Hanson and Miller (2002) asserted that many companies have grossly underestimated the costs of staff turnover, which consist of high soft costs associated with loss of intellectual capital, decreased morale, increased employee stress, and negative reputation. Such soft costs may not be obvious to management, yet they affect the efficiency and bottom-line of an organization. Direct replacement costs associated with staff turnover include: advertising, recruitment time and fees, screening and selection, hiring, orientation, training, travel and relocation, signing bonuses, and exit interview time. Indirect replacement costs include disruption of customer relations and work flow; low morale; lost productivity; and loss of knowledge, expertise, and efficiency (Abbasi & Hollman, 2000; Frank et al., 2004; Mitchell et al., 2001).

Leaders' Role in Heightening Job Satisfaction

Surveys of job satisfaction from the 1920s onward have uniformly reported that leaders can make a difference in their subordinates' satisfaction and performance (Bass, 1990). Employees' favorable attitudes toward their leaders had been reported as a

contributor to their job satisfaction as well as directly related to the productivity of work groups (Bass, 1990). Ramlall (2004) asserted that in today's highly competitive labor market, organizations of any size and any market focus are facing retention challenges. The key to improving the retention of skilled, proficient, and committed employees is for supervisors to understand their employees' attitudes, personality traits, values, and core beliefs (Abbasi & Hollman, 2000; Tietjen & Myers, 1998; Tulgan, 2004). Kupperschmidt (2000) emphasized that a generational perspective is vital in increasing the job satisfaction and productivity of a workforce consisting of multiple generations of employees.

Impact of Perceived Leadership Behaviors on Job Satisfaction

An important aspect of employee job satisfaction is the congruency of beliefs and attitudes existing between the employer and the employee, as well as the positive correlation between employee-employer values and job satisfaction (Brown et al., 2001; Goris et al., 2003). Discrepancies in the beliefs and values result in low job satisfaction and high turnover (Brown et al., 2000; Lambert et al., 2001). Employees who are satisfied with their jobs or have few alternatives will stay, while those dissatisfied employees who have more alternatives are likely to leave (Mitchell et al., 2001).

In two studies on the motivational effects of transformational leaders, Bono and Judge (2003) found that transformational leadership has positive motivational effects on followers' self-engagement and their perceptions of meaningful work. This led to Bono and Judge's (2003) conclusions that transformational leaders could influence how followers perceive their work activities and that such perceptions resulted in an increase in the followers' job satisfaction, commitment, and performance. The findings affirmed

many leadership theorists' positive correlation between transformational leadership and follower attitudes, job satisfaction, and commitment at the individual, team, and organizational levels.

Ehrhart and Klein (2001) investigated if transformational leadership actually causes followers to perform their best and if followers' disposition causes the development of transformational relationships. The collective opinions from leadership scholars and authors are: (a) transformational leadership should be conceptualized as a relationship between a leader and his or her followers; (b) the relationship involves a leader with charisma and followers who are open to charisma; and (c) a charismatic leader is ineffective if his or her followers do not commit to the leader's vision (Ehrhart & Klein, 2001). Need fulfillment, which entails the leaders to offer influence, rewards, and stability, is considered the top attribute that draws followers' preferences for transformational leadership (Ehrhart & Klein, 2001). It is obvious that contemporary leadership thinking continues to center around the classical needs and values theories.

Based upon the study participants' responses regarding their perceptions and preferences of their supervisors' leadership behaviors as well as their reality and ideal of their own job satisfaction levels and job departure tendency, this study's goal was to discover what disparities are present between the findings and the assertions made by leadership scholars and authors . Specifically, within the Generations X and Y generational cohorts of knowledge professionals, the findings of this study could reveal: (a) if there was any congruency of beliefs and attitudes between the participants and their supervisors; (b) if there was any positive correlation between employee-employer values and job satisfaction; (c) if there was any gap between beliefs and values that result in low

job satisfaction and high job departure tendency; and (d) if transformational leadership played a major role in influencing follower attitudes, job satisfaction, and commitment.

Summary

The literature review in chapter 2 has examined the essence and evolution of leadership, the characteristics of various leadership models that were prevalent in different periods in history, and the influence of transactional and transformational leadership on leaders and followers. Leadership is an interactive process in which leaders and followers engage in mutual interaction in a complex environment to achieve mutual goals (Wren, 1995). The success of work groups depends upon the mutual commitment of leaders and followers. Burns (1978) postulated that transformational leaders unite followers and raise the latter to higher levels of motivation and morality.

Transformational leaders use strategies, such as empowerment, to create change in employees' attitudes and values, earn their trust, and foster a climate that focuses on accomplishing organizational goals (Aronson 2001; Mendonca, 2001; Tucker & Russell, 2004). Transactional leaders expect their followers to attain agreed-upon goals without encouraging them to take on greater responsibilities for self-development or leading others (Bass, 1985; Burns, 1978). Bennis and O'Toole (2000) contended that real leaders must have the ability to move the human heart.

A big challenge for transformational leaders in the 21st century is to gain a better understanding of the generational differences in work-related values, attitudes, needs, and expectations. This is the first time in history that the world of work is populated by four distinct generations, each with its own set of values, view of authority, work and communication style, and expectation of leadership and work environment (Allen, 2004).

Skilled and talented young employees have many employment choices, and they are also quick in leaving their jobs if they perceive their work as lacking content, meaningfulness, and challenge (Cambron, 2001; Jamrog & Stopper, 2002; Kennedy, 2003).

Jacques (1996) contended that organizations should capitalize knowledge by turning knowledge workers, who are bearers of expertise, to learning workers, who combine discretion and skill to change what they know. McDade and McKenzie (2002) agreed that knowledge workers use their ideas, creativity, and intellectual ability to create added value for the organization. Senge (1994) suggested that leaders have the responsibility of creating a supportive environment where organizational members can choose to become a part of a learning organization. Due to their unique skills, technical knowledge, expertise, and aspirations, Generations X and Y professionals are knowledge and learning workers.

The criteria for job satisfaction and job choices are changing as a result of a projected labor shortage in seasoned and technology-savvy candidates in the next decade (Frank et al., 2004; Jennings, 2000). Job satisfaction is an important factor that affects a worker's job departure tendency. The work environment, particularly supervisory practice, shapes job satisfaction (Goris et al., 2003; Lambert et al., 2001). Kopperschmidt (2000) contended that job satisfaction increases when immediate supervisors with a generational perspective understand the different values, attitudes, behaviors, preferences, and expectations of their multi-generational employees. Howell and Costley (2000) cautioned that well-educated and democratic employees in learning organizations are unwilling to pass all the decision-making to charismatic or transformational leaders.

Employee job satisfaction necessitates the congruency of beliefs and attitudes between leaders and followers, as well as the positive correlation between leader-follower values and job satisfaction (Brown et al., 2001). Combining transformational leadership with generation-responsiveness could enhance the job satisfaction needs and lessen the turnover intention among young professionals. This study examined how the perceptions and preferences of leadership behaviors by Generations X and Y professionals affected their job satisfaction and job departure tendency.

Conclusion

As demonstrated in the foregoing literature review, transformational leadership and generational perspectives are two elements that could enhance the job satisfaction needs of Generations X and Y knowledge professionals in the 21st century. The complexity and competitiveness of today's business environment call for a switch in the measurement of leadership effectiveness from achieving tangible operating results to building the capabilities and commitment of followers to meet the challenges of change (Goffee & Jones, 2000; Higgs, 2003; Landrum et al., 2000). With e-commerce dominating the global distribution of goods and services, Drucker (2000) contended that all knowledge-based industries will need to attract, retain, and motivate knowledge workers more than ever. Motivational environments are more likely to inspire followers to achieve a high level of performance that not only meets, but exceeds both expectations and perceived capabilities (Isaac et al., 2001).

Weston (2001) stated that in order to improve effectiveness in communications and relationships, as well as meeting the needs of employees, supervisors must recognize and respond to generational expectations and diversity in perspectives. Skilled and

talented young employees have many employment choices. A deep understanding of their values, attitudes, and behaviors, as well as making their jobs meaningful and challenging could increase their job satisfaction, reduce the voluntary turnover rate, and enhance organizations' sustainable competitive advantage (Cambron, 2001; Jamrog & Stopper, 2002; Kennedy, 2003). A generational perspective would complement the leadership style engaged by transformational leaders. To maintain the commitment and job satisfaction of the younger generations of workers, 21st century leaders need to develop cross-generational strategies to maximize the performance as well as fulfill the personal and professional goals of their followers (Hill & Stephens, 2003).

This chapter has thoroughly reviewed the existing body of knowledge relative to leadership, job satisfaction, and generation diversity from both the historical and contemporary perspectives. The literature review provides a foundation upon which new knowledge pertaining to the relationship between leadership and job satisfaction can be built. Chapter 3 will detail the methodology adopted to conduct this research study.

CHAPTER 3: METHODOLOGY

The purpose of this quantitative, descriptive, correlational research study was to assess the relationship between generation-responsive leadership behaviors and job satisfaction of 60 Generation X and 60 Generation Y professionals in Baltimore, Maryland by employing an adapted survey derived from the Multifactor Leadership Questionnaire 5X (MLQ 5X) and the Job Descriptive Index (JDI)/Job In General (JIG). The participants ranked (a) the frequency of specific leadership behaviors that they perceived their immediate supervisors were exhibiting, (b) the frequency of specific leadership behaviors they preferred their immediate supervisor to practice, (c) their reality of their job satisfaction level based upon their current job situation, and (d) their ideal of their job satisfaction level based upon their current work situation. The predictor variables in this study were: (a) transformational leadership behavior and (b) transactional leadership behavior. The criterion variables were: (a) job satisfaction and (b) job departure tendency.

As supported by the literature review in chapter 2, transformational leadership style correlates positively to leader effectiveness; leader and follower satisfaction; follower efforts, motivation, and commitment; individual and team improvement; as well as support for innovation, overall organizational performance, and sharing of organizational vision (Bass, 1985; Kouzes & Posner, 2003). Leaders, particularly immediate supervisors, serve as the front line in fostering an environment that engages and retains the best talent (Abbasi & Hollman, 2000; Jamrog, 2004; Kaye & Jordan-Evans, 2000). Job satisfaction and productivity increase when immediate supervisors with a generational perspective understand the different values, attitudes, behaviors,

preferences, and expectations of their multi-generational employees (Kupperschmidt, 2000). Skilled and talented young employees have comparatively more employment choices and a deep understanding of their values, attitudes, and behaviors could enhance organizations' sustainable competitive advantage (Jamrog & Stopper, 2002). Losing employees with valuable knowledge affects the economic value of organizations (Mitchell et al., 2001; Ramlall, 2004).

This chapter describes the procedures in conducting the study. The primary objectives of this chapter are to elaborate: the research design and its appropriateness; the characteristics of the population and sample; the predictor variables and the criterion variables; the key elements of the research instrument, and how the instrument attempted to measure the relationships between the predictor variables and the criterion variables; the steps in the data collection phase of the study; as well as the various statistical tests performed in the data analysis phase of the study.

Research Design Appropriateness

A descriptive research design that used correlational research was considered most appropriate for this study. According to Leedy and Ormrod (2001), descriptive research “involves either identifying the characteristics of an observed phenomenon or exploring possible correlations between two or more phenomena” (p. 191). Correlational research is a statistical investigation of the surface relationship between two or more variables, without probing for the underlying causal reasons (Leedy & Ormrod, 2001). There were two main objectives of this study. One was to assess the relationship of job satisfaction and job departure tendency between Generation X professionals and Generation Y professionals. The other was to correlate transformational and transactional

leadership behaviors with the job satisfaction and job departure tendency between Generation X professionals and Generation Y professionals.

Selected elements of two commercially available instruments: the MLQ 5X and the JDI/JIG, served as the foundation of the survey instrument for this study. The name of the instrument was Leadership and Job Satisfaction Survey (see Appendix C). The survey consisted of three segments: Demographics, Leadership Behaviors, and Job Satisfaction. The first segment contained 9 demographic questions. The second segment had 22 statements that measured the predictor variables of transformational leadership behavior and transactional leadership behavior. The third segment comprised 15 statements, which measured the criterion variables of job satisfaction and job departure tendency. Potential participants received an invitation to partake in the study by email. The web-based survey served as the primary tool and the paper survey by mail or hand distribution was the secondary means.

A descriptive design allows researchers to summarize quantitative data, make a systematic analysis and description of the characteristics of a given population, as well as use a statistically accurate representation of the phenomenon to reject or fail to reject established hypotheses (Leedy & Ormrod, 2001). Through the use of a descriptive design, this study attempted to pinpoint potential problems with transformational leadership practices; uncover the differences in Generation X and Generation Y professionals' work attitudes, values, and aspirations; determine the correlation between leadership behaviors and employee job satisfaction; and justify the complementary value of leaders adopting a generational perspective.

Population and Sample

The population consisted of two groups of individuals. One group was the Generation X cohort with individuals who were between the age of 25 and 44; the other group was the Generation Y cohort with individuals who were under the age of 25. Each individual participating in this study met the following criteria: (a) working as a professional; (b) aged between 25 and 44 for placement in the Generation X cohort; (c) aged under 25 for placement in the Generation Y cohort; and (d) residing in Baltimore, Maryland. The term 'professional', as used in this study, meant an employee who possessed some unique skills, technical knowledge, or expertise that were acquired through education, vocational or specialized training; and who reported to a supervisor in a higher rank. Using the formula $[Z\alpha/2\sigma/E]^2$, a sample size of 60 each of Generation X professionals and Generation Y professionals was determined to be adequate to satisfy statistical standards. The central limit theorem holds that the distribution of the sample means can be approximated better by a normal distribution if the sample size is larger than 30 (Triola, 2001). The target sample size of 60 each of Generation X and Generation Y professionals required the distribution of approximately 2,000 email and letter invitations to prospective participants, assuming a 6% response rate. Skilled and talented knowledge professionals have many employment choices, leaders need to strategize more effectively in order to attract and retain the best employees in a competitive business environment (Jamrog, 2004; Jamrog & Stopper, 2002; Maccoby, 1999).

Predictor and Criterion Variables

The primary purpose of a correlational research study was to determine the relationships between variables by examining how differences in one variable are related

to differences in one or more other variables, without any attempt to establish any causality or modify the situation being examined (Leedy & Ormrod, 2001). This study examined the extent to which differences in the predictor variables were related to the differences in the criterion variables. Predictor variables are analogous to independent variables and criterion variables are analogous to dependent variables (Creswell, 2003). Predictor variables are varying characteristics or attributes whose values are used to predict the values of the criterion variables. Criterion variables are characteristics or attributes whose values are predicted by the predictor variables. The predictor variables in this study were: (a) transformational leadership behavior, and (b) transactional leadership behavior. The criterion variables in this study were: (a) job satisfaction and (b) job departure tendency.

In group processes, leaders facilitate the achievement of pre-defined goals by motivating followers to contribute their best efforts (Bass, 1990; Jung, 2000-2001). Transformational leadership theory has been a widely discussed and researched leadership theory for more than two decades (Dvir et al., 2002). Comparisons and contrasts with transactional leadership add significant value to discussions and research on transformational leadership. Since 1978, Burns advocated that transformational leaders motivate followers to pursue self-actualization needs, which represent the highest level of needs in Maslow's need hierarchy (Dvir et al., 2002). Transformational leadership uses strategies to influence and create change in followers' attitudes and values (Aronson, 2001; Mendonca, 2001). Followers are intellectually stimulated and inspired to go beyond their self-interests for a higher combined purpose (Boehnke et al., 2003; Tucker & Russell, 2004). Transactional leadership constitutes an exchange process

with followers receiving rewards or positive reinforcement for achieving specific goals or levels of performance (Boehnke et al., 2003; Jung, 2000-2001). Consequently, followers are not motivated to exceed the pre-set standards, challenge the status quo, or being innovative (Jung, 2000-2001).

Job satisfaction is defined by Locke (1976) as a positive emotional state that results from the appraisal of one's job experiences. Balzer et al. (1997) defined job satisfaction as the feelings a worker has about his or her job experiences relative to previous job experiences, expectations on present job, and opportunities on present job. Brown et al. (2001) contended that the meaning of work affects the degree of job satisfaction and that the search for meaning in work is identical to search for meaning in life. Kopperschmidt (2000) contended that job satisfaction and productivity increase when immediate supervisors with a generational perspective understand the different values, attitudes, behaviors, preferences, and expectations of their multi-generational employees.

Employees' favorable attitudes toward their leaders have been reported as a contributor to their job satisfaction and as directly related to the productivity of work groups (Bass, 1990; Boehnke et al., 2003). Some common job satisfaction factors that organizations and researchers measure are: satisfaction with the work itself, satisfaction with compensation, satisfaction with colleagues, satisfaction with opportunities for advancement, satisfaction with supervision, satisfaction with company policies, satisfaction with working conditions, and overall job satisfaction (Balzer et al., 1997; Kinicki, McKee-Ryan, Schriesheim, & Carson, 2002). Satisfied employees not only exert

positive energy to help increase customer loyalty and profitability, but also tend to stay longer in their jobs due to the high morale (Abbasi & Hollman, 2000; Abbott, 2003).

Transformational leadership style correlates positively to leader effectiveness; leader and follower satisfaction; follower efforts, motivation, and commitment; and overall organizational performance (Bass, 1985; Kouzes & Posner, 2003). Leaders, particularly immediate supervisors, serve as the front line in fostering an environment that engages and retains the best talent (Jamrog, 2004). Job satisfaction and productivity increase when immediate supervisors with a generational perspective understand the different values, attitudes, behaviors, preferences, and expectations of their multi-generational employees (Kupperschmidt, 2000).

Appropriateness of Design

As stated previously, the purpose of this quantitative study was to assess the relationship between generation-responsive leadership behaviors and the job satisfaction of Generations X and Y professionals in Baltimore, Maryland. Specifically, this study compared the differences in four factors of job satisfaction: satisfaction with work on present job, satisfaction with supervision, satisfaction with job in general, and job departure tendency, between Generation X professionals and Generation Y professionals. This study also assessed the correlation between the factors associated with two leadership styles: transformational and transactional, and the job satisfaction factors previously mentioned, as perceived by Generation X professionals and Generation Y professionals.

A quantitative approach was considered most suitable for this study because: (a) the primary objective was to discover the relationship of some identifiable variables; (b)

previous research has established positive correlation between transformational leadership and work outcomes, such as job satisfaction, commitment, and performance (Walumbwa et al., 2004; Whittington & Goodwin, 2001), indicating that the topic was researchable; (c) the study aimed at surveying the perceptions and preferences of the participants in order to test and verify the pre-determined, theory-based hypotheses; (d) closed-ended questions were asked using a survey method; and (e) previously validated and broadly used research instruments served as the foundation for the compilation of the adapted survey.

The methodology for this research was a quantitative, descriptive, correlational study. The objective nature of a quantitative study and the results derived from its data analysis reduced the potential for bias. Data analysis of the collected data involved the use of standard statistical methods, including descriptive statistics, frequency testing and hypothesis testing, correlational analysis, and variance analysis. Microsoft Excel and STATDISK were the primary software designated to perform the analysis. The methodology focused on either rejecting or failing to reject the null hypothesis.

To ensure that a descriptive, correlational method was most appropriate for this study than other available research methods, there was an evaluation of the feasibility of using other methods. Leedy and Ormrod (2001) explained that data and research methods are interdependent to some extent. Quantitative research and qualitative research are two broad categories of research methods, while mixed methods incorporating aspects of quantitative of qualitative research are frequently used. Quantitative research may adopt two different designs (Creswell, 2003). An experimental design involves true experiments using either random or non-random assignment of research subjects to

treatment conditions. A survey design uses questionnaires or structured interviews to collect data from a sample with the purpose of generalizing the results to a population.

According to Creswell (2003), strategies of inquiry associated with qualitative research include: (a) ethnographies, which involve the study of a cultural group in a natural setting over a period of time by gathering, primarily, observational data; (b) grounded theory, which aims at deriving a general theory of a process, action, or interaction grounded in the perceptions of the study participants; (c) case studies, which explore in depth an event, an activity, or a process; (d) phenomenological research, which attempts to identify the fundamental nature of human experiences concerning a phenomenon; and (e) narrative research, which is the study of the lives of individuals based upon their stories.

The primary objective of this study was to survey the perceptions and preferences of a sample of participants from a population, and consequently, ethnographies, grounded theory, and case studies were strategies that would not attain the primary objective. The size of the population, the constraints of the scope of the study, as well as the time designated to conduct and complete the study were making it infeasible to conduct either a phenomenological research or a narrative research, both of which would require participants to answer open-ended questions in an interview setting. A quantitative strategy, therefore, was most suitable for this study. Since the perceptions and preferences of the study participants were internal and not subject to any external influences, the conduct of any true experiments under controlled conditions was unwarranted. This study employed a quantitative, non-experimental design using surveys to obtain the views of the participants. By starting with specific hypotheses, statistical

procedures allowed the analysis and interpretation of the numerical data collected from study participants using a single survey instrument.

Research Questions

The research questions for this study were:

1. What is the relationship between Generation X professionals' and Generation Y professionals' perceptions regarding their level of job satisfaction and job departure tendency?
2. What are the correlations between the frequency of two types of leadership behaviors: transformational and transactional, and the level of (a) job satisfaction and (b) job departure tendency, as perceived by Generation X professionals and Generation Y professionals?

Hypotheses

The hypothesis testing for this study tested the null hypothesis, with the initial conclusion of either rejecting or failing to reject them. The hypotheses were:

H1₀: There is no relationship between Generation X professionals' and Generation Y professionals' level of satisfaction regarding their jobs.

H1: There is a relationship between Generation X professionals' and Generation Y professionals' level of satisfaction regarding their jobs.

H2₀: There is no relationship between Generation X professionals' and Generation Y professionals' level of job departure tendency.

H2: There is a relationship between Generation X professionals' and Generation Y professionals' level of job departure tendency.

H3₀: There is no correlation between the frequency of transformational leadership behaviors and level of job satisfaction, as perceived by Generation X and Generation Y professionals.

H3: There is a correlation between the frequency of transformational leadership behaviors and level of job satisfaction, as perceived by Generation X and Generation Y professionals.

H4₀: There is no correlation between the frequency of transactional leadership behaviors and level of job satisfaction, as perceived by Generation X and Generation Y professionals.

H4: There is a correlation between the frequency of transactional leadership behaviors and level of job satisfaction, as perceived by Generation X and Generation Y professionals.

H5₀: There is no correlation between the frequency of transformational leadership behaviors and level of job departure tendency, as perceived by Generation X and Generation Y professionals.

H5: There is a correlation between the frequency of transformational leadership behaviors and level of job departure tendency, as perceived by Generation X and Generation Y professionals.

H6₀: There is no correlation between the frequency of transactional leadership behaviors and level of job departure tendency, as perceived by Generation X and Generation Y professionals.

H6: There is a correlation between the frequency of transactional leadership behaviors and level of job departure tendency, as perceived by Generation X and Generation Y professionals.

Research Instrument

A single, researcher-developed Leadership and Job Satisfaction Survey served as the instrument for this study. The survey consisted of three segments: demographics, leadership behaviors, and job satisfaction. The estimated time to complete the entire survey was 10-15 minutes. The first segment gathered each participant's demographic data, which included: age, gender, highest level of education completed, income level, employment status, pay type, years in current job, current job title, and employer's industry. The second segment of the instrument was derived from the MLQ 5X. The objectives of this segment were: (a) to evaluate if Generations X and Y professionals perceived their immediate supervisors as exhibiting a more transformational or more transactional leadership style, and (b) to assess the preferences of leadership behaviors by Generations X and Y professionals. The third segment of the instrument was derived from the JDI/JIG. The purpose was to measure four factors of job satisfaction: satisfaction with work on present job, satisfaction with supervision, satisfaction with job in general, and job departure tendency, according to the participants' reality and ideal framework.

The MLQ 5X is a 45-statement survey that measures a full range of leadership styles. The MLQ 5X is used extensively in field and laboratory research in the study of transformational, transactional, and passive/avoidant leadership styles (Avolio & Bass, 2004). The MLQ 5X has nine leadership factors and three outcomes factors, all grouped

under four categories of: transformational leadership, transactional leadership, laissez faire, and effectiveness behaviors. According to Avolio, Bass, and Jung (1999), the average intercorrelation for the five transformational leadership scales of the MLQ 5X was $r = .83$. Adding the ratings of Contingent Reward to the five transformational leadership scales, $r = .71$.

The Leadership Behaviors segment of the adapted survey, which consisted of selected elements from two of the four categories of the MLQ 5X, was the tool employed to measure the perceived leadership behaviors and the preferred leadership behaviors of the participants' immediate supervisors. The two categories and their associated factors are detailed in the following paragraphs.

The first category was Transformational Leadership. Factors under this category were: Idealized Influence (Behavior), Idealized Influence (Attributed), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Twelve statements from these five factors were included in the adapted survey for this study. Three statements adapted from the work of other authors were added to this category.

The second category was Transactional Leadership. Factors under this category were: Contingent Reward; Management-by-exception, Active; and Management-by-exception, Passive. Three statements from Contingent Reward and two statements from Management-by-exception, Active and Management-by-exception, Passive were included in the adapted survey.

There were 22 statements altogether in the Leadership Behaviors segment of the adapted survey. Study participants responded to each statement relative to Leadership Behaviors exhibited by their immediate supervisors under two different scenarios. They

used the scale on the left to rank the frequency of their perceptions and the scale on the right to rank the frequency of their preferences. The possible answers in the Leadership Behaviors segment of the survey were: (a) not at all, (b) once in a while, (c) sometimes, (d) fairly often, and (e) frequently or always, using a 5-point Likert-type scale of 1 to 5. Of the 22 statements under the Leadership Behaviors segment, 14 had the exact wordings as the MLQ 5X descriptive statements, 5 were adapted from the MLQ 5X, and 3 were adapted from the work of other authors. Table 1 shows the 22 statements and the reasons for modifying 8 of them.

Table 1

Leadership Behaviors of Immediate Supervisor Statements

Leadership behaviors of immediate supervisor statements (my perceptions and my preferences)	
	My immediate supervisor ...
10	talks about his/her most important values and beliefs. <ul style="list-style-type: none"> • Original verbiage from MLQ 5X (Avolio & Bass, 2004): talks about their most important values and beliefs. • Rephrased statement for verb-pronoun agreement.
11	considers the moral and ethical consequences of decisions. <ul style="list-style-type: none"> • Directly quoted from MLQ 5X (Avolio & Bass, 2004).
12	emphasizes the importance of having a collective sense of mission. <ul style="list-style-type: none"> • Directly quoted from MLQ 5X (Avolio & Bass, 2004).
13	instills pride in others for being associated with him/her. <ul style="list-style-type: none"> • Original verbiage from MLQ 5X (Avolio & Bass, 2004): instills pride in

-
- me for being associated with him/her.
- Changed the word “me” to “others” to make the application of this particular leadership behavior more inclusive.
- 14 goes beyond self-interest for the good of the group.
- Directly quoted from MLQ 5X (Avolio & Bass, 2004).
- 15 leads by example
- Source: Adapted from Kouzes & Posner (2003)
 - One of the five practices in Kouzes & Posner’s leadership model is: modeling the way.
- 16 talks enthusiastically about what needs to be accomplished.
- Directly quoted from MLQ 5X (Avolio & Bass, 2004)
- 17 empowers me to use my judgment to accomplish my tasks
- Source: Adapted from Aronson (2001) and Mendonca (2001).
 - Transformational leaders use empowerment to create change in employees’ attitudes and values, earn their trust, and foster a climate that focuses on accomplishing organizational goals.
- 18 expresses confidence that goals will be achieved.
- Directly quoted from MLQ 5X (Avolio & Bass, 2004).
- 19 gives me ownership and accountability in my assignments.
- Source: Adapted from Block (1996).
 - One of the elements of Block’s model of stewardship, a transformational leadership style, is: redistribution of ownership and responsibility.
- 20 gets me to look at problems from many different angles.
-

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- Directly quoted from MLQ 5X (Avolio & Bass, 2004).
- 21 suggests new ways of looking at how to complete assignments.
- Directly quoted from MLQ 5X (Avolio & Bass, 2004).
- 22 spends time coaching me.
- Original verbiage from MLQ 5X (Avolio & Bass, 2004): spends time teaching and coaching.
 - Removed “teaching” such that participants will rank only one item.
- 23 considers me as a unique individual.
- Original verbiage from MLQ 5X (Avolio & Bass, 2004): considers me as having different needs, abilities, and aspirations from others.
 - Rephrased statement to enhance reading and understanding.
- 24 helps me to develop my strengths.
- Directly quoted from MLQ 5X (Avolio & Bass, 2004).
- 25 provides me with assistance in exchange for my efforts.
- Directly quoted from MLQ 5X (Avolio & Bass, 2004).
- 26 makes clear what one can expect to receive when performance goals are achieved.
- Directly quoted from MLQ 5X (Avolio & Bass, 2004).
- 27 expresses satisfaction when I meet expectations.
- Directly quoted from MLQ 5X (Avolio & Bass, 2004).
- 28 focuses attention on rectifying mistakes.
- Original verbiage from MLQ 5X (Avolio & Bass, 2004): focuses attention on irregularities, mistakes, exceptions and deviations from standards.
 - Rephrased statement so that participants will rank only one item.
-

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- 29 directs my attention toward failures to meet standards.
- Directly quoted from MLQ 5X (Avolio & Bass, 2004).
- 30 Fails to interfere until problems become serious.
- Directly quoted from MLQ 5X (Avolio & Bass, 2004).
- 31 demonstrates that problems must become chronic before I take action.
- Directly quoted from MLQ 5X (Avolio & Bass, 2004).
-

In order to measure Generations X and Y professionals' preferences of leadership behaviors, this research used a two-pronged approach. A scale for participants to rank the leadership behaviors that they perceived their immediate supervisors as exhibiting appeared on the left of the Leadership Behaviors statements. Using the same scoring method, participants ranked their preferences for each leadership behavior in their immediate supervisors on the right scale. This arrangement eliminated the need for the participants to score two identical questionnaires separately and substantially reduced the time required to complete the survey. The two-pronged approach also facilitated the weighing of specific responses in accordance to their frame of reference. The statements were grouped according to the construct of the MLQ 5X, such that there was no need to roll up the statements in the data analysis phase to categorically summarize them into two MLQ 5X leadership styles: transformational and transactional, and eight MLQ 5X factors: Idealized Influence (Behavior), Idealized Influence (Attributed), Inspirational Motivation, Intellectual Stimulation, Individualized Consideration, Contingent Reward, Management-by-exception (Active), and Management-by-exception (Passive). Research conducted over the past two decades supported the positive associations between

transformational leadership and followers' attitudes and behaviors, which included job satisfaction, commitment, as well as individual and group performance (Bono & Judge, 2003).

The Job Descriptive Index (JDI), considered one of the most widely used measurement tools of job satisfaction in the United States, was introduced almost four decades ago (Balzer et al., 1997). Through an understanding of how attitudes and values drive the actions and behaviors of their employees, supervisors can instill satisfaction in their employees, thereby creating confidence, commitment, and efficiency of the employed (Stum, 2001; Tietjen & Myers, 1998). The JDI measures five facets of job satisfaction: satisfaction with work on present job, satisfaction with present pay, satisfaction with opportunities for promotion, satisfaction with supervision, and satisfaction with coworkers. Accompanying and complementing the JDI is the Job in General (JIG), which evaluates overall, global satisfaction with the job. The JDI and the JIG are bundled and sold together.

The full-length JDI consists of 5 facets and 72 statements. Since the five facets of the JDI do not indicate overall job satisfaction, the JIG serves as a complement to the JDI (Balzer et al., 1997). Cronbach's α estimates of internal consistency for the five JDI facets ranged from .86 to .91 for the latest version and were supported by data collected from approximately 1,600 respondents. Specifically, the internal consistency reliability for the each facet was: satisfaction with work, .90; satisfaction with pay, .86; satisfaction with promotional opportunities, .87; satisfaction with supervision, .91; and satisfaction with co-worker, .91. The internal consistency reliability for JIG was .92 (Balzer et al., 1997).

Due to the nature of this study, three of the five JDI factors unrelated to the research objectives were not included in the Job Satisfaction segment of the adapted survey. Statements included in the survey originated from three JDI/JIG factors: (a) satisfaction with work on present job, (b) satisfaction with supervision, and (c) satisfaction with job in general. There were 15 statements in the Job Satisfaction segment of the adapted survey. Both the JDI and JIG require the participants to answer each question by using either one of the three alternatives: “yes” if the item describes the participant’s work; “no” if the item does not describe; and “?” if the participant cannot decide. The adapted survey consisted of customized statements that participants responded using a 5-point Likert-type scale of 1 to 5. Three statements were included for the assessment of each participant’s job departure tendency. Study participants ranked what they believed was the reality of their current work situation as well as what they believed was the ideal situation that would generate high job satisfaction.

There was a modification of the scale of the Job Satisfaction statements from ordinal to rating scale. The primary purpose was to complement the Leadership Behavior statements, which used a 5-point Likert-type scale of 1 to 5. A rating scale is “more useful when a behavior, attitude, or other phenomenon of interest needs to be evaluated on a continuum” (Leedy & Ormrod, 2001, p. 197). Study participants scored each question relating to Job Satisfaction under two different scenarios. The first scenario required the participants to use the scale on the left to rank how strongly they believed each current work situation statement reflected their reality. The second scenario required the participants to use the scale on the right to rank how strongly they wished the current work situation statement represented their ideal. The possible answers in the Job

Satisfaction segment were: (a) strongly disbelieve, (b) disbelieve, (c) not sure, (d) believe, and (e) strongly believe, using a scale of 1 to 5.

The Job Satisfaction statements were grouped according to the construct of the JDI/JIG on the adapted survey, thereby eliminating the roll-up of the statements in the data analysis phase to categorically summarize them into four JDI/JIG factors: satisfaction with work on present job, satisfaction with supervision, satisfaction with job in general, and job departure tendency. Table 2 lists the 15 current job situation statements, including the reasons for adding 5 statements that are not on the original JDI/JIG.

Table 2

Current Work Situation Statements

Current work situation statements (my reality and my ideal)	
32	<p>My present job is satisfying.</p> <ul style="list-style-type: none"> Adapted from JDI-JIG Questionnaire (Balzer et al., 1997).
33	<p>I am doing meaningful work.</p> <ul style="list-style-type: none"> Source: Adapted from Allen (2004). Research has shown that one of Generation Yer's top three job requirements is: meaningful work that makes a difference to the world (Allen, 2004). The statement attempts to connect meaningful work and sense of accomplishment with high level of job satisfaction.
34	<p>My present job gives me a sense of accomplishment.</p> <ul style="list-style-type: none"> Adapted from JDI-JIG Questionnaire (Balzer et al., 1997).

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- 35 My present job is challenging.
- Adapted from JDI-JIG Questionnaire (Balzer et al., 1997).
- 36 At my job, my supervisor stimulates learning.
- Source: Adapted from Jurkiewicz (2000).
 - Jurkiewicz reported that ability to learn new things is what the new generation of workers value.
 - The statement emphasizes a supervisor's role in enhancing job satisfaction of his/her constituents by creating a learning environment.
- 37 At my job, my supervisor ignores my ideas.
- Source: Adapted from O'Bannon (2001).
 - O'Bannon asserted that one of the top work complaints among the newest generation of workers is: management ignores their ideas.
 - The statement attempts to support the impact encouragement of innovative ideas has on job satisfaction of the young cohorts of professionals.
- 38 My supervisor is tactful.
- Adapted from JDI-JIG Questionnaire (Balzer et al., 1997).
- 39 My supervisor knows his/her job well.
- Source: JDI-JIG Questionnaire (Balzer et al., 1997).
 - Original verbiage was "up-to-date".
 - Changed original verbiage for clarity.
- 40 Overall, my job allows me to maintain a balance between my personal life and work life.
-

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- Source: Adapted from Zemke et al. (2000).
 - Zemke et al. asserted that the newest generations of workers value highly a balance between personal life and work life, among other things.
 - The statement attempts to affirm the impact of a balanced lifestyle on job satisfaction.
- 41 Overall, my job is undesirable.
- Adapted from JDI-JIG Questionnaire (Balzer et al., 1997).
- 42 Overall, my job is enjoyable.
- Adapted from JDI-JIG Questionnaire (Balzer et al., 1997).
- 43 Overall, my job is worse than most.
- Adapted from JDI-JIG Questionnaire (Balzer et al., 1997).
- 44 I intend to stay on my present job.
- Adapted from JDI-JIG Questionnaire (Balzer et al., 1997).
- 45 I may quit my present job soon.
- Adapted from JDI-JIG Questionnaire (Balzer et al., 1997).
- 46 I wish I could change jobs.
- Adapted from JDI-JIG Questionnaire (Balzer et al., 1997).
-

Data Collection

Several chambers of commerce and businesses serving Generations X and Y clientele located in Baltimore, Maryland assisted with the recruitment of study participants. An email list of the potential participants was compiled. The primary tool for communicating with the potential participants and administering the survey was

through a web site hosted by a commercial online survey provider. Sending the survey by first class mail and hand-distributing the survey were designated the secondary means of reaching more potential participants.

A pilot study was conducted to ensure that validity and reliability of the adaptations were comparable to those of the original instruments. Ten individuals within the sample population participated. Apart from validating the scales, the pilot study (a) ensured that the participants fully understand the question, (b) affirmed that the questions were precise, unambiguous, and consistent, (c) established that the elements were relevant and adequate in addressing the research questions, and (d) confirmed that the instructions were clear.

Potential online participants received an introductory letter with instructions (see Appendix B) and a link to the web-based survey instrument via email. Strict confidentiality was assured and maintained. Instructions to the participants included the provision of open and honest answers to the instrument and the return of the completed instrument to the online survey provider. A web server and a researcher-owned hard drive were the storage media for the collected data. It was not necessary to distribute the survey in hard copy format. The Informed Consent Form (see Appendix D) was designed to accompany the hard copy survey. The study lasted for approximately four weeks. The plan was to follow up by email at the end of the four-week period, if a statistically valid sample was not achieved. Data collected were retrieved, collated and formatted using STATDISK and Microsoft Excel. Descriptive analysis, frequency analysis and hypothesis testing, correlational analysis, and variance analysis were performed. To encourage participation and to thank the volunteers for their time, a prize drawing would

take place at the conclusion of the study. Five winners would each receive a \$50 American Express gift card.

Data Analysis

This study proposed to use descriptive analysis, frequency analysis and hypothesis testing, correlation analysis, and variance analysis to assess the relationships between the factors of two types of leadership behaviors: transformational and transactional leadership behaviors, and their relationship to the four facets of job satisfaction: satisfaction with work on present job, satisfaction with supervision, satisfaction with job in general, and job departure tendency, within two sample groups: Generation X professionals and Generation Y professionals. Since the study survey generated interval data, and the sample data were assumed to come from a normally distributed population, this study employed parametric tests to perform z -tests, analyses of variance, and linear correlations.

Groupings of Predictor and Criterion Variables

Table 3 shows how the 22 leadership behaviors statements were grouped into 8 leadership factors and two predictor variables: transformational leadership behavior and transactional leadership behavior. Table 4 shows how the 15 job satisfaction statements were grouped into 2 criterion variables: job satisfaction and job departure tendency.

Table 3

Groupings of Predictor Variables

Leadership behavior of immediate supervisor			
	Leadership factor	Predictor variable	
My immediate supervisor ...			
10	talks about his/her most important values and beliefs.	Idealized Influence (Behavior)	Transformational Leadership Behavior
11	considers the moral and ethical consequences of decisions.	Idealized Influence (Behavior)	Transformational Leadership Behavior
12	emphasizes the importance of having a collective sense of mission.	Idealized Influence (Behavior)	Transformational Leadership Behavior
13	instills pride in others for being associated with him/her.	Idealized Influence (Attributed)	Transformational Leadership Behavior
14	goes beyond self-interest for the good of the group.	Idealized Influence (Attributed)	Transformational Leadership Behavior
15	leads by example.	Idealized Influence (Attributed)	Transformational Leadership Behavior
16	talks enthusiastically about what needs to be accomplished.	Inspirational Motivation	Transformational Leadership Behavior
17	Empowers me to use my judgment to accomplish my tasks.	Inspirational Motivation	Transformational Leadership Behavior
18	expresses confidence that goals will	Inspirational	Transformational

	be achieved.	Motivation	Leadership Behavior
19	gives me ownership and accountability in my assignments.	Intellectual Stimulation	Transformational Leadership Behavior
20	gets me to look at problems from many different angles.	Intellectual Stimulation	Transformational Leadership Behavior
21	suggests new ways of looking at how to complete assignments.	Intellectual Stimulation	Transformational Leadership Behavior
22	spends time coaching me.	Individual Consideration	Transformational Leadership Behavior
23	Considers me as a unique individual.	Individual Consideration	Transformational Leadership Behavior
24	helps me to develop my strengths.	Individual Consideration	Transformational Leadership Behavior
25	provides me with assistance in exchange for my efforts.	Contingent Reward	Transactional Leadership Behavior
26	makes clear what one can expect to receive when performance goals are achieved.	Contingent Reward	Transactional Leadership Behavior
27	Expresses satisfaction when I meet expectations.	Contingent Reward	Transactional Leadership Behavior
28	focuses attention on rectifying mistakes.	Management-by-Exception (Active)	Transactional Leadership Behavior
29	directs my attention toward failures	Management-by-	Transactional

	to meet standards.	Exception (Active)	Leadership Behavior
30	fails to interfere until problems become serious.	Management-by-Exception (Passive)	Transactional Leadership Behavior
31	demonstrates that problems must become chronic before taking action.	Management-by-Exception (Passive)	Transactional Leadership Behavior

Table 4

Groupings of Criterion Variables

	Current Work Situation Statement	Job satisfaction facet	Criterion variable
32	My present job is satisfying.	Satisfaction with Work on Present Job	Job Satisfaction
33	I am doing meaningful work.	Satisfaction with Work on Present Job	Job Satisfaction
34	My present job gives me a sense of accomplishment.	Satisfaction with Work on Present Job	Job Satisfaction
35	My present job is challenging.	Satisfaction with Work on Present Job	Job Satisfaction
36	At my job, my supervisor stimulates learning.	Satisfaction with Supervision	Job Satisfaction
37	At my job, my supervisor ignores my ideas.	Satisfaction with Supervision	Job Satisfaction

38	My supervisor is tactful.	Satisfaction with Supervision	Job Satisfaction
39	My supervisor knows his/her job well.	Satisfaction with Supervision	Job Satisfaction
40	Overall, my job allows me to maintain a balance between my personal life and work life	Satisfaction with Job in General	Job Satisfaction
41	Overall, my job is undesirable.	Satisfaction with Job in General	Job Satisfaction
42	Overall, my job is enjoyable.	Satisfaction with Job in General	Job Satisfaction
43	Overall, my job is worse than most.	Satisfaction with Job in General	Job Satisfaction
44	I intend to stay on my present job.	Job Departure Tendency	Job Departure Tendency
45	I may quit my present job soon.	Job Departure Tendency	Job Departure Tendency
46	I wish I could change jobs.	Job Departure Tendency	Job Departure Tendency

Descriptive Analysis

Descriptive analysis summarizes and describes the important characteristics of a data set (Triola, 2001). Using the methods of descriptive statistics, there was a

computation of the population means, simple frequencies, and percentages of demographic data, including age, income, and years in current job.

Frequency Testing and Hypothesis Testing

Frequency tables were generated to organize the collected data as part of the frequency testing. There was a hypothesis testing using the six sets of null and alternative hypotheses for this quantitative study. Hypothesis testing is a systematic procedure to verify claims made about certain properties in a population (Triola, 2001). The components of a hypothesis test include the null hypothesis and the alternative hypothesis. The former represents “a statement about the value of a population parameter and it must contain the condition of equality” (Triola, 2001, p. 369). The latter is “the statement that must be true if the null hypothesis is false” (Triola, 2001, p. 369). The conclusion for the hypothesis testing on Hypotheses 1 and 2, which related to Research Question #1, was based on the computed p-value and population means.

P-value is the probability of getting a sample result that is at least as extreme as the one obtained when the null hypothesis is true (Triola, 2001). For this study, the p-value method of testing hypotheses with a significance level preset at $\alpha = 0.05$ was used to decide whether or not to reject the null hypothesis. If the p-value was less than or equal to the significance level of $\alpha = 0.05$, there was significant difference from the null hypothesis, justifying the decision to reject the null hypothesis. If the p-value was greater than the significance level of $\alpha = 0.05$, there was no significant difference from the null hypothesis, justifying the decision to fail to reject the null hypothesis. Data gathered from the study constituted a collection of sample values that allowed for the estimation of the value of the population mean μ of each criterion variable in each of the sample groups:

Generation X and Generation Y. Since a 5-point Likert scale of 1 to 5 was employed for the survey, when $H_1: \mu > 3$, the null hypothesis was rejected.

Correlation Analysis

In order to test Hypotheses 3, 4, 5 and 6, which related to Research Question #2., there was a correlation analysis to determine the relationship between the two predictor variables: transformational leadership behavior and transactional leadership behavior as perceived, and the individual and combined weighted values of each criterion variable for the two sample groups: Generation X professionals and Generation Y professionals.

Correlation analysis determines whether there is a relationship between paired sample data. When one of the two variables is related to the other in any manner, a correlation exists between the two variables (Triola, 2001). The strength of the relationship between two variables is indicated by the correlation coefficient r , with numbers close to either +1 or -1 as having a strong correlation (Leedy & Ormrod, 2001). For this study, Pearson product moment correlation, a parametric correlational technique, was used to compute correlation. Parametric statistics are based on two common assumptions: the data reflect an interval or ratio scale, and the data fall in a normal distribution (Leedy & Ormrod, 2001). This study's instrument used ordinal Likert-type scale statements to ask respondents to state their level of agreement and frequency of their observation. Nevertheless, a predetermined value of 1 to 5 was given to each answer such that interval data were collected and analyzed. Jaccard and Wan (1996) summarized their review of the literature on this topic and stated that for many statistical tests, departures from intervalness do not appear to affect Type I and Type II errors considerably. A correlation coefficient r that is 0.196 to <0.5 will signify mild

correlation, 0.5 to <0.7 will signify moderate correlation, and above 0.7 will signify strong correlation.

Statistical methods were used to assess the relationship between leadership behaviors and job satisfaction based on the data collected by this study. Interpretation of the study data was drawn from participants' responses to the adapted survey, which asked: (a) how they perceived the leadership behaviors exhibited by their immediate supervisors; (b) what leadership behaviors did they prefer their immediate supervisors to engage in; (c) what was the reality of their job satisfaction and job departure tendency; and (d) what was their ideal based on their current work condition.

Analysis of Variance

Analysis of Variance (ANOVA) was performed to determine the difference in job satisfaction level between Generation X professionals and Generation Y professionals. ANOVA is "a method of testing the equality of three or more population means by analyzing sample variances" (Triola, 2001, p. 615). ANOVA assumes that the population has normal distribution and sample data are separated into groups according to one characteristic or factor (Triola, 2001). The sample data for each of the two criterion variables: job satisfaction and job departure tendency, were separately tested for equality between Generation X professionals and Generation Y professionals. *F* test statistic, the ratio between the variance between samples and the variance within samples, estimated the common value of the variance of all values in the population (Triola, 2001). If the *F* test statistic did not fall within the *F* critical region, the decision was to fail to reject the null hypothesis of equal variances.

Validity and Reliability

The MLQ 5X and the JDI both have established convergent and discriminate validity. Convergent validity refers to the extent to which scores obtained from one instrument relate to scores from other instruments that measure the same construct; discriminate validity refers to the extent to which the scores obtained are not related to measures of different constructs (Kinicki et al., 2002). Using several fit criteria, which included chi-square, adjusted goodness of fit index, Bass and Avolio (1995) conducted an analysis of 1,394 samples. The goodness of fit index resulted in a coefficient of .91 for the MLQ 5X.

Kinicki et al. (2002) published the results of a meta-analysis, which included an examination of the JDI's convergent and discriminant validities. Confirmatory factor analyses were performed using studies which employed the Minnesota Satisfaction Questionnaire (MSQ) and the Index of Organizational Reactions (IOR). The MSQ and the IOR are two sound multi-item measures with good internal reliabilities. The results indicated that the JDI possessed statistically significant convergent and discriminant validity. Variance attributable to trait, method and error averaged 43%, 15%, and 42%, respectively. Since the instrument design for this study was adapted from both the MLQ 5X and JDI/JIG, some exploratory research was conducted prior to the approval of the dissertation proposal. Specifically, 10 subject matter experts made up of university professors, organizational leadership consultants, and doctoral candidates, had reviewed the preliminary survey questions and provided feedback. Based upon the feedback, revisions were made to enhance the readability, content, soundness of the questions, as well as the overall effectiveness of the survey.

Prior to administrating the actual survey, a pilot study was conducted to validate the instrument and test its reliability. There are three traditional forms of validity commonly found in quantitative research: content validity, which examines if the statements measure the content they are intended to measure; predictive or concurrent validity, which examines if the results correlate with other results; and construct validity, which examines if the statements measure the hypothetical constructs (Creswell, 2003). The focus of the pilot study was on construct validity.

Under the guidance of the doctoral committee, a correlation coefficient test was conducted. Ten individuals from the sample population formed the first test group and answered the survey. Another ten individuals from the sample population formed the second test group and took the survey on the following day. There was a comparison of the test results to the initial pilot study through correlational analysis to confirm instrument reliability. The acceptable correlation coefficient was pre-set at 0.65 or above. If 0.65 or above was not attainable, there would be a conduct of a second pilot study, followed by a re-test. Pilot testers completed and submitted the survey online. The online survey provider captured the data in its database and facilitated the electronic retrieval of the data to a researcher-owned storage medium. External validity measures the extent to which the results of a research study “apply to situations beyond the study itself ... the conclusions drawn can be generalized to other contexts” (Leedy & Ormrod, 2001, p. 105). Since this study was restricted to participants in a specific geographic location and with a specific set of characteristics, the conclusions drawn through the survey instrument were not likely to be generalizable.

Feasibility and Appropriateness

The objective of this quantitative, descriptive, correlational research study was to assess: (a) the differences in the degree of job satisfaction and job departure tendency between Generation X professionals and Generation Y professionals, and (b) the correlation between the factors of two leadership styles and four job satisfaction facets, as perceived by both Generations X and Y professionals in Baltimore, Maryland. The suggested approach to addressing the research questions was reasonable, given the constraints of the scope of the study and the time designated to conduct and complete the research. Two widely used commercial survey instruments: the MLQ 5X and the JDI/JIG, served as the foundation for developing the adapted survey for this study. The use of exploratory research to obtain feedback from subject matter experts and the conduct of a pilot study prior to the actual administration of the study lent credence to the validity and reliability of the adapted survey. The recruitment of eligible participants through the collaboration of local chambers of commerce and businesses serving Generations X and Y clientele ensured the homogeneity of the population from which samples were drawn.

The costs associated with the conduct of this study included: (a) costs to purchase the duplication set and reference materials of the commercially available survey instruments, which served as the basis for the adapted survey used in this study; (b) fees payable to the online survey provider for domain name, hosting, and converting the survey into web format; and (c) prizes to be drawn among participants who returned a complete and usable survey.

Summary

Important factors in formulating an appropriate research design include: matching research purposes and questions with methods; depth of study of the phenomena; availability of resources; availability of supporting literature; which research approach will produce more useful knowledge, style or preference for a method; sample population; researcher's analytical skills; utility of findings; and accessibility to situations, relevant data, and sample population (Sogunro, 2002). Leedy and Ormrod (2001) asserted that researchers must formulate the methodology that directs the collection, analysis, and interpretation parts of the research endeavor. This chapter details the research design of the study undertaken, the instrument, the validity of the research design, as well as the data collection and data analysis processes. The research approach and research design chosen were appropriate to conduct the study, the objective of which was to measure the relationship between generation-responsive leadership behaviors and the job satisfaction of Generations X and Y professionals. Chapter 4 reports the results of this research study in appropriate detail. Descriptive analysis offered a broad picture of the nature of the variables. Hypothesis testing assessed the claims about the relationships and correlations between variables. Correlation analysis determined whether or not a null hypothesis should be rejected. Analysis of variance tested the equality between two sample groups.

CHAPTER 4: PRESENTATION AND ANALYSIS OF DATA

The purpose of this quantitative, descriptive, correlational research study was to assess the relationship between generation-responsive leadership behaviors and job satisfaction of 60 Generation X and 60 Generation Y professionals, who met four inclusion criteria, through the use of an adapted survey derived from the Multifactor Leadership Questionnaire 5X (MLQ 5X) and the Job Descriptive Index (JDI)/Job In General (JIG). The four inclusion criteria were: (a) 44 years of age or younger; (b) residing in Baltimore, Maryland; (c) possessing some unique skills, technical knowledge, or expertise that were acquired through education, vocational or specialized training; and (d) reporting to a higher-ranking supervisor. Respondents were employed by organizations which were members of several chambers of commerce in Baltimore, Maryland.

Specifically, this study sought to test how the perceptions of transformational leadership and transactional leadership affected the job satisfaction and job departure tendency of two generational cohorts of knowledge professionals. Identification of the characteristics and differences of Generations X and Y professionals' perceptions and preferences of the leadership behaviors of their leaders provided some valuable insight into what drove these professionals' motivation and job satisfaction. Such insight would allow transformational leaders to make the appropriate generation-responsive adjustments in their leadership behaviors in order to attract, motivate, and retain the top knowledge and learning workers.

This chapter reports the findings of the data collection and the statistical analyses, without interpreting or drawing conclusion about the data collected and analyzed. The

Study Process section recapitulates the development of the adapted research instrument as well as describes the pilot study procedures and the data collection process. The Data Analyses section reiterates the research questions and the hypotheses, as well as presents the various data analyses in the same order as they were discussed in chapter 3. The data analyses were performed by using Microsoft Excel, and they included: descriptive analysis, frequency testing and hypothesis testing, correlation analysis, as well as analysis of variance. Overall results are highlighted by comparing and contrasting the similarities and differences of the data analyzed. Wherever appropriate, the analyses are presented as appendices in spreadsheet format. The Findings section presents the results of the testing of the research questions and the hypotheses, as well as summarizes the significant and noteworthy discoveries of the various data analyses. This chapter ends with a Summary section, which reiterates the primary objectives of this research.

Study Process

Development of Research Instrument

This study used a single, researcher-developed Leadership and Job Satisfaction Survey to examine the extent to which differences in the predictor variables were related to the differences in the criterion variables. The validity and reliability of the instrument were confirmed by the conduct of a pilot study prior to the administration of the actual study. Details of the pilot study are described in the Pilot Study Procedures sub-section, which immediately follows this Development of Research Instrument sub-section.

The predictor variables in this study were: (a) transformational leadership behavior and (b) transactional leadership behavior. The predictor variables were measured by using 22 statements that were adapted from the MLQ 5X. As stated in the

Research Instrument section in chapter 3, the adaptation consisted of: (a) taking 14 MLQ5X statements without any modification; (b) changing 5 of the MLQ 5X original statements; and (c) writing 3 statements based on the work of other authors. The research instrument for this study was re-validated through the conduct of a pilot study before the administration of the actual study. The study participants scored the frequency of their perception of specific leadership behaviors exhibited by their immediate supervisors, as well as the frequency of their preference of the same leadership behaviors they would like their immediate supervisors to practice based on a 5-point Likert-type scale of 1 to 5.

The criterion variables were: (a) job satisfaction and (b) job departure tendency. As stated in the Research Instrument section in chapter 3, 11 of the 15 job satisfaction statements that made up the two criterion variables were adapted from the JDI/JIG and 4 were adapted from the work of other authors. The study participants scored their reality of their job satisfaction level and job departure tendency based on their current job situation, as well as their ideal of their job satisfaction level and job departure tendency based on their current work situation using a 5-point Likert-type scale of 1 to 5. Nine demographic questions formed the first segment of the survey. Leadership Behaviors was the second segment of the survey, followed by the Job Satisfaction segment.

Written permission was obtained from the representatives of the developers of the MLQ 5X and the JDI/JIG for modifying the copyrighted questionnaires and incorporating selected elements into this study's research instrument. By purchasing a duplication set of the MLQ 5X, the developer of the instrument permitted the customization of the Leadership Behaviors segment of his study's research instrument based on the MLQ 5X (see Appendix E and Appendix F). Since the Job Satisfaction segment of the instrument

for this study included numerous changes to the JDI/JIG, including changing the scale of the statements from ordinal to rating scale, a copyright notation citing the name of the developer was considered adequate, as confirmed by the developer's representative (see Appendix G).

Pilot Study Procedures

The two main objectives of this study were: (a) to assess the relationships of job satisfaction and job departure tendency between Generation X professionals and Generation Y professionals; and (b) to correlate transformational and transactional leadership behaviors with the composite job satisfaction and job departure tendency between Generation X professionals and Generation Y professionals. Before administering the actual study, a pilot study was conducted between April 22 and April 29, 2005 to verify the validity and reliability of the research instrument.

Two groups of ten individuals within the sample population participated in the pilot study by answering the survey in web format. Individuals from the first group repeated the survey one day after the first test. The pilot testers responded positively to the four questions posed and confirmed that: (a) they understood the statements; (b) the statements were precise, unambiguous, and consistent; (c) the elements were relevant and adequate in addressing the research questions, and (d) the instructions were clear. Since the adapted survey required no modification, responses submitted by the 20 pilot testers were included in the final data analyses.

Upon collecting the responses from the pilot testers, construct validity was performed by correlating the average scores of the ten Group 1 pilot testers with the average scores of the ten Group 2 pilot testers. The correlation coefficient between Group

1 and Group 2 was $r = 0.898$. A reliability test was also performed, correlating the two sets of scores generated by each individual in Group 1 who repeated the survey. The average of the ten individuals' correlation coefficients was computed. The result of the reliability coefficient was $r = 0.803$. The acceptable correlation coefficient pre-set for the pilot study was $r = 0.65$ or above.

Data Collection Process

A professional web access provider converted the adapted survey into web format, and customized the database where the raw data were stored. Using the email list of participants compiled for the study survey, approximately 1,750 email invitations were released. In addition to information relating to the purpose of the study and instructions to complete the survey, potential study participants were provided the link to the web-based survey instrument and the password to access the survey. Data stored in the web access provider's server were downloaded to a researcher-owned hard drive periodically during the study period.

One hundred fifty responses were received between April 29 and May 23, 2005, representing an 8.57% response rate. Including the responses from the pilot testers, only 134 responses were complete and usable. The employment status of the 134 respondents was: 120 full-time, 11 part-time, and 3 temporary. Excluding the part-timers and temporaries, there were 60 Generation X and 60 Generation Y respondents. The part-timers and temporaries were eliminated to make the sample group homogeneous in terms of employment status.

Research Questions and Hypotheses

The research questions for this study were:

1. What is the relationship between Generation X professionals' and Generation Y professionals' perceptions regarding their level of job satisfaction and job departure tendency?
2. What are the correlations between the frequency of two types of leadership behaviors: transformational and transactional, and the level of (a) job satisfaction and (b) job departure tendency, as perceived by Generation X professionals and Generation Y professionals?

Hypotheses

The hypothesis testing for this study tested the null hypothesis, with the initial conclusion of either rejecting or failing to reject them. The hypotheses were:

H1₀: There is no relationship between Generation X professionals' and Generation Y professionals' level of satisfaction regarding their jobs.

H1: There is a relationship between Generation X professionals' and Generation Y professionals' level of satisfaction regarding their jobs.

H2₀: There is no relationship between Generation X professionals' and Generation Y professionals' level of job departure tendency.

H2: There is a relationship between Generation X professionals' and Generation Y professionals' level of job departure tendency.

H3₀: There is no correlation between the frequency of transformational leadership behaviors and level of job satisfaction, as perceived by Generation X and Generation Y professionals.

H3: There is a correlation between the frequency of transformational leadership behaviors and level of job satisfaction, as perceived by Generation X and Generation Y professionals.

H4₀: There is no correlation between the frequency of transactional leadership behaviors and level of job satisfaction, as perceived by Generation X and Generation Y professionals.

H4: There is a correlation between the frequency of transactional leadership behaviors and level of job satisfaction, as perceived by Generation X and Generation Y professionals.

H5₀: There is no correlation between the frequency of transformational leadership behaviors and level of job departure tendency, as perceived by Generation X and Generation Y professionals.

H5: There is a correlation between the frequency of transformational leadership behaviors and level of job departure tendency, as perceived by Generation X and Generation Y professionals.

H6₀: There is no correlation between the frequency of transactional leadership behaviors and level of job departure tendency, as perceived by Generation X and Generation Y professionals.

H6: There is a correlation between the frequency of transactional leadership behaviors and level of job departure tendency, as perceived by Generation X and Generation Y professionals.

Data Analyses

Since the size for each sample group was more than 30, normal distribution was assumed. The central limit theorem indicates that when $n > 30$, the distribution of sample means can be approximated by a normal distribution (Triola, 2001). This study employed parametric tests to perform z -tests, linear correlations, and analyses of variance.

Summary of Demographic Data

Included in the survey were 9 demographic categories: age, gender, highest level of education completed, income level, employment status, pay type, years in current job, current job title, and current employer's industry. Appendix H summarizes the demographic data of the two sample groups except current title since there were too many dissimilar job titles held by the respondents. Table 5 lists by sample group 7 of the 9 demographic categories, except current job title and current employer's industry.

Table 5

Summary of Demographics

Demographic category	Demographic element	% of Gen-Xers	% of Gen-Yers	Total (n = 120)
Age	Under 25	0.00%	50.00%	50.00%
	Between 25 & 44	50.00%	0.00%	50.00%
Gender	Male	29.17%	25.83%	55.00%
	Female	20.83%	24.17%	45.00%
Highest level of education completed				
	High school diploma	2.50%	0.00%	2.50%
	Associate of	1.67%	0.00%	1.67%

	Arts/Science degree			
	Some College	4.17%	0.83%	5.00%
	Bachelor's degree	17.50%	35.83%	53.33%
	Master's degree	19.17%	9.17%	28.33%
	Doctorate degree	4.17%	3.33%	7.50%
	Other	0.83%	0.83%	1.67%
Income level	Less than \$25,000	2.50%	12.50%	15.00%
	\$25,000 - \$49,999	15.83%	25.00%	40.83%
	\$50,000 - \$74,999	16.67%	8.33%	25.00%
	\$75,000 - \$99,999	7.50%	4.17%	11.67%
	\$100,000 and higher	7.50%	0.00%	7.50%
Employment status	Full time	50.00%	50.00%	100.00%
Pay type	Salaried	35.00%	26.67%	61.67%
	Salaried + bonus/commission	9.17%	7.50%	16.67%
	Hourly	4.17%	13.33%	17.50%
	Commission only	1.67%	2.50%	4.17%
Years in current job	Less than 2 years	19.17%	32.50%	51.67%
	2 or 3 years	5.83%	11.67%	17.50%
	4 or 5 years	12.50%	5.83%	18.33%
	6 or 7 years	5.83%	0.00%	5.83%
	8 or 9 years	1.67%	0.00%	1.67%
	10 years or more	5.00%	0.00%	5.00%

The composition of the demographic data provided a basic understanding of the characteristics of the sample population. The statistical analyses performed subsequently and discussed in the following sections reflect the viewpoints of the individuals within the population.

Descriptive Analysis

In the Leadership Behaviors segment of the survey, study participants responded by scoring 22 statements on a scale of 1 to 5. The scale corresponded to the possible answers of: 1 = not at all, 2 = once in a while, 3 = sometimes, 4 = fairly often, and 5 = frequently or always. The adapted survey was designed to capture both perceptions and preferences of the respondents. In the Job Satisfaction segment of the survey, study participants responded to 15 statements on a scale of 1 to 5. The possible answers were: 1 = strongly disbelieve, 2 = disbelieve, 3 = not sure, 4 = believe, and 5 = strongly believe.

The population mean and simple frequencies are presented in Table 6. Appendix I itemizes the descriptive statistics according to the statements of the survey and details the mean, medium, mode, and standard deviation of Generation X professionals' responses by leadership behaviors and job satisfaction. Appendix J presents the descriptive statistics on Generation Y professionals' responses in the same format as Appendix I.

As indicated in Table 6, the mean scores for perceived leadership behaviors and preferred leadership behaviors were 3.306 and 3.894, respectively, for Generation X; and 3.126 and 3.917, respectively, for Generation Y. The mean scores for job satisfaction (reality) and job satisfaction (ideal) were 3.083 and 3.521, respectively, for Generation X, and 2.900 and 3.647, respectively, for Generation Y. The medium scores ranged from 2

to 5 for Generation X's perceived and preferred leadership behaviors; while the medium scores for Generation Y were: 2.5 to 3 for perceived leadership behaviors and 3 to 4 for preferred leadership behaviors. The job satisfaction medium scores ranged from 1 to 5 for Generation X and 2 to 5 for Generation Y. The scale of 1 did not occur in both generational cohorts' mode scores for perceived leadership behaviors. The standard deviations ranged from 0.844 to 1.130 for leadership behaviors and 0.858 to 1.106 for job satisfaction for both cohorts. The observed similarities and differences of the descriptive statistics are discussed in more detail below.

Table 6

Summary of Descriptive Statistics

	Generation X		Generation Y	
	Leadership behaviors	Job satisfaction	Leadership behaviors	Job satisfaction
Mean (scale =1 to 5)				
Perception/Reality	3.306	3.083	3.126	2.900
Preference/Ideal	3.894	3.521	3.917	3.647
Medium (scale = 1 to 5)				
Perception/Reality	2 to 5	1 to 4	2.5 to 3	2 to 3
Preference/Ideal	2 to 5	1 to 5	3 to 4	2 to 5
Mode (scale = 1 to 5)				
Perception/Reality	2 to 5	1 to 5	2 to 5	1 to 5
Preference/Ideal	1 to 5	1 to 5	1 to 5	1 to 5
Standard deviation				

Perception/Reality	1.130	1.106	1.036	1.065
Preference/Ideal	0.844	0.858	0.929	1.023

Table 7 compares the mean scores between perception and preference for leadership behaviors as well as between reality and ideal for job satisfaction within each sample group and between the two sample groups. On a scale of 1 to 5, the mean scores of Generation X respondents' perceived leadership behaviors and job satisfaction were higher than those of Generation Y respondents. Nevertheless, Generation X respondents' mean scores for both preferred leadership behaviors and ideal job satisfaction were lower than those of Generation Y respondents.

Table 7

Summary of Difference in Mean

	Perception/Reality	Preference/Ideal	Difference
Generation X	(scale = 1 to 5)		
Leadership behaviors	3.306	3.894	0.588
Job satisfaction	3.083	3.521	0.438
Generation Y			
Leadership behaviors	3.126	3.917	0.791
Job satisfaction	2.900	3.647	0.747
Difference in mean between Generation X and Generation Y			
Leadership behaviors	0.180	-0.024	
Job satisfaction	0.183	-0.126	

The descriptive statistics offered a big picture of the sample population by measuring the collected data's mean, medium, mode, and standard deviation by two broad categories: leadership behaviors and job satisfaction. Since each of these categories had sub-categories, additional statistical analyses were necessary in order to understand more thoroughly the meaning of the data collected. Two additional statistical analyses performed were frequency testing and hypotheses testing, which are described in detail in the following sections. Essentially, frequency testing was performed to facilitate comparisons and contrasts of the responses of the two sample groups. Hypothesis testing was employed to test the claims about the relationships and correlations between the chosen variables identified in the hypotheses.

Frequency Testing and Hypothesis Testing

The collected data were organized to show the composite average scores of leadership behaviors and job satisfaction according to the predictor variables and criterion variables, as well as their respective factors. The two predictor variables were: transformational leadership and transactional leadership. Transformational leadership had 5 factors: idealized influence (behavior), idealized influence (attributed), inspirational motivation, intellectual stimulation, and individual consideration. Three statements were scored by the respondents for each of these 5 factors. The 3 statements were averaged and rolled up as a single factor. Transactional leadership had 3 factors: contingent reward, management-by-exception (active), and management-by-exception (passive). The statements for each of these 3 factors were averaged and rolled up the same way as the transformational leadership factors.

Since the research instrument consisted of both positive and negative statements for certain factors of the criterion variables: satisfaction with supervision, satisfaction with job in general, and job departure tendency, all scores for negative statements were reverted by the following formula:

$$=if(cell#=5,1,if(cell#=4,2,if(cell#=3,cell#,if(cell#=2,4,if(cell#=1,5))))).$$

The reversion converted a score of 5, which indicated strong believe on a scale of 1 to 5, to 1. Similarly, scores of 4, 3, 2, 1 were converted to 1, 2, 3, 4, respectively. The converted scores of each statement were averaged and then rolled up to their corresponding criterion variable.

In line with the design of this study, the combined weighted average of job satisfaction and the combined weighted average of job departure tendency were computed. The computation involved several steps. Step 1 was to roll up the statements to their corresponding criterion variable for both the reality scores and the ideal scores. Step 2 entailed the averaging of the factors of the job satisfaction criterion variable, for both the respondents' reality and ideal. Step 3 involved the computation of the weighting factor, which was the averaged ideal value derived from Step 2 divided by 5. Step 4 divided the averaged reality value derived from Step 2 by the weighting factor obtained in Step 3.

The combined weighted average for job departure tendency was computed in the same manner as job satisfaction. The 3 statements related to job departure tendency were averaged for both the respondents' reality and ideal. The weighting factor was computed using the averaged ideal value divided by 5. The averaged reality value computed earlier was divided by the weighting factor. Table 8 summarizes, by sample group, the

composite scores of the predictor variables and their factors, as well as the criterion variables and their factors.

Table 8

Summary of Frequency Analysis

	Scores: Gen X	Score: Gen Y
Transformational leadership		
Idealized influence (behavior)	3.306	3.156
Idealized influence (attributed)	3.386	3.172
Inspirational motivation	3.706	3.211
Intellectual stimulation	3.381	3.317
Individual consideration	3.114	3.083
Transformational combined	3.378	3.188
Transactional leadership		
Contingent reward	3.453	3.200
Management-by-exception (active)	3.158	3.017
Management-by-exception (passive)	2.692	2.675
Transactional combined	3.101	2.964
Job satisfaction		
Satisfaction with work on present job	3.603	3.108
Satisfaction with supervision	3.642	3.308
Satisfaction with job in general	3.879	3.396
Job satisfaction combined	3.979	3.682
Job departure tendency	3.889	3.632

Hypotheses 1 and 2 for this study dealt with the relationship between Generation X professionals' and Generation Y professionals': (a) job satisfaction and (b) job departure tendency. Hypothesis testing was performed by using two different methods. Since a 5-point Likert scale of 1 to 5 was employed for the survey, the first method called for the rejection of the null hypothesis when $H1: \mu > 3$. The second method used the p-value and a pre-set significance level of $\alpha = 0.05$ to decide if the null hypothesis should be rejected. If the p-value was greater than the significance level of $\alpha = 0.05$, there was no significant difference from the null hypothesis, justifying the decision to fail to reject the null hypothesis. Table 9 shows both sample groups' job satisfaction and job departure tendency mean scores, which would be used to test the criterion of $H1: \mu > 3$.

Table 9

Mean Scores to Test H1 and H2

	Gen-Xers'	Gen-Yers'	Mean	
	Mean	Mean	scores	Percent
	scores	scores	variance	variance
Satisfaction with work on present job	3.603	3.108	0.494	15.91%
Satisfaction with supervision	3.642	3.308	0.333	10.08%
Satisfaction with job in general	3.879	3.396	0.483	14.23%
Job Satisfaction combined	3.979	3.682	0.297	8.07%
Job departure tendency	3.889	3.632	0.257	7.07%

Using the p-value method, z-tests set at the hypothesized population mean of 3, and a significance level of $\alpha = 0.05$ were performed on the collected data that were rolled up, averaged, and weighted as appropriate. Table 10 shows both sample groups' z-test results, which would be used to determine whether or not to reject the null hypothesis.

Table 10

p-value to Test H1 and H2

	Gen-Xers'	Gen-Yers'
	p-value	p-value
Satisfaction with work on present job	0.000	0.174
Satisfaction with supervision	0.000	0.000
Satisfaction with job in general	0.000	0.000
Job Satisfaction combined	0.000	0.000
Job departure tendency	0.000	0.000

Hypotheses 3, 4, 5 and 6 called for the testing of the correlation between the predictor variables and the criterion variables for both sample groups, using the Pearson product moment correlational technique. Collected data that had been rolled up, averaged, and weighted were organized such that the hypothesis testing could be performed. Table 11 details the correlation analysis results for the Generation X cohort and Table 12 details the correlation analysis results for the Generation Y cohort.

Table 11

Correlation between Leadership & Job Satisfaction, Gen-X

			0.196 - <0.5	0.5 - <0.7	0.7 and above
	Correlation coefficient <i>r</i>	No relation-	Mild	Moderate	Strong
Perceived leadership behaviors with combined job satisfaction					
Idealized influence (behavior)	0.380		X		
Idealized influence (attributed)	0.457		X		
Inspirational motivation	0.348		X		
Intellectual stimulation	0.530			X	
Individual consideration	0.537			X	
Transformational combined	0.536			X	
Contingent reward	0.572			X	
Mgmt.-by-exception (active)	0.170	X			
Mgmt.-by-exception (passive)	-0.030	X			
Transactional combined	0.388		X		
Perceived leadership behaviors with combined job departure tendency					
Idealized influence (behavior)	0.114	X			
Idealized influence (attributed)	0.232		X		
Inspirational motivation	0.261		X		
Intellectual stimulation	0.332		X		

Individual consideration	0.299	X
Transformational combined	0.293	X
Contingent reward	0.360	X
Mgmt.-by-exception (active)	-0.043	X
Mgmt.-by-exception (passive)	-0.160	X
Transactional combined	0.078	X

Table 12

Correlation Between Leadership & Job Satisfaction, Gen-Y

		0.196 -	0.5 -	0.7 and
	<0.196	<0.5	<0.7	above
	No			
	Correlation	relation-		
	coefficient <i>r</i>	ship	Mild	Moderate
				Strong
Perceived leadership behaviors with combined job satisfaction				
Idealized influence (behavior)	0.277		X	
Idealized influence (attributed)	0.153	X		
Inspirational motivation	0.219		X	
Intellectual stimulation	0.285		X	
Individual consideration	0.309		X	
Transformational combined	0.280		X	
Contingent reward	0.198		X	
Mgmt.-by-exception (active)	0.035	X		

Mgmt.-by-exception (passive)	0.102	X	
Transactional combined	0.180	X	
Perceived leadership behaviors with combined job departure tendency			
Idealized influence (behavior)	0.155	X	
Idealized influence (attributed)	0.179	X	
Inspirational motivation	0.197		X
Intellectual stimulation	0.182	X	
Individual consideration	0.267		X
Transformational combined	0.223		X
Contingent reward	0.124	X	
Mgmt.-by-exception (active)	0.137	X	
Mgmt.-by-exception (passive)	-0.016	X	
Transactional combined	0.123	X	

Correlation analysis as described in the previous section focused on identifying the strength of the correlation. The strength would lead to the decision of whether or not the null hypothesis claimed in Hypotheses 3, 4, 5 and 6 should be rejected. Correlation analysis is discussed in more detail in the following section.

Correlation Analysis

Correlation analysis was performed primarily to test Hypotheses 3, 4, 5 and 6, which attempted to determine the relationship between the two predictor variables: transformational leadership behavior and transactional leadership behavior, as perceived by Generation X professionals and Generation Y professionals, and the combined

weighted values of the criterion variables: job satisfaction and job departure tendency, for the two sample groups. Pearson product moment correlation, a parametric correlational technique, was used to compute the correlation coefficients. A correlation coefficient r that was 0.196 to <0.5 signified mild correlation, 0.5 to <0.7 signified moderate correlation, and above 0.7 signified strong correlation. Table 13 shows the correlation between the predictor variables, based on the respondents' perceptions, and the combined weighted average of job satisfaction, for both sample groups. Table 14 shows the correlation details between the predictor variables, based on the respondents' perceptions, and the combined weighted average of job departure tendency, also for both sample groups.

Table 13

Correlation Between Leadership & Job Satisfaction

Perceived leadership behaviors	Correlation with combined weighted average of job satisfaction	
	Gen-Xers	Gen-Yers
Idealized influence (behavior)	0.380	0.277
Idealized influence (attributed)	0.457	0.153
Inspirational motivation	0.348	0.219
Intellectual stimulation	0.530	0.285
Individual consideration	0.537	0.309
Transformational combined	0.536	0.280
Contingent reward	0.572	0.198
Management-by-exception (active)	0.170	0.035

Management-by-exception (passive)	-0.030	0.102
Transactional combined	0.388	0.180

Table 14

Correlation Between Leadership & Job Departure Tendency

Perceived leadership behaviors	Correlation with combined weighted average of job departure tendency	
	Gen-Xers	Gen-Yers
Idealized influence (behavior)	0.114	0.155
Idealized influence (attributed)	0.232	0.179
Inspirational motivation	0.261	0.197
Intellectual stimulation	0.332	0.182
Individual consideration	0.299	0.267
Transformational combined	0.293	0.223
Contingent reward	0.360	0.124
Management-by-exception (active)	-0.043	0.137
Management-by-exception (passive)	-0.160	-0.016
Transactional combined	0.078	0.123

Analysis of Variance (ANOVA)

In order to determine the difference in job satisfaction level and job departure tendency between Generation X professionals and Generation Y professionals, a single factor ANOVA was performed on each facet of the criterion variables: satisfaction with

work on present job, satisfaction with supervision, satisfaction with job in general, and job departure tendency. The objective was to test the equality between the two sample groups. The F test statistic, the ratio between the variance between samples and the variance within samples, estimated the common value of the variance of all values in the population. If the F test statistic did not fall within the F critical region, the decision was to fail to reject the null hypothesis of equal variances. If the F test statistic fell within the F critical region, the decision was to reject the null hypothesis.

Table 15 presents the ANOVAs between Generation X's and Generation Y's job satisfaction and job departure tendency. For each of the job satisfaction facets: satisfaction with work on present job, satisfaction with supervision, and satisfaction with job in general, ANOVA displayed a summary of the key components: count, sum, average, and variance. The variance between samples and the variance within samples were computed by ANOVA using Microsoft Excel. For the purpose of this study, only the between groups statistics are shown in the tables in this section. The notations for the between groups statistics include: (a) SS , sum of squares; (b) Df , degree of freedom; (c) MS , mean square; (d) F , the test statistic F , which is the variance between samples divided by variance within samples; (e) the p-value; and (f) the F critical value, which essentially is the critical region.

Table 15

ANOVAs Between 2 Sample Groups

One-way ANOVAS between 2 sample groups (Generation X and Generation Y)

Satisfaction with work on present job, reality

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Generation X	60	216.167	3.603	0.746
Generation Y	60	188.711	3.145	0.726

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>p-value</i>	<i>F crit</i>
Between Groups	6.282	1	6.282	8.532	0.004	3.921

Satisfaction with supervision, reality

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Generation X	60	218.5	3.642	0.596
Generation Y	60	199.7	3.328	0.461

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>p-value</i>	<i>F crit</i>
Between Groups	2.945	1	2.945	5.570	0.020	3.921

Satisfaction with job in general, reality

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Generation X	60	232.75	3.879	0.588
Generation Y	60	148.833	2.481	0.343

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>p-value</i>	<i>F crit</i>
Between Groups	58.683	1	58.683	126.033	0.000	3.921

Job satisfaction (3 facets combined), reality

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Generation X	60	238.761	3.979	0.377
Generation Y	60	220.941	3.682	0.345

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>p-value</i>	<i>F crit</i>
Between Groups	2.646	1	2.646	7.331	0.008	3.921

Job departure tendency (combined), reality

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Generation X	60	233.358	3.889	0.795
Generation Y	60	217.950	3.6325	0.578

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>p-value</i>	<i>F crit</i>
Between Groups	1.979	1	1.979	2.883	0.092	3.921

Table 16 displays the difference between the F test statistic and the F critical region based on the results of the ANOVAs between the two sample groups. The decision to fail to reject the null hypothesis of equal variances or reject the null hypothesis of equal variances is marked by “X”.

Table 16

Results of ANOVAs Between 2 Sample Groups

	<i>F</i>	<i>F</i> within - critical <i>F</i> - critical (Y/N)	Reject null hypothesis of equal variances if answer is Y	Fail to reject null hypothesis of equal variances if answer is N
Satisfaction with work on present job	8.532	3.921	Y	X
Satisfaction with supervision	5.570	3.921	Y	X
Satisfaction with job in general	126.033	3.921	Y	X
Job satisfaction (combined)	7.331	3.921	Y	X
Job departure tendency (combined)	2.883	3.921	N	X

Findings

Testing of the Research Questions and Hypotheses

Research Question #1: What is the relationship between Generation X professionals' and Generation Y professionals' perceptions regarding their level of job satisfaction and job departure tendency?

H₀: There is no relationship between Generation X professionals' and Generation Y professionals' level of satisfaction regarding their jobs.

H₁: There is a relationship between Generation X professionals' and Generation Y professionals' level of satisfaction regarding their jobs.

Using the test criterion of $H1: \mu > 3$ and as displayed in Table 9, the population mean of the factors of the job satisfaction criterion variable: satisfaction with work on present job, satisfaction with supervision, and satisfaction with job in general, ranged from 3.603 to 3.879 for the Generation X cohort, and from 3.108 to 3.396 for the Generation Y cohort. For each of the 3 factors of the job satisfaction criterion variable, Generation X's score was higher than those of Generation Y. The scoring was based on a scale of 1 to 5 with 5 being the highest perceived satisfaction level.

Employing the p-value method with a pre-set significance level of $\alpha = 0.05$, z-tests set at the hypothesized population mean of 3 were performed. As shown in Table 10, only satisfaction with work on present job for the Generation Y cohort showed a p-value which was greater than the significance level of $\alpha = 0.05$. Therefore, the null hypothesis was rejected.

H2₀: There is no relationship between Generation X professionals' and Generation Y professionals' level of job departure tendency.

H2: There is a relationship between Generation X professionals' and Generation Y professionals' level of job departure tendency.

Using the test criterion of $H2: \mu > 3$ and as displayed in Table 9, the mean score for job departure tendency, which represented the combined weighted average of the job departure tendency statements, was 3.889 for the Generation X cohort and 3.632 for the Generation Y cohort. The higher the job departure tendency score, the more the respondents intended to stay on their present job.

Table 17 summarizes the hypothesis testing results using the two different analysis methods.

Table 17

Hypothesis Testing Results, Job Satisfaction & Job Departure Tendency

	Based on criterion of average >3		Based on criterion of p-value \leq significance level of $\alpha = 0.05$	
	Gen X	Gen Y	Gen X	Gen Y
	✓ = reject the null hypothesis			
Satisfaction with work on present job	✓	✓	✓	
Satisfaction with supervision	✓	✓	✓	✓
Satisfaction with job in general	✓	✓	✓	✓
Job departure tendency	✓	✓	✓	✓

Research Question #2: What are the correlations between the frequency of two types of leadership behaviors: transformational and transactional, and the level of (a) job satisfaction and (b) job departure tendency, as perceived by Generation X professionals and Generation Y professionals?

H3₀: There is no correlation between the frequency of transformational leadership behaviors and level of job satisfaction, as perceived by Generation X and Generation Y professionals.

H3: There is a correlation between the frequency of transformational leadership behaviors and level of job satisfaction, as perceived by Generation X and Generation Y professionals.

Using the Pearson product moment correlation technique, the correlation coefficient r for the predictor variable: transformational leadership behavior, and its factors, was computed. As displayed in Table 13, the correlation coefficient r between perceived leadership behaviors and job satisfaction was higher for all the factors of transformational leadership for the Generation X cohort than the Generation Y cohort.

Table 18 summarizes the hypothesis testing results of correlation between transformational leadership behaviors and combined job satisfaction for both generational cohorts.

Table 18

Hypothesis Testing Results, Transformational Leadership & Job Satisfaction

	Based on strength of correlation coefficient r (reject null hypothesis if 0.196 or above)	
	Generation X	Generation Y
Transformational leadership		
Idealized influence (behavior)	✓	✓
Idealized influence (attributed)	✓	
Inspirational motivation	✓	✓
Intellectual stimulation	✓	✓
Individual consideration	✓	✓
Transformational combined	✓	✓

$H4_0$: There is no correlation between the frequency of transactional leadership behaviors and level of job satisfaction, as perceived by Generation X and Generation Y professionals.

H4: There is a correlation between the frequency of transactional leadership behaviors and level of job satisfaction, as perceived by Generation X and Generation Y professionals.

Using the Pearson product moment correlation technique, the correlation coefficient r for the predictor variable: transactional leadership behavior and its factors, was computed. As displayed in Table 13, the correlation coefficient r between perceived transactional leadership behaviors and job satisfaction was higher for all the factors of transactional leadership behaviors for the Generation X cohort except management-by-exception (passive).

Table 19 summarizes the hypothesis testing results of correlation between transactional leadership behaviors and combined job satisfaction for both generational cohorts.

Table 19

Hypothesis Testing Results, Transactional Leadership & Job Satisfaction

	Based on strength of correlation coefficient r (reject null hypothesis if 0.196 or above)	
	Generation X	Generation Y
Transactional leadership		
Contingent reward	✓	✓
Management-by-exception (active)		
Management-by-exception (passive)		
Transactional combined	✓	

H5₀: There is no correlation between the frequency of transformational leadership behaviors and level of job departure tendency, as perceived by Generation X and Generation Y professionals.

H5: There is a correlation between the frequency of transformational leadership behaviors and level of job departure tendency, as perceived by Generation X and Generation Y professionals.

As displayed in Table 14, the correlation coefficients between perceived transformational leadership behaviors and job departure tendency, except for the factor: idealized influence (behavior), were higher for the Generation X cohort than the Generation Y cohort. Nevertheless, the highest correlation coefficient was in the mild range. Of the 6 correlation coefficients computed for the Generation Y cohort, 3 fell below the 0.196 threshold.

Table 20 summarizes the hypothesis testing results of correlation between perceived transformational leadership behaviors and combined job departure tendency for both generational cohorts.

Table 20

Hypothesis Testing Results, Transformational Leadership & Job Departure

	Based on strength of correlation coefficient r (reject null hypothesis if 0.196 or above)	
	Generation X	Generation Y
Transformational leadership	✓ = reject the null hypothesis	
Idealized influence (behavior)		

Idealized influence (attributed)	✓	
Inspirational motivation	✓	✓
Intellectual stimulation	✓	
Individual consideration	✓	✓
Transformational combined	✓	✓

H6₀: There is no correlation between the frequency of transactional leadership behaviors and level of job departure tendency, as perceived by Generation X and Generation Y professionals.

H6: There is a correlation between the frequency of transactional leadership behaviors and level of job departure tendency, as perceived by Generation X and Generation Y professionals.

The correlation coefficients between perceived transactional leadership behaviors and job departure tendency, as displayed in Table 14, shows that except the factor: contingent reward for the Generation X cohort, all were below the 0.196 threshold, indicating no evidence of correlation between transactional leadership behaviors and job departure tendency.

Table 21 summarizes the hypothesis testing results of correlation between transactional leadership behaviors and combined job departure tendency for both generational cohorts.

Table 21

Hypothesis Testing Results, Transactional Leadership & Job Departure

Based on strength of correlation coefficient r (reject null hypothesis if 0.196 or above)

	Generation X	Generation Y
	✓ = reject the null hypothesis	
Transactional leadership		
Contingent reward		✓
Management-by-exception (active)		
Management-by-exception (passive)		
Transactional combined		

Significant and Noteworthy Discoveries

During the data collection phase of this study, two significant and noteworthy discoveries were determined. The first noteworthy discovery was that occasionally, answers to some statements were left blank by the respondents. The downloaded file containing the raw data showed all blank cells with a value of 0. To ensure that averages and other statistical values would be computed correctly, all cells with 0 were cleared and left blank.

The second noteworthy discovery was that when computing the weighted factor to derive the combined weighted average for both job satisfaction and job departure tendency, some combined weighted averages were greater than 5. This was due to the fact that some ideal raw scores were lower than the reality raw scores for certain job satisfaction statements and job departure tendency statements. The formula to compute the weighted factor was adjusted to compare the two raw scores first. If the ideal score was lower than the reality score, the reality raw score became the combined weighted average for that particular response.

Summary

Already formulated in the research questions were the objectives of this study: (a) to assess the relationship between two generational cohorts of professional workers' job satisfaction and job departure tendency, and (b) to evaluate the impact transformational and transactional leadership behaviors had on their job satisfaction and job departure tendency. Surveying the respondents' perceptions and preferences of their immediate supervisors' leadership behaviors as well as the respondents' realities and ideals of their job satisfaction level, given their current work situation, had provided richer data to support the analyses of this study. Comparisons and contrasts of the data analysis results have served as the foundation in understanding what leadership behaviors each generational cohort collectively valued and desired.

This research study sought to address how generation-responsiveness could complement the practice of transformational leadership behaviors in the 21st century, especially in increasing the job satisfaction level and decreasing the voluntary turnover of Generations X and Y professionals. Since the need for knowledge and learning workers in an information- and technology-driven society is increasing, this study researched the perceptions and preferences of two sample groups: Generation Xers who were between the age of 25 and 44, and Generation Yers who were under the age of 25. The literature review for this study revealed that workers who belong to the Generation X and Generation Y cohorts possess innovative ideas, talent, and superior technical expertise to contribute to their organizations' success (Zemke et al., 2000). Their job satisfaction not only affects their productivity and work efficiency, but also the competitive advantage of their organizations. Assessing the relationship between generation-responsive leadership

behaviors and the job satisfaction of Generation X and Generation Y professionals could potentially provide some indications as to what issues would likely emerge as the workforce is increasingly dominated by these two generational cohorts.

Chapter 4 has reviewed the study process, the data analyses, and the findings of this study. Summary of the analyzed data are presented as tables in this chapter, while the detailed information are presented as appendixes. Chapter 5 will conclude this research study by interpreting the results of the data analyses, making inferences about the significant findings, discussing the implications on leadership and job satisfaction, as well as making recommendations for further research.

CHAPTER 5: SUMMARY AND RECOMMENDATIONS

Effective organizational leadership in the 21st century needs strategies to manage, lead, grow, motivate, and retain workers in a multi-generational workforce (Hill & Stephens, 2003; Niemiec, 2000; Pekala, 2001). Effective leaders with a generational perspective have the potential of heightening the job satisfaction and productivity of their constituents (Kupperschmidt, 2000; Lambert et al., 2001; Pekala, 2001; Stum, 2001). Recognizing and understanding generational differences and being effective in talent management are critical to the success of organizations (Arsenault, 2004; Bova & Kroth, 2001).

The purpose of this quantitative, descriptive, correlational research study was to assess the relationship between generation-responsive leadership behaviors and job satisfaction of 60 Generation X and 60 Generation Y professionals in Baltimore, Maryland. The study participants for this study were limited to professionals aged 44 and younger. Participants also had to meet three other inclusion criteria: (a) residing in Baltimore, Maryland; (b) possessing some unique skills, technical knowledge, or expertise that were acquired through education, vocational or specialized training; and (c) reporting to a higher-ranking supervisor. For the purpose of this study, Generation Xers were those between the age of 25 and 44, and Generation Yers were those under the age of 25. The web-based survey was self-reporting with no mechanism to verify the responses. The front page of the survey consisted of a detailed description of the purpose of the study, the inclusion criteria, and a pledge to maintain confidentiality. Participants were requested to answer all questions completely and to the best of their knowledge and ability. A pilot study was conducted to verify the validity and reliability of the

instrument. Surveys that showed noticeable discrepancies; for example, scores of mostly 1 and 5, which made up about 10.67% of the total responses received, were excluded from the data analyses. The transformational and transactional leadership behaviors statements scored by study participants were adapted from the MLQ 5X and were limited to those selected to fit the purpose of this study. The job satisfaction statements were adapted from the JDI/JIG and only those which matched the research strategy and related to the factors of the job satisfaction and job departure tendency criterion variables: satisfaction with work on present job, satisfaction with supervision, satisfaction with job in general, and job departure tendency, were included in the survey.

This chapter concludes this research study by summarizing the extent to which the literature review, assumptions, limitations, and delimitations have shaped the study. This chapter also discusses and interprets the results of the data analyses; provides insights into the significance and implications of the research, as supported by the analyzed data and findings; as well as offers several recommendations for both leaders and their constituents and suggestions for further research.

Interpretations and Inferences

Literature Review Conclusions

As illustrated in the literature review, the estimated direct and indirect costs of employee turnover ranged from a conservative 33% to an alarming 300% of a departed employee's annual salary (Kaye & Jordan-Evans, 2000; Moody, 2000; Ramlall, 2004; Thomas, 2003). The hard-to-quantify loss of knowledge that is generated and used within an organization affects its competitive advantage and overall productivity. In order to lead, grow, and retain workers in a multi-generational workforce, it is essential for

leaders to identify the characteristics and differences of each generational cohort (Pekala, 2001). Ramlall (2004) asserted that in today's highly competitive labor market, organizations of any size and any market focus are facing retention challenges. The key to improving retention of skilled, proficient, and committed employees is to understand their attitudes, personality traits, and core beliefs (Abbasi & Hollman, 2000).

Transformational leadership has been supported by previous extensive research as a leadership style that correlates positively to leader effectiveness, leader and follower satisfaction, follower efforts, cohesion, motivation, commitment, collective confidence, shared purpose, and overall organizational performance (Bass, 1990; Bass et al., 2003; Boehnke et al., 2003; Burns, 1978; Masi & Cooke, 2000; Tucker & Russell, 2004).

Transactional leadership, which is primarily an exchange of leaders' rewards or disciplines for followers' support or compliance, complements transformational leadership (Bass et al., 2003; Boehnke et al., 2003). Leading multiple generations in today's technology- and information-centered world is one of the top challenges for effective leaders. Such challenge requires leaders to identify and understand the characteristics and differences of their multi-generational employees' work values, beliefs, attitudes, motivation, and expectations (Cambron, 2001; Hill & Stephens, 2003; Jamrog & Stopper, 2002; Kennedy, 2003; Kupperschmidt, 2000; Ramlall, 2004). Turnover caused by employee dissatisfaction and disengagement is costly to organizations (Frank et al., 2004).

The literature review has affirmed the dynamics of transformational leadership, complemented by transactional leadership, and the influences technology-savvy and well-educated knowledge professionals have on the multi-generational workforce. The

literature review has further established the positive correlation between job satisfaction and effective leadership. Many leadership authors and scholars have emphasized the importance of generational perspectives in enhancing leadership effectiveness (Hill & Stephens, 2003; Kupperschmidt, 2000; Weston, 2001). In a multi-generational workforce, a deeper understanding of the collective generational differences in employees' needs, values, attitudes, and expectations could help employers implement engagement and retention strategies to enhance employee job satisfaction and commitment, while minimizing voluntary turnover and generational conflicts (Abbasi & Hollman, 2000; Jamrog & Stopper, 2002, Zemke et al., 2000).

The design of this research study provided a means to test how two generational cohorts of professional employees differed in their views about their job satisfaction and job departure tendency, through their identification of the frequency of transformational and transactional leadership behaviors exhibited by their immediate supervisors and their self-reported level of job satisfaction and job departure tendency. Conclusions drawn from the literature review served as the foundation in investigating: (a) what were the differences in job satisfaction level and job departure tendency between the two youngest cohorts of knowledge professionals; (b) how different were their perceptions and preferences of their immediate supervisors' leadership behaviors; (c) if there was any gap between the two sample groups' beliefs and values; and (d) how did transformational and transactional leadership behaviors influence their job satisfaction and job departure tendency. This research built on the previous research which underscored the impact of generational perspectives on leadership effectiveness.

Assumptions, Limitations, and Delimitations Conclusions

Although there were age requirements: 25 to 44 years of age for the Generation X cohort and under 25 for the Generation Y cohort, the requirements fit the purpose of the study. The fact that 100% of the two sample groups included in the data analyses consisted of professionals holding full-time employment added homogeneity to the sample population. For the purpose of this study, professionals were individuals who possessed some unique skills, technical knowledge, or expertise that were acquired through education, vocational or specialized training. Based on geographic restriction, the results of the study were deemed not generalizable to professionals in other geographic locations.

The self-reporting nature of the research survey was one of the limitations. This was merely one of the inherent risks in polling participants' viewpoints in a survey format as opposed to employing other research methods. To limit the inherent risk, a pilot study was conducted prior to the administration of the actual study to ensure that the survey instrument was unambiguous and consistent, the elements were relevant and adequate in addressing the research questions, the instructions were clear, and an acceptable level of validity and reliability was present. Surveys that showed blatant inconsistency; for example, scores of mostly 1 and 5, which made up about 10.67% of the total responses received, were excluded from the data analyses.

As discussed in the previous paragraph, the delimitations of this study included the restrictions in age range and geographic location, leadership styles, and facets of job satisfaction being measured. Given the purpose, the nature, and the time constraint of this research, the delimitations did not appear to have lessened the rigor of this research.

Data Analysis Conclusions

Transformational leadership has been endorsed by contemporary scholars and authors for more than two decades as a leadership style that correlates positively to leader and follower satisfaction, follower efforts, cohesion, motivation, commitment, collective confidence, shared purpose, and overall organizational performance (Bass, 1990; Bass et al., 2003; Boehnke et al., 2003; Burns, 1978; Masi & Cooke, 2000; Tucker & Russell, 2004). This is the first time in history that the world of work is populated by four different generations of employees. Their different work values, attitudes, behaviors, preferences, and expectations are the roots of their motivation, commitment, job satisfaction, and turnover intent. The motivational effects of transformational leadership on followers' perceptions of the meaningfulness of their work affect their job satisfaction, commitment, and performance (Bono & Judge, 2003).

One of the top challenges for leaders in the 21st century is how to attract, retain, and grow employees in a multi-generational workforce. Some organizational theorists advocated the adoption of a versatile and situational approach and a generational perspective, as well as the development of a learning environment by leaders to make their constituents' jobs meaningful and challenging (Conger, 2004; Kupperschmidt, 2000; Pekala, 2001; Senge, 1994). An important aspect of employee job satisfaction is the existence of congruency of beliefs, values, and attitudes between the employers and the employees (Brown et al., 2001; Goris et al, 2003). The primary objective of this research study was to examine how the perceptions and preferences of leadership behaviors by Generation X and Generation Y professionals affected their job satisfaction and job departure tendency.

The results of the data analyses of this study were presented in chapter 4. Interpretation and evaluation of the significance and meaning of the data analyses are reported below.

Hypothesis 1

H1₀: There is no relationship between Generation X professionals' and Generation Y professionals' level of satisfaction regarding their jobs.

H1: There is a relationship between Generation X professionals' and Generation Y professionals' level of satisfaction regarding their jobs.

The null hypothesis for Hypothesis 1 was rejected since there was insufficient evidence to support the claim that there was no relationship between the two generational cohorts' job satisfaction level.

Two criteria were used to test Hypothesis 1. Since a Likert-type scale of 1 to 5 was used in scoring the different facets of job satisfaction, the first criterion to test Hypothesis 1 was H1: $\mu > 3$. As displayed in Table 9 in chapter 4, the mean scores for both sample groups were above 3 for all the factors of the criterion variable. The results justify the rejection of the null hypothesis, which claimed that there is no relationship between Generation X professionals' and Generation Y professionals' job satisfaction.

As shown in Table 9 in chapter 4, despite the fact that both sample groups' mean scores were above 3, the Generation X cohort's mean scores in all 3 facets of job satisfaction were 10.08% to 15.91% higher than those of the Generation Y cohort. On a composite basis, the Generation X cohort's job satisfaction mean score was 8.07% higher than that of the Generation Y cohort. The results led to the conclusion that Generation Xers have higher job satisfaction than Generation Yers.

A review of the variances between both generational cohorts' mean scores on the job satisfaction criterion variable showed an interesting pattern. Both generational cohorts had the same ranking for the three job satisfaction facets: the highest mean score was satisfaction with job in general; the next highest was satisfaction with supervision, and the lowest was satisfaction with work on present job. Based on the comparison of the mean scores, it can be inferred that: (a) both generational cohorts had the lowest job satisfaction level regarding their work on present job, (b) their satisfaction with supervision was slightly higher than how they felt about their work; and (c) overall, they placed a higher level of satisfaction with job in general. Additionally, job in general might not have accurately indicated the respondents' true job satisfaction level because when job satisfaction was broken down into satisfaction with work on present job and satisfaction with supervision, these two categories yielded lower mean scores than satisfaction with job in general.

The variances in the three factors of job satisfaction criterion variable indicated that: (a) the biggest variance lied in satisfaction with work on present job; (b) how these two generation cohort viewed their work on present job was significantly different than how they viewed their satisfaction with supervision; and (c) the two generational cohorts seemed to have different needs in terms of achieving job satisfaction from their work.

The second method of testing Hypothesis 1 was the p-value method. Z-tests set at the hypothesized population mean of 3 and a significance level of $\alpha = 0.05$ were used to decide if the null hypothesis should be rejected. If the p-value was greater than the significance level of $\alpha = 0.05$, there was no significant difference from the null hypothesis, justifying the decision to fail to reject the null hypothesis. As shown in Table

10 in chapter 4, the only criterion variable that had a p-value of greater than the significance level of $\alpha = 0.05$ was satisfaction with work on present job for Generation Yers. Given the claim and the sample data, the conclusion was to fail to reject the null hypothesis for this job satisfaction facet alone. On a composite basis, the p-value was less than the significance level of $\alpha = 0.05$ for both generational cohorts, justifying the rejection of the null hypothesis. Since the p-value of the combined job satisfaction for both generational cohorts was less than the significance level of $\alpha = 0.05$, it can be inferred that difference in job satisfaction level with regard to the work on their present jobs existed between Generation Xers and Generation Yers.

Hypothesis 2

H2₀: There is no relationship between Generation X professionals' and Generation Y professionals' level of job departure tendency.

H2: There is a relationship between Generation X professionals' and Generation Y professionals' level of job departure tendency.

Two criteria were used to test Hypothesis 2. Since a Likert-type scale of 1 to 5 was used in scoring job departure tendency, the first criterion to test Hypothesis 2 was H2: $\mu > 3$. As displayed in Table 9 in chapter 4, the mean scores for both sample groups were above 3. The results justify the rejection of the null hypothesis, which claimed that there is no relationship between Generation X professionals' and Generation Y professionals' job departure tendency. As shown in Table 9 in chapter 4, the job departure tendency mean score of the Generation X cohort was 7% higher than that of the Generation Y cohort, signifying that Generation Xers were more inclined to stay in their

present jobs than Generation Yers. This echoes many leadership authors' assertions that satisfied employees tend to stay longer in their jobs.

The second method of testing Hypothesis 2 was the p-value method. Z-tests set at the hypothesized population mean of 3 and a significance level of $\alpha = 0.05$ were used to decide if the null hypothesis should be rejected. If the p-value was greater than the significance level of $\alpha = 0.05$, there was no significant difference from the null hypothesis, justifying the decision to fail to reject the null hypothesis. As shown in Table 10 in chapter 4, the p-value was less than the significance level of $\alpha = 0.05$ for both generational cohorts. The hypothesis testing results affirmed that difference in job departure tendency did exist between Generation Xers and Generation Yers.

Aside from testing Hypotheses 1 and 2, a single factor ANOVA was performed between the two sample groups (Generation X and Generation Y) to determine if there were any statistically significant differences in the between-groups means. If the F test statistic of the ANOVA did not fall within the F critical region, the decision was to fail to reject the null hypothesis of equal variances. If the F test statistic fell within the F critical region, the decision was to reject the null hypothesis of equal variances. As displayed in Table 16 in chapter 4, the F test statistics for satisfaction with work on present job, satisfaction with supervision, satisfaction with job in general, and combined job satisfaction exceeded the critical F value. Consequently, the null hypothesis of equal variances was rejected. The unequal means in the job satisfaction factors signified the existence of different job satisfaction levels between both generational cohorts and, consequently, the elements that influence their job satisfaction. Since the F test statistics

did not exceed the critical F value for job departure tendency, the decision was to fail to reject the null hypothesis that the means were equal.

Significance of Hypotheses 1 and 2

The findings based on the hypothesis testing results indicated that Generation Xers had a higher level of job satisfaction than Generation Yers. Additionally, Generation Xers are more inclined to stay in their present jobs than Generation Yers. There are several inferences that can be made.

The first inference is that the generation gap is larger between Generation Yers and their leaders than Generation Xers and their leaders. The second inference is that Generation Xers and Generation Yers have different job satisfaction needs. Since both generational cohorts scored the lowest on satisfaction with work on present job, their leaders are not paying close attention to the assignment of meaningful and challenging work. Furthermore, their leaders are not overly concerned whether their jobs are satisfying or giving them a sense of accomplishment. The third inference is that Generation Yers tend to be more mobile than Generation Xers. The fourth inference is that the 10% to 16% lower job satisfaction level among Generation Yers' when compared to Generation Xers could be caused by what Herzberg (2003) regarded as the underutilization of employees' available talent. Herzberg's (2003) motivation-hygiene theory postulated that this situation is particularly relevant to young employees and college graduates who have the impetus of working diligently, effectively, and innovatively, yet they are given inadequate opportunities to handle challenging tasks or assume more responsibilities. The last inference is that between the two generational cohorts, Generation Yers have more unmet needs. Understanding how these needs could

be met would allow organizational leaders to devise, implement, and support programs or practices to elevate the motivation of the Generation Y cohort.

Hypothesis 3

H3₀: There is no correlation between the frequency of transformational leadership behaviors and level of job satisfaction, as perceived by Generation X and Generation Y professionals.

H3: There is a correlation between the frequency of transformational leadership behaviors and level of job satisfaction, as perceived by Generation X and Generation Y professionals.

The null hypothesis for Hypothesis 3 was rejected because the sample data supported the decision. There was sufficient evidence that statistically significant correlations did exist between the predictor variable and the criterion variable, as perceived by both generational cohorts.

Pearson product moment correlational technique was used to test Hypothesis 3. Correlation between perceived transformational leadership behaviors and combined job satisfaction was performed for each generational cohort. The correlation analysis was tabulated in Tables 11 and 12 in chapter 4 according to the strength of the correlation: mild (0.196 to <0.5), moderate (0.5 to <0.7), and strong (0.7 and above). A correlation coefficient r of less than 0.196 had no statistical significance, while 0.196 and above supported the rejection of the null hypothesis.

Since the size for each sample group in this study was more than 30, normal distribution was assumed. The central limit theorem indicates that when $n > 30$, the distribution of sample means can be approximated by a normal distribution (Triola,

2001). Parametric statistics are based on two common assumptions: the data reflect an interval or ratio scale, and the data fall in a normal distribution (Leedy & Ormrod, 2001). Pearson r measured the strength of the linear relationship between the predictor variable and the criterion variable of Hypotheses 3, 4, 5 and 6.

For the Generation Y cohort, statistically significant correlation between leadership behaviors and combined job satisfaction did not exist in idealized influence (attributed), a transformational leadership factor. Leaders who exhibit idealized influence (attributed) quality consider followers' needs over the leaders' own needs. Followers of leaders who exhibit idealized influence (attributed) behaviors admire, respect, and trust their leaders and want to emulate their leaders (Avolio & Bass, 2004).

Hypothesis 4

H4₀: There is no correlation between the frequency of transactional leadership behaviors and level of job satisfaction, as perceived by Generation X and Generation Y professionals.

H4: There is a correlation between the frequency of transactional leadership behaviors and level of job satisfaction, as perceived by Generation X and Generation Y professionals.

The null hypothesis for Hypothesis 4 was rejected for the Generation X cohort because the sample data supported the decision. There was sufficient evidence that statistically significant correlation did exist between the predictor variable and the criterion variable. The data analysis, however, support the decision to fail to reject the null hypothesis relating to the Generation Y cohort because there was no evidence of any

correlation between this cohort's perceived transactional leadership behaviors and level of job satisfaction.

Pearson product moment correlational technique was used to test Hypothesis 4. Correlation between transactional leadership behaviors and combined job satisfaction was performed for each generational cohort. The correlation analysis was tabulated in Tables 11 and 12 in chapter 4 according to the strength of the correlation: mild (0.196 to <0.5), moderate (0.5 to <0.7), and strong (0.7 and above). A correlation coefficient r of less than 0.196 had no statistical significance, while 0.196 and above supported the rejection of the null hypothesis.

For the Generation X cohort, statistically significant correlation between leadership behaviors and combined job satisfaction did not exist in management-by-exception (active) and management-by-exception (passive); both were transactional leadership factors. Management-by-exception (passive) had an inverse relationship as reflected by a negative correlation coefficient r . The correlation was statistically significant for transactional leadership as a whole because of the high correlation coefficient r (0.572) in contingent reward, which was one of the transactional leadership factors.

Management-by-exception (active) style of leadership specifies the standards for compliance, punishes followers for being out of compliance, monitors closely for deviances and mistakes, and takes corrective action as quickly as possible when they occur (Avolio & Bass, 2004). Management-by-exception (passive) style of leadership does not respond to situations and problems systematically, as well as avoids specifying agreements, clarifying expectations, and providing goals to be achieved (Avolio & Bass,

2004). Transactional contingent reward leadership clarifies expectations and gives recognition when goals are achieved (Avolio & Bass, 2004).

For the Generation Y cohort, no statistical significance existed in management-by-exception (active) and management-by-exception (passive), which mirrored the perceptions of the Generation X cohort. Unlike the Generation X cohort, Generation Y cohort's combined transactional leadership showed no statistically significant correlation with their combined job satisfaction, despite the fact that the correlation coefficient r for contingent reward was 0.360, well above the 0.196 threshold.

Significance of Hypotheses 3 and 4

The correlation analysis revealed that none of the correlations between leadership behaviors and combined job satisfaction were in the strong range of 0.7 and above. Four factors fell in the moderate range of 0.5 to <0.7, and they represented perceptions of the Generation X cohort. Specifically, the correlation coefficients for the leadership behavior factors of: intellectual stimulation, individual consideration, and contingent reward had moderate strength. The combined perceived transformational leadership's correlation coefficient r for Generation X also had moderate correlation. The correlation analysis for Generation Y's perceived leadership behaviors and combined job satisfaction yielded correlation coefficients from the lowest of $r = 0.035$ to the highest of $r = 0.309$, which were significantly lower than those of Generation X.

Six Inferences can be drawn from the results of the correlation analysis between leadership behaviors and combined job satisfaction, as well as based on the description of the leadership behavior factors that caused the noteworthy observations. The first inference is that overall, perceived transformational leadership styles correlates

moderately ($r = 0.536$) with the job satisfaction of Generation Xers, but only mildly ($r = 0.280$) with the job satisfaction of Generation Yers. One of the other elements that may produce a higher correlation could be generation-responsiveness.

The second inference is that overall, perceived transactional leadership behaviors had no correlation ($r = 0.180$) to the job satisfaction of Generation Yers. Nevertheless, contingent reward, which was one of the transactional leadership behaviors, did show mild correlation ($r = 0.198$). This result indicated that transactional leadership style was not a style that Generation Y favored.

The third inference is that Generation Yers did not admire, respect, and trust their leaders as much as their Generation X counterparts, based on the statistically insignificant correlation coefficient of 0.153 for the transformational leadership factor: idealized influence (attributed). The same factor's correlation coefficient was 0.457 for the Generation X cohort. This is a strong indication that Generation Xers and Generation Yers have different values, beliefs, work-related attitudes, perceptions, and expectations. Locke (1976) asserted that the unique values of individuals affect their emotional response to their jobs and make them place varying degree of importance on job-related factors.

The fourth inference is that Generation Yers did not link their job satisfaction with their leaders' ability to instill pride, go beyond self-interest, act in ways that build others' respect, and display a sense of power and confidence, as evidenced by the correlation coefficient that was below the 0.196 threshold. Generation Xers did not share the same belief according to the correlation analysis. The difference in values and beliefs between the two generational cohorts is quite prominent.

The fifth inference is that management-by-exception, both active and passive, did not fare well with both generational cohorts. The correlation coefficients were below the 0.196 threshold for both generational cohorts. The result should send a strong signal to leaders who are practicing management-by-exception behaviors to abandon such unpopular behaviors. House's path-goal theory is most relevant in understanding the inadequacy of management-by-exception behaviors. The path-goal theory suggests that leader's behaviors influence the performance and satisfaction of the follower and that a leader is responsible for clarifying the follower's path in order to lead to successful task completion (Lussier & Achua, 2001).

The sixth inference is that contingent reward was more important in generating high job satisfaction for Generation Xers than Generation Yers. The correlation coefficients for contingent reward were significantly higher for Generation Xers when compared with Generation Yers.

The correlation analysis between leadership behaviors and job satisfaction clearly indicates the difference in job satisfaction needs between both generational cohorts. Furthermore, Generation Yers need more of some other elements that would make them satisfied with their jobs than Generation Xers. This leads to other possible research questions of: (a) If leaders had stronger generational perspective, would they be more effective in their leadership as perceived by their followers? (b) If Generation Xers were more satisfied with their jobs than Generation Yers, what could be the reasons for the former cohort's satisfaction and the latter cohort's dissatisfaction?

Hypothesis 5

H5₀: There is no correlation between the frequency of transformational leadership behaviors and level of job departure tendency, as perceived by Generation X and Generation Y professionals.

H5: There is a correlation between the frequency of transformational leadership behaviors and level of job departure tendency, as perceived by Generation X and Generation Y professionals.

The null hypothesis for Hypothesis 5 was rejected because the sample data supported the decision. There was strong evidence that statistically significant correlations did exist between the predictor variable and the criterion variable, as perceived by both generational cohorts.

Pearson product moment correlational technique was used to test Hypothesis 5. Correlation between perceived transformational leadership behaviors and job departure tendency was performed for each generational cohort. The correlation analysis was tabulated in Tables 11 and 12 in chapter 4 according to the strength of the correlation: mild (0.196 to <0.5), moderate (0.5 to <0.7), and strong (0.7 and above). A correlation coefficient r of less than 0.196 had no statistical significance, while 0.196 and above supported the rejection of the null hypothesis.

For both Generation X cohort and Generation Y cohort, correlation between perceived transformational leadership and job departure tendency did not exist in one transformational leadership behavior factor: idealized influence (behavior). Other additional factors that showed no correlation among Generation Yers included: idealized influence (attributed) and intellectual stimulation.

Idealized influence (behavior) leadership style is supported by consistency in conduct with underlying ethics, principles, and values (Avolio & Bass, 2004). Leaders with idealized influence (behavior) attitudes specify the importance of having a strong sense of purpose and emphasize the importance of having a collective sense of mission (Avolio & Bass, 2004).

Intellectual stimulation is a leadership style practiced by leaders who stimulate the innovative potential of their followers by questioning assumptions, reframing problems, approaching old situations or problems in creative ways, as well as inclusion in all the processes (Avolio & Bass, 2004).

Hypothesis 6

H₆₀: There is no correlation between the frequency of transactional leadership behaviors and level of job departure tendency, as perceived by Generation X and Generation Y professionals.

H₆: There is a correlation between the frequency of transactional leadership behaviors and level of job departure tendency, as perceived by Generation X and Generation Y professionals.

The null hypothesis for Hypothesis 6 was not rejected because there was sufficient evidence to support the claim. Statistically significant correlations did not exist between the predictor variable and the criterion variable, as perceived by both generational cohorts.

Pearson product moment correlational technique was used to test Hypothesis 6. Correlation between perceived transactional leadership behaviors and job departure tendency was performed for each generational cohort. The correlation analysis was

tabulated in Tables 11 and 12 in chapter 4 according to the strength of the correlation: mild (0.196 to <0.5), moderate (0.5 to <0.7), and strong (0.7 and above). A correlation coefficient r of less than 0.196 had no statistical significance, while 0.196 and above supported the rejection of the null hypothesis.

For both generational cohorts, correlation between perceived transactional leadership and job departure tendency did not exist in two transactional leadership behavior factors: management-by-exception (active) and management-by-exception (passive). An additional factor that showed no correlation among Generation Yers was contingent reward.

Significance of Hypotheses 5 and 6

Based upon the results of the correlation analyses between leadership behaviors and combined job departure tendency, as well as referencing the description of the leadership behavior factors that caused the noteworthy observations, five inferences can be made. The first inference is that overall, perceived transformational leadership has almost the same statistically significant correlation with job departure tendency for both Generation Xers and Generation Yers. The result indicated a mild correlation between transformational leadership and job departure tendency for both generational cohorts. One of the other elements that drove both cohorts' intent to stay on their present jobs could be generation-responsiveness.

The second inference is that overall, perceived transactional leadership had no evidence of any correlation with job departure tendency for both Generation Xers and Generation Yers. Since the only variance existed in contingent reward, only this transactional leadership behavior factor could shed some light on the correlation analysis

for perceived transactional leadership. The result indicated that contingent reward was mildly correlated ($r = 0.360$) to Generation Xers' job departure tendency, while no correlation ($r = 0.124$) existed for Generation Yers. Based on this variance, it can be inferred that Generation Xers' decision to leave their current jobs hinges more on contingent reward than Generation Yers. Stated differently, Generation Yers need more than contingent reward to feel satisfied and stay on their jobs. This finding could be an indication that the rigid exchange of recognition for efforts and reward for meeting expectations is not an incentive for Generation Yers to remain committed to their jobs. When compared to Generation Xers, the results of the analyses revealed that Generation Yers are seeking some ideals that are beyond traditional recognition and reward. Challenge, meaningfulness, chances to make a difference, self-development could be some of the ideals that are the determinants of whether or not they would stay in their jobs.

The third inference is that for both generational cohorts, idealized influence (behavior), a transformational leadership behavior, had no statistically significant correlation with their intention to stay on their present jobs. By ruling out this factor, both generational cohorts have affirmed that other transformational leadership behavior factors played a more important role in their job departure tendency.

The fourth inference was that the transformational leadership factor that had the highest correlation coefficient was intellectual stimulation for the Generation X cohort ($r = 0.332$), but it was individual consideration for the Generation Y cohort ($r = 0.267$). Individual consideration is exhibited by leaders who pay attention to their followers' need for achievement; spend time teaching and coaching; and create learning opportunities

along with a supportive climate for developing their followers' strengths (Avolio & Bass, 2004). The differences in both generational cohorts' values and expectations are clear, especially when comparing the itemized results illustrated in Tables 11 and 12.

The fifth inference was that Generation Yers' ideal for challenge, meaningfulness, chances to make a difference, and self-development, as well as their desire for the attributes found in the individual consideration factor of transformational leadership reflect the significance of Hackman and Oldham's (1980) job characteristics model. According to Hackman and Oldham (1980), there are three critical psychological states generated by one's job that allow one to experience internal motivation. The first state is the employee's sense of personal responsibility for the outcome of the job. The second state is the employee's perception that the work is meaningful and contributing to the overall effectiveness of the organization. The third state is the employee's knowledge of his/her own effectiveness in the conversion of effort into performance.

Implications

The literature review revealed that leadership in the 21st century is evolving into a new paradigm. Effective leadership has to meet many expected and unexpected challenges of operating in a global economy that is driven by e-commerce, worldwide application of the Internet, and continuous technological advancements (Drucker, 2000; Hill & Stephens, 2003; Maccoby, 1999). Consequently, one big challenge that all leaders face is to lead a multi-generational workforce where diversity, performance, relationship must be addressed in a systemic manner. In order to maintain the competitive advantage and achieve the goals of their organizations, leaders must implement strategies that would attract, recognize, and retain the best talent; minimize the costs of voluntary employee

turnover and loss of internally-generated knowledge; as well as develop knowledge workers into learning workers who are motivated and committed (Abbasi & Hollman, 2000; Jamrog & Stopper, 2002; Kennedy, 2003; Niemiec, 2000; Nonaka & Nishiguchi, 2001; Senge, 1994).

The implications of this study's data analyses are applicable to leadership in organizations as well as the society as a whole. The results of the data analyses suggested that generational differences indeed exist. Such differences were presumably precipitated by differences in attitudes, behaviors, values, needs, aspirations, and expectations of the generational cohorts. Although transformational leadership was considered one of the most effective leadership styles, the data analyses revealed that it correlated moderately to the job satisfaction and job departure tendency of the Generation X cohort, and only mildly to the job satisfaction and job departure tendency of the Generation Y cohort. Evidence from this study indicated that attributes of transformational leadership might not be adequate in meeting the job satisfaction needs of the youngest generational cohort of knowledge professionals in the 21st century.

Effective leadership requires the collaboration between leaders and followers to fulfill many obligations and responsibilities. Demographic, economic, social, and political changes frequently cause the beliefs, needs, and expectations of organizational members to change over time (Higgs, 2003; Mitchell et al., 2001). As a result, even the top leadership style recognized by organizational leadership scholars, authors, and theorists require refinement in order to be effective. While elements which could help enhance leadership behaviors are waiting to be discovered, researched, practiced, and endorsed, it is incumbent upon leaders and their organizations to spearhead their own

campaigns. This research postulated that addressing generation-responsiveness could bring about a higher correlation between perceived transformational leadership behaviors and job satisfaction.

Organizational leadership issues not only affect an organization's survival and competitive advantage, but also impact communities and society as a whole. Maslow's pyramidal hierarchy of needs, as discussed in chapter 2, could be adopted in a broader sense to illustrate the impact. When individuals' needs are met, their contentment would allow them to better fulfill their familial roles and their professional roles. Accomplished and satisfied professionals would be more inclined to devote their time and energy, as well as share their knowledge and expertise in their communities. Leadership is needed not only in organizational settings, but also in every human endeavor that requires group interaction. Effective leaders who appreciate how job satisfaction affects individuals' motivation and commitment are capable of promoting such appreciation to make a difference in the society through the social roles that they choose to assume. Aronson (2001) asserted that genuine transformational leaders are guided by altruistic values as well as attempts to influence subordinates toward the attainment of objectives that are in the interest of the organization, its members, and the outside community (Aronson, 2001).

Recommendations

Recommendations for Leaders and their Constituents

The purpose of this research was to assess the relationship between generation-responsive leadership behaviors and job satisfaction of a representative sample of Generation X professionals and Generation Y professionals. The study set out to

postulate that a generational perspective would complement the leadership behaviors engaged by transformational leaders. As supported by the literature review, this research was based on the premise that in order to maintain the job satisfaction of the younger generations of workers, 21st century leaders must develop cross-generational strategies. Maximizing the organizational members' performance, as well as fulfilling their personal and professional goals are equally, if not more, important than achieving organizational success. The success and competitive advantage of an organization may not sustain if job satisfaction issues are not addressed. Since previous research has established the positive correlation between transformational leadership and job satisfaction, commitment, and performance, transformational leaders with a generational perspective have the potential of elevating employee job satisfaction and minimizing voluntary employee turnover.

Recommendations for action by leaders and constituents are grouped in three main categories and discussed below:

Build a respectful and trusting relationship

Generation Yers do not admire, respect, and trust their leaders as much as their Generation X counterparts, based on the correlation analysis of this study. This is a strong indication that Generation Xers and Generation Yers have different values, beliefs, work-related attitudes, perceptions, and expectations. Bridging the generation gap at both personal and professional levels requires the appreciation and acceptance of cross-generational values and beliefs. Open and honest communication, respectful and trusting relationships, exchanges of ideas and thoughts that are free of bias and negativity, are essential.

Weston (2001) suggested that in order to improve effectiveness in communication and relationships, supervisors must recognize and respond to generational expectations and diversity in perspectives. Building mutual trust, empowering followers, developing competence, and providing continuous support are the leaders' responsibilities (Kouzes & Posner, 2003). Bennis and Thomas (2002) offered four essential skills of effective leaders: (a) the ability to engage constituents in shared meaning; (b) a unique and compelling voice; (c) high sense of integrity and strong set of values; and (d) ability to put situations in perspective through perseverance.

Zemke et al. (2000) posited that generation-savvy leaders create environments that allow open discussions of generational differences, including skills, viewpoints, and experiences. Higgs (2003) suggested that effectiveness of leadership in the 21st century is not measured by organizational success, but by the impact leaders have on followers, particularly in building followers' capabilities. Generational differences can create synergy and innovative ideas, strengthen skills and experiences, and bring new opportunities (Arsenault, 2004; Kupperschmidt, 2000; Zemke et al., 2000). Previous research has associated trust in superiors with job satisfaction, job performance, innovative behavior, and organizational citizenship (Elsass, 2001; Simmons et al., 2001; Tan & Tan, 2000).

Implement policies that enhance job satisfaction

One of the findings of this research was that contingent reward had a mild correlation to Generation Y's job satisfaction and no correlation to their job departure tendency. This refutes the common belief that compensation, benefits package, and rewards can elevate job satisfaction, motivation, and commitment. The literature review

of this study uncovered that Generation Yers' top three job requirements are: (a) meaningful work that makes a difference to the world; (b) working with committed colleagues who share their values, and (c) meeting their personal goals (Allen 2004). These requirements cannot be met by monetary compensation, attractive benefits package, or tangible rewards.

Alch (2000) asserted that Generation Yers have high productivity, creativity, and work satisfaction when they are assigned to work on projects which advance their skills and competencies, as well as provide development opportunities. Considering the needs of the Generation Y cohort and using the suggestions offered by leadership authors as a guide, organizational leaders need to focus on several key elements when designing and implementing policies that are geared toward attracting, recognizing, and retaining knowledge professionals. These key elements include: (a) offer new and existing employees a compensation and benefits package that is comparable to similar positions in the same geographic area, adjusted for the employees' qualifications and experience; (b) give genuine and deserved recognition for organizational members' achievements in a timely manner through announcements and acknowledgements because recognition could be more motivating and more effective than monetary or tangible rewards; (c) adopt equitable human resources practices; (d) promote employees from within the organization, whenever possible; (e) assign special projects to be performed by interdisciplinary or ad hoc teams to bring out the strength, leadership quality, and creativity of individuals; (f) assign challenging and meaningful work, encourage organizational members to share their knowledge with each other, and foster a learning environment; (g) provide resources to facilitate the growth and development of

knowledge workers, at both personal and professional levels; and (h) provide means for knowledge professionals to achieve a work life and personal life balance.

Lead and follow with a sustainable and achievable goal

The data analyses performed confirmed that management-by-exception (active) and management-by-exception (passive) leadership behaviors did not fare well with both generational cohorts. Buckley et al. (2001) posited that young professionals favor: creativity and continuous learning to maintain their marketability, independence, balance between work and personal life, meaningful work, and self-development opportunities. To foster a learning environment for knowledge professionals, leaders should: (a) provide opportunities so that organizational members learn from their mistakes through timely and specific constructive feedback, as well as positive reinforcement; (b) allow organizational members the flexibility to inject new ideas to perform their assignments without the fear of being punished; (c) discuss enthusiastically and listen to alternatives and diverse perspectives that would enhance individual, group, and organizational performance; (d) be sensitive to organizational members' various needs and keep them engaged, empowered, and energized; (e) emphasize collaborative efforts among the stakeholders through motivation and inspiration; (f) provide learning opportunities by assigning challenging and meaningful work that allows followers to contribute to the overall success of their groups, and consequently, their organizations; (g) encourage exchange of knowledge and information, and participate actively in mentoring and coaching; and (h) build working relationships among organizational stakeholders that are supported by mutual respect, trust, integrity, and generation-responsiveness.

Followers need to play their reciprocal role by: (a) staying engaged with a positive learning attitude and a high sense of responsibility for the outcomes of their jobs; (b) proactively requesting feedback from supervisors and peers; (c) working in a collaborative manner, especially on issues that would help bridge the generation gap; (d) expressing how their ideas and skills could add value to their group, division, or the organization as a whole; (e) voicing their opinions in a positive manner; and (f) discussing their values, beliefs, and aspirations with their immediate supervisors.

The top three reasons to stay in a job, as cited by Bufe & Murphy (2004), are: (a) exciting work and challenge (48%); (b) career growth, learning and development (43%); and (c) working with great people and relationships (42%). One of the characteristics of transformational leaders is their ability and desire to challenge their followers to be creative in problem solving and provide them with a learning environment (Whetstone, 2002). Based on the findings of this research and as displayed in Tables 11 and 12 in chapter 4, the correlation between perceived transformational leadership and job satisfaction as well as the correlation between perceived transformational leadership and job departure tendency were significantly higher for Generation X than Generation Y. This could stem from Generation Yers' beliefs that they were not afforded ample learning opportunities despite their education, knowledge, and expertise. Other inferences could be: (a) leaders equated providing training to selected individuals who needed skill improvement courses as promoting learning within their organizations; (b) leaders did not fully understand the magnitude of the losses associated with voluntary employee turnover; and (c) leaders did not place the bridging of generation gap as a priority in their leadership roles.

Suggestions for Further Research

Based upon the findings, seven suggestions are offered for further research. The first suggestion is the conduct of a longitudinal study of a group of Generation X and a group of Generation Y knowledge professionals with the objective of examining the changes in these knowledge professionals' work-related attitudes, values, beliefs, needs, expectations, aspirations, work ethics, lifestyle preferences, communication and learning styles, which have occurred due to their maturity in the life cycle. Changes precipitated by maturity might change the job satisfaction needs and job departure tendency of knowledge professionals, thereby providing insights into organizational leadership issues.

The second suggestion is to conduct a research study that examines the relationship among career choices, work-related attitudes, and generation-responsive leadership styles. The objective is to unveil if knowledge professionals in certain occupations hold different aspirations and expectations that affect their job satisfaction needs and job departure tendency. Young professionals who have undergone specialized and extensive training to be experts in their fields might think, act, and react with perspectives and mentalities commonly found in individuals of the previous generations. Leadership practices might not only need to be generation-responsive, but also sufficiently situational and flexible by considering the career types of the knowledge workers.

As more research studies are conducted to compare the impact of leadership styles on young professionals' job satisfaction, commitment, and motivation, the issue of whether certain highly endorsed, effective leadership styles would bring about the desired outcome needs to be researched. This is the third suggestion for further research.

Assuming that human behaviors change with maturity, employment trends, and social movements, how much could a boilerplate leadership style fulfill organizations' human capital management goals? How much personalization must leaders incorporate into their leadership behaviors that would increase job satisfaction and decrease voluntary turnover of Generation X and Generational Y knowledge professionals?

The fourth suggestion is to conduct a mixed quantitative-qualitative study designed to, in addition the survey statements, ask open ended questions about different generational cohorts' job satisfaction needs. Qualitative questions could help formulate some specific action plans for intervention. Some qualitative questions could be: (a) What are the top 2 or 3 leadership behaviors, if exhibited frequently by your immediate supervisor, would heighten your job satisfaction? (b) What are the 2 or 3 least preferred leadership behaviors that you would like your immediate supervisor to stop practicing in order to enhance your job satisfaction? (c) Does job satisfaction drive your decision to stay or depart your current job? If not, what are the critical factors? Associate the critical factors identified with a percentage, which would add up to 100%.

The fifth suggestion is to add the age of the immediate supervisors of the respondents as a variable. The additional variable could better explain the generation gap in the respondents' perceptions and preferences of their immediate supervisors' leadership behaviors. The future trend projected by leadership scholars and authors is that leaders who occupy senior or supervisory positions will be younger than their followers, particularly in high-tech organizations where individuals who have technological expertise and unique knowledge manage members of the older generations. The older leader-younger followers combination is assumed in most research to date. It would be

interesting to also investigate the impact of a younger leader-older followers combination.

The sixth suggestion is to include other variables that could offer additional insight. Other variables could be: (a) the tenure of the respondents since the frequency of job change may be correlated to tenure; (b) commitment of the respondents since committed employees are less likely to depart; (c) motivation of the respondents since individuals are motivated by different elements depending upon their values, beliefs, needs, and expectations; and (d) other job satisfaction facets, such as satisfaction with present pay, satisfaction with co-workers, and satisfaction with opportunities for promotion.

The last suggestion is to conduct similar survey in other geographic locations within the U.S. and outside the U.S. in order to compare the impact of generation-responsiveness on employee job satisfaction, motivation, and commitment, on a domestic as well as on a global basis. Knowledge professionals who are acclimated to different ethnic culture and different organizational culture would respond to the same leadership behaviors differently. Findings from additional research could help leaders of global organizations heighten their awareness on organizational leadership and job satisfaction issues as the workforce is increasingly dominated by Generation X and Generation Y knowledge professionals.

Conclusion

The findings of this study clearly indicate some significant differences between Generation X and Generation Y knowledge professionals' perceptions and preferences of the leadership behaviors of their supervisors. There are sufficient statistical indications to

support the conclusion that these two generational cohorts have different work-related values, beliefs, needs, aspirations, and expectations. In a workforce that is populated by technology-savvy and well-educated knowledge professionals, leadership behaviors that are transformational, capable of addressing situational contingencies, and generation-responsive have the potential of increasing these professionals' job satisfaction and curbing their voluntary turnover. Maximizing organizational members' performance while maintaining organizations' competitive edge require leaders to implement strategies and policies, maintain relationships, and engage in leadership behaviors that are conducive to attracting, recognizing, and retaining the best talent. It is only through the congruency in the values and beliefs of leaders and followers can the most effective leadership style exert its influence to elevate job satisfaction and minimize job departure. Such congruency depends very much on operating with a generational perspective that focuses on collaboration, trust, mutual respect, diversity, learning, innovation, growth, development, and relationships. The fulfillment of knowledge professionals' personal and career goals could enhance their job satisfaction as well as create synergy that bolsters organizational success and competitive advantage.

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APPENDIX A: TITLE SEARCHES CHART

Type of research material	Number searched	Number reviewed	Number used
Peer-reviewed journals	>1,500	>200	55
Research documents	>200	>50	26
Books	>150	>50	27

APPENDIX B: INTRODUCTORY LETTER TO STUDY PARTICIPANTS

Leadership and Job Satisfaction Survey

Date:

Dear Study Participant:

Thank you for participating in this doctoral dissertation project. This study assesses the impact perceived leadership behaviors and preferred leadership behaviors have on the job satisfaction of Generation X and Generation Y professionals in Baltimore, Maryland. All information provided by you will be kept in strict confidence and your anonymity is guaranteed. No information concerning you as a person or your employer will be given to others. Your name and that of your employer will not be identified in the study's data analyses or published reports. During the survey, you will not be at risk or in any physical danger. You will be free to discontinue at any time if you feel threatened or uncomfortable.

Please fill out the survey by clicking here <http://www.donnachan.org>. The password is: granted. Return of this survey will represent your consent to participate in this study on a volunteer basis. Although there may be no direct benefit to you, the possible benefit of your participation is to allow leaders to reflect on their leadership behaviors and recognize how their leadership practice can heighten or lower the job satisfaction of their followers. Additionally, this research could provide some indications as to what issues would likely emerge as the workforce is increasingly dominated by Generations X and Y professionals.

If you would like to receive a summary of the findings of this study, please notify me via email at dchan@email.uophx.edu. Please feel free to contact me by email or by phone at 410-379-0602 if you have any questions regarding this research study.

Thank you again for your participation in this valuable academic endeavor.

Sincerely,

Donna Chan
Researcher and Doctoral Candidate
Doctor of Management Program
University of Phoenix

Lloyd C. Williams, D. Min., Ph.D.
Researcher's Mentor
Organizational Psychologist, Consultant, Speaker and Author
Faculty, School of Advanced Studies, University of Phoenix

APPENDIX C: LEADERSHIP AND JOB SATISFACTION SURVEY

Leadership and Job Satisfaction Survey

This survey should take approximately 10 to 15 minutes to complete. Please answer ALL questions in this survey completely and to the best of your knowledge and ability. Check the answer boxes, fill in the blanks, and select your rankings as appropriate.

DEMOGRAPHICS:

1. Age:

Under 25	between 25 and 44	over 44
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2. Gender:

female	male	
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3. Highest level of education completed:

High School Diploma	Associate of Arts/Science degree	Some College
Bachelor's Degree	Master's Degree	Doctorate Degree
Other: _____		

4. Income Level:

Less than \$25,000	\$25,000 to \$49,999	\$50,000 to \$74,999
\$75,000 to \$99,999	\$100,000 to \$124,999	\$125,000+

5. Employment Status:

full time	part time	temporary
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6. Pay Type:

salaried	salaried + bonus/commission	
hourly	commission only	

7. Years in Current Job:

0 to < 2 years	2 to < 4 years	4 to < 6 years
6 to < 8 years	8 to < 10 years	10+ years

8. Current Job Title: _____

9. Current Employer's Industry: _____

To thank all the study participants who will return a complete and usable survey, there will be a drawing of five (5) \$50 American Express gift cards at the conclusion of this research. If you would like to enter the drawing, please provide your contact information (email address or mailing address or phone number) below:

LEADERSHIP BEHAVIORS:

Twenty two descriptive statements are listed below. For each statement, use the left column to rank your perceptions of your immediate supervisor's leadership behaviors and use the right column to rank your preferences of your immediate supervisor's leadership behaviors. Determine the frequency of your perceptions and preferences by using the following scale.

Not at all 1	Once in a while 2	Sometimes 3	Fairly often 4	Frequently or always 5
-----------------	----------------------	----------------	-------------------	---------------------------

	MY PERCEPTION	LEADERSHIP BEHAVIORS OF IMMEDIATE SUPERVISOR	MY PREFERENCE
	Not At All 1 2 3 4 5 =====→ or Frequent Always	My immediate supervisor ...	Not At All 1 2 3 4 5 =====→ or Frequent Always
10	1 2 3 4 5	talks about his/her most important values and beliefs.	1 2 3 4 5
11	1 2 3 4 5	Considers the moral and ethical consequences of decisions.	1 2 3 4 5
12	1 2 3 4 5	emphasizes the importance of having a collective sense of mission.	1 2 3 4 5
13	1 2 3 4 5	instills pride in others for being associated with him/her.	1 2 3 4 5
14	1 2 3 4 5	goes beyond self-interest for the good of the group.	1 2 3 4 5
15	1 2 3 4 5	leads by example.	1 2 3 4 5
16	1 2 3 4 5	talks enthusiastically about what needs to be accomplished.	1 2 3 4 5
17	1 2 3 4 5	empowers me to use my judgment to accomplish my tasks.	1 2 3 4 5
18	1 2 3 4 5	Expresses confidence that goals will be achieved.	1 2 3 4 5
19	1 2 3 4 5	gives me ownership and accountability in my assignments.	1 2 3 4 5
20	1 2 3 4 5	gets me to look at problems from many different angles.	1 2 3 4 5
21	1 2 3 4 5	suggests new ways of looking at how to complete assignments.	1 2 3 4 5
22	1 2 3 4 5	spends time coaching me.	1 2 3 4 5
23	1 2 3 4 5	considers me as a unique individual.	1 2 3 4 5
24	1 2 3 4 5	helps me to develop my strengths.	1 2 3 4 5
25	1 2 3 4 5	provides me with assistance in exchange for my efforts.	1 2 3 4 5
26	1 2 3 4 5	makes clear what one can expect to receive when performance goals are achieved.	1 2 3 4 5
27	1 2 3 4 5	expresses satisfaction when I meet expectations.	1 2 3 4 5
28	1 2 3 4 5	focuses attention on rectifying mistakes.	1 2 3 4 5

29	1	2	3	4	5	directs my attention toward failures to meet standards.	1	2	3	4	5
30	1	2	3	4	5	fails to interfere until problems become serious.	1	2	3	4	5
31	1	2	3	4	5	demonstrates that problems must become chronic before taking action.	1	2	3	4	5

This Leadership Behaviors segment is adapted from the MLQ 5X-Short Form, which is copyrighted by Bernard M. Bass and Bruce J. Avolio.

JOB SATISFACTION:

Fifteen descriptive statements are listed below to assess how you feel about your current work situation. For each statement, use the left column to rank what you believe your current job situation really is and use the right column to rank what you wish your current job situation to be, by using the following scale:

Strongly disbelieve	Disbelieve	Not sure	Believe	Strongly believe
1	2	3	4	5

	MY REALITY	CURRENT WORK SITUATION STATEMENT	MY IDEAL
	Strongly Dis-believe =====> Strongly Believe		Strongly Dis-believe =====> Strongly Believe
32	1 2 3 4 5	My present job is satisfying.	1 2 3 4 5
33	1 2 3 4 5	I am doing meaningful work.	1 2 3 4 5
34	1 2 3 4 5	My present job gives me a sense of accomplishment.	1 2 3 4 5
35	1 2 3 4 5	My present job is challenging.	1 2 3 4 5
36	1 2 3 4 5	At my job, my supervisor stimulates learning.	1 2 3 4 5
37	1 2 3 4 5	At my job, my supervisor ignores my ideas.	1 2 3 4 5
38	1 2 3 4 5	My supervisor is tactful.	1 2 3 4 5
39	1 2 3 4 5	My supervisor knows his/her job well.	1 2 3 4 5
40	1 2 3 4 5	Overall, my job allows me to maintain a balance between my personal life and work life	1 2 3 4 5
41	1 2 3 4 5	Overall, my job is undesirable.	1 2 3 4 5
42	1 2 3 4 5	Overall, my job is enjoyable.	1 2 3 4 5
43	1 2 3 4 5	Overall, my job is worse than most.	1 2 3 4 5

44	1	2	3	4	5	I intend to stay on my present job.	1	2	3	4	5
45	1	2	3	4	5	I may quit my present job soon.	1	2	3	4	5
46	1	2	3	4	5	I wish I could change jobs.	1	2	3	4	5

This Job Satisfaction segment is adapted from the JDI-JIG questionnaire, which is copyrighted by Bowling Green State University.

APPENDIX D: INFORMED CONSENT FORM

Date:

Dear Study Participant:

I am a student at the University of Phoenix working on a Doctor of Management degree. I am conducting a research study entitled Relationship Between Generation-Responsive Leadership Behaviors and Job Satisfaction of Generations X and Y Professionals. The purpose of this quantitative, descriptive, correlational research study is to employ an adapted survey derived from the Multifactor Leadership Questionnaire 5X (MLQ 5X) and the Job Descriptive Index (JDI)/Job In General (JIG) to assess the relationship between generation-responsive leadership behaviors and job satisfaction of 60 Generation X and 60 Generation Y professionals in Baltimore, Maryland. One of the primary goals is to test how transformational leadership with a generational perspective affects knowledge professionals' job satisfaction and job departure tendency.

Your participation will involve responding to a 46-question survey, which takes approximately 10 to 15 minutes to complete. Your participation in this study is voluntary, and you may choose not to participate or to withdraw from the study at any time. The results of the research study may be published but your name will not be used and your results will be maintained in confidence.

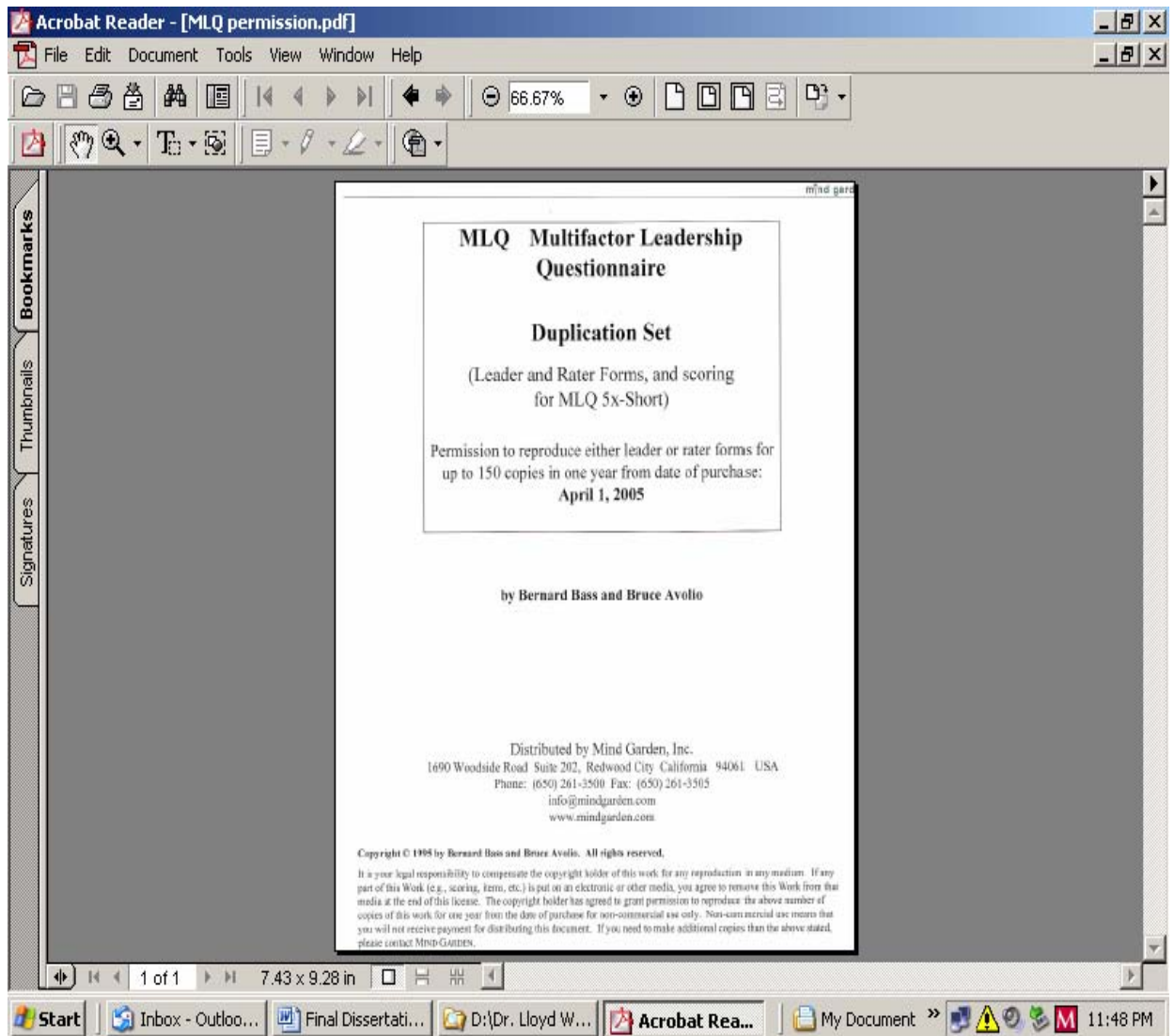
In this research, there are no foreseeable risks to you. Although there may be no direct benefit to you, the possible benefit of your participation is to allow leaders to reflect on their leadership behaviors and recognize how their leadership practice can heighten or lower the job satisfaction of their followers. Additionally, this research could provide some indications as to what issues would likely emerge as the workforce is increasingly dominated by Generations X and Y professionals.

Due to the anonymous nature of the survey, your return of the survey will be considered your consent to participate in the study on a voluntary basis. Please return the completed survey to: Donna Chan, 6012 Avalon Drive, Elkridge, MD 21075 by _____, 2005. If you have any questions concerning the research study, please contact me by phone at 410-379-0602 or via email at dchan@email.uophx.edu.

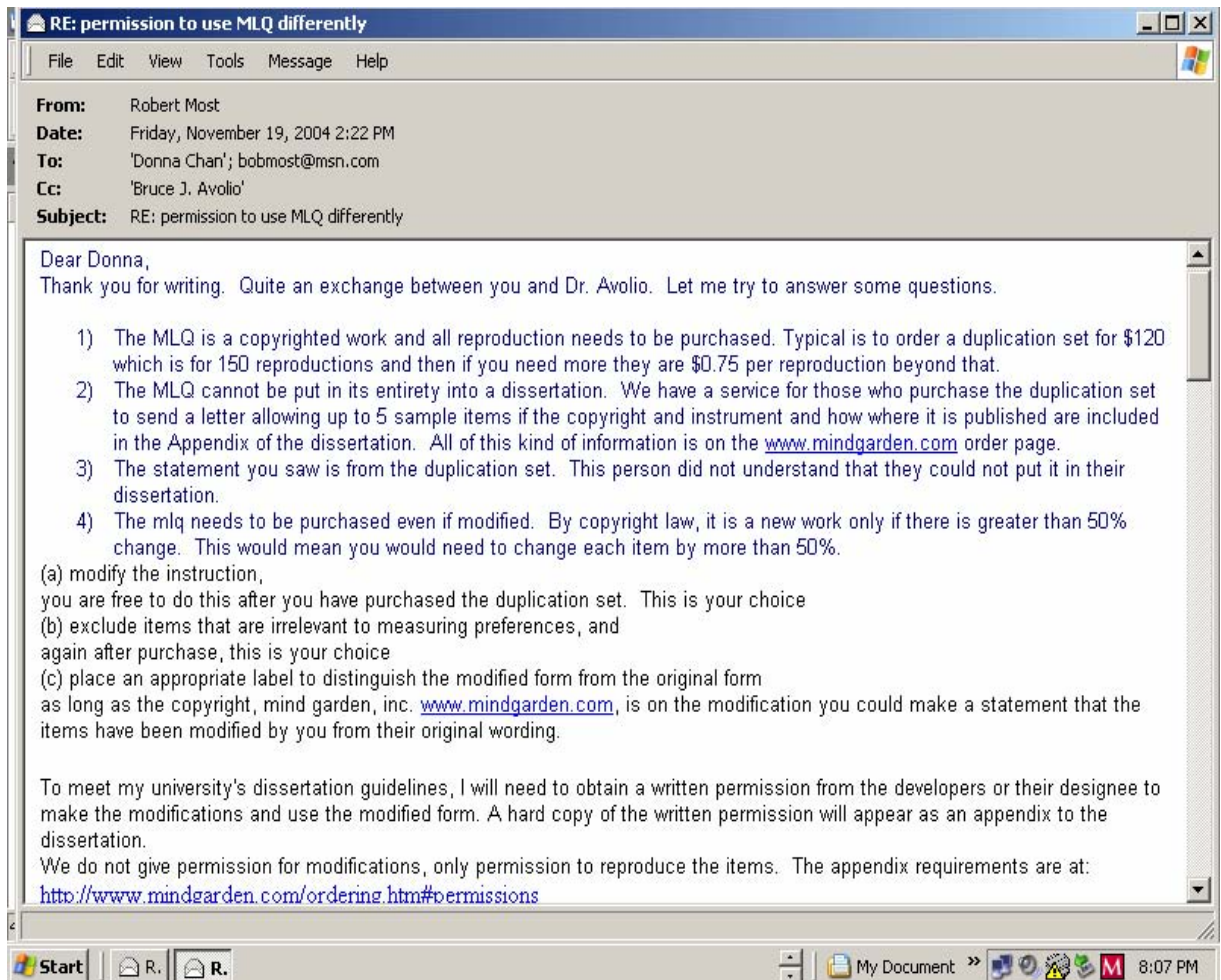
Sincerely,

Donna Suk-Hing Chan

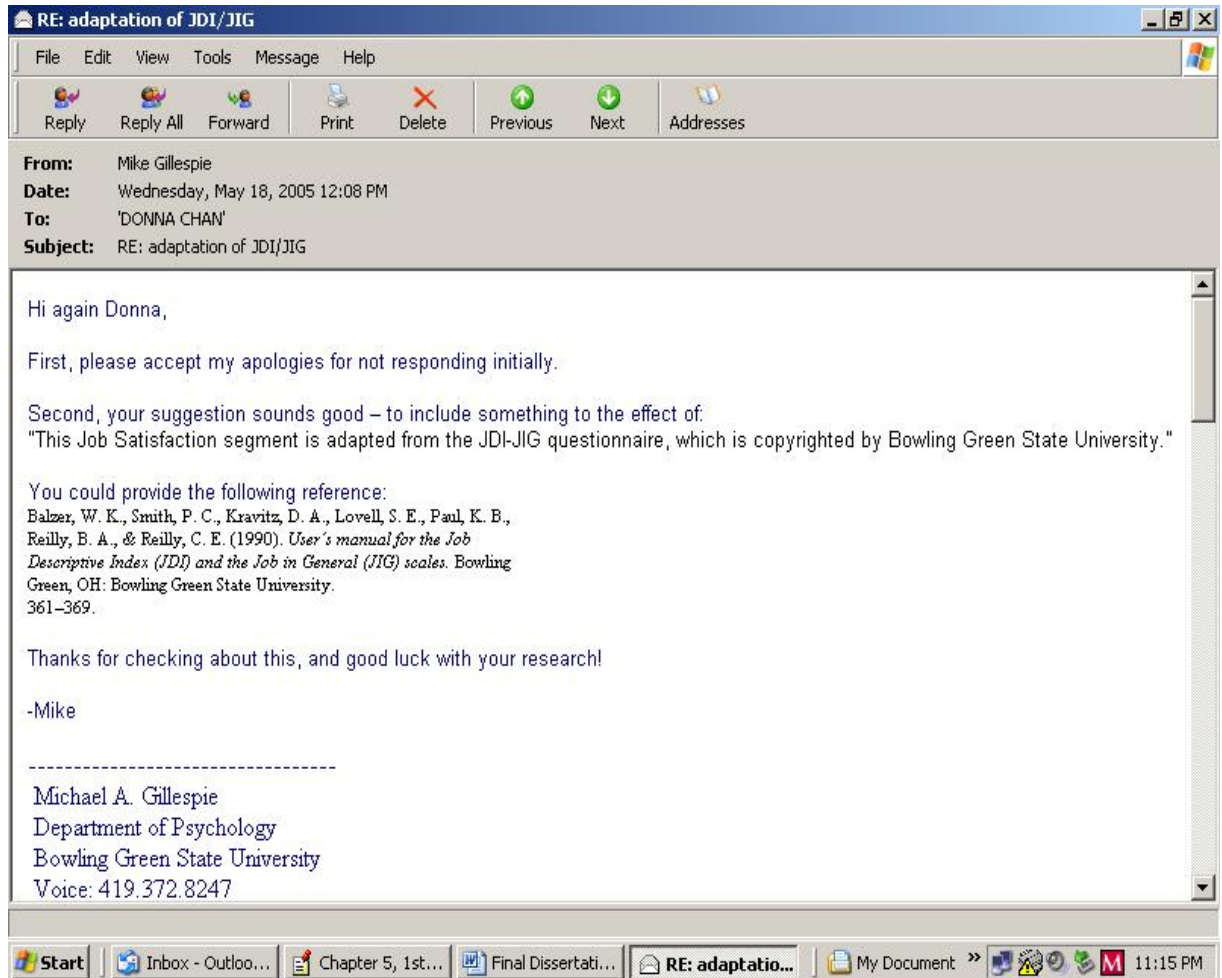
APPENDIX E: PERMISSION TO USE MLQ 5X



APPENDIX F: CONFIRMATION ON MODIFYING MLQ 5X



APPENDIX G: CONFIRMATION OF PERMISSION TO USE JDI/JIG



APPENDIX H: DETAILS OF DEMOGRAPHICS

Demographic category	Demographic element	# of Gen-Xers	% of Gen-Xers	# of Gen-Yers	% of Gen-Yers	Total number of respondents	% of total
Age	Under 25	0	0.00%	60	50.00%	60	50.00%
	Between 25 & 44	60	50.00%	0	0.00%	60	50.00%
	Over 44	0	0.00%	0	0.00%	0	0.00%
Gender	Male	35	29.17%	31	25.83%	66	55.00%
	Female	25	20.83%	29	24.17%	54	45.00%
Highest level of education completed	high school diploma	3	2.50%	0	0.00%	3	2.50%
	Associate of Arts/Science degree	2	1.67%	0	0.00%	2	1.67%
	Some College	5	4.17%	1	0.83%	6	5.00%
	Bachelor's degree	21	17.50%	43	35.83%	64	53.33%
	Master's degree	23	19.17%	11	9.17%	34	28.33%
	Doctorate degree	5	4.17%	4	3.33%	9	7.50%
	Other	1	0.83%	1	0.83%	2	1.67%
	Income level	less than \$25,000	3	2.50%	15	12.50%	18
\$25,000 - \$49,999		19	15.83%	30	25.00%	49	40.83%
\$50,000 - \$74,999		20	16.67%	10	8.33%	30	25.00%
\$75,000 - \$99,999		9	7.50%	5	4.17%	14	11.67%
\$100,000 and higher		9	7.50%	0	0.00%	9	7.50%
Employment status	full time	60	50.00%	60	50.00%	120	100.00%
	part time	0	0.00%	0	0.00%	0	0.00%
	temporary	0	0.00%	0	0.00%	0	0.00%
Pay type	Salaried	42	35.00%	32	26.67%	74	61.67%
	salaried + bonus/commission	11	9.17%	9	7.50%	20	16.67%
	Hourly	5	4.17%	16	13.33%	21	17.50%
	commission only	2	1.67%	3	2.50%	5	4.17%
Years in current job	less than 2 years	23	19.17%	39	32.50%	62	51.67%
	2 or 3 years	7	5.83%	14	11.67%	21	17.50%
	4 or 5 years	15	12.50%	7	5.83%	22	18.33%
	6 or 7 years	7	5.83%	0	0.00%	7	5.83%
	8 or 9 years	2	1.67%	0	0.00%	2	1.67%
	10 years or more	6	5.00%	0	0.00%	6	5.00%
Current employer's industry	Education/Academic	17	14.17%	8	6.67%	25	20.83%
	Information Technology	5	4.17%	9	7.50%	14	11.67%
	Service	5	4.17%	8	6.67%	13	10.83%
	Engineering	5	4.17%	2	1.67%	7	5.83%
	Financial/Banking	6	5.00%	3	2.50%	9	7.50%
	Legal	2	1.67%	5	4.17%	7	5.83%
	Governmental	3	2.50%	5	4.17%	8	6.67%
	Manufacturing	5	4.17%	0	0.00%	5	4.17%
	Health Care	1	0.83%	3	2.50%	4	3.33%

Not-for-profit	0	0.00%	5	4.17%	5	4.17%
Automotive	3	2.50%	0	0.00%	3	2.50%
Insurance	1	0.83%	3	2.50%	4	3.33%
Medical	1	0.83%	2	1.67%	3	2.50%
Pharmaceutical/Biotech	3	2.50%	1	0.83%	4	3.33%
Publishing	0	0.00%	3	2.50%	3	2.50%
Telecommunication	1	0.83%	1	0.83%	2	1.67%
Construction	1	0.83%	1	0.83%	2	1.67%
Other	1	0.83%	1	0.83%	2	1.67%

APPENDIX I: DETAILS OF DESCRIPTIVE STATISTICS – GEN-X

Descriptive statistics - Generation X (n = 60)								
Statement number on survey	Mean (scale =1 to 5)		Medium (scale = 1 to 5)		Mode (scale = 1 to 5)		Standard deviation	
	Perception/ Reality	Preference/ Ideal	Perception/ Reality	Preference/ Ideal	Perception/ Reality	Preference/ Ideal	Perception/ Reality	Preference/ Ideal
Leadership behaviors								
10	2.917	3.400	3	3	3	3	1.124	0.887
11	3.617	4.254	4	4	4	5	1.075	0.779
12	3.383	4.133	3.5	4	4	4	1.223	0.769
13	3.293	4.068	3	4	3	4	1.155	0.740
14	3.400	4.283	4	4	4	5	1.196	0.715
15	3.483	4.383	4	5	5	5	1.321	0.783
16	3.633	4.233	4	4	4	4	1.025	0.722
17	3.717	4.533	4	5	5	5	1.180	0.596
18	3.767	4.400	4	5	4	5	1.064	0.718
19	3.932	4.569	4	5	5	5	1.127	0.624
20	3.169	4.233	3	4	4	4	1.101	0.722
21	3.050	4.083	3	4	4	4	0.982	0.766
22	2.542	3.783	2	4	2	5	1.236	1.121
23	3.733	4.383	4	4.5	4	5	1.118	0.691
24	3.033	4.350	3	4.5	3	5	1.149	0.755
25	3.288	4.051	3	4	3	4	1.160	0.839
26	3.136	4.183	3	4	3	4	1.196	0.701
27	3.900	4.450	4	5	4	5	1.037	0.723
28	3.424	3.233	3	3	3	5	0.951	1.320
29	2.932	2.707	3	3	3	2	1.015	1.298
30	2.767	1.950	3	2	3	1	1.140	1.126
31	2.617	2.000	3	2	3	1	1.277	1.179
Job satisfaction								
32	3.467	4.644	4	5	4	5	0.999	0.637
33	3.780	4.633	4	5	4	5	1.052	0.610
34	3.627	4.617	4	5	4	5	0.869	0.640
35	3.517	4.367	3.5	5	5	5	1.295	0.901
36	3.150	4.317	3	4.5	3	5	1.260	0.854
37	2.000	1.550	2	1	1	1	0.991	1.111
38	3.407	4.271	4	4	4	5	1.205	0.906
39	4.067	4.750	4	5	5	5	1.056	0.571
40	3.600	4.583	4	5	4	5	1.210	0.720
41	2.083	1.367	2	1	1	1	1.169	0.843
42	3.517	4.567	4	5	4	5	0.892	0.871
43	1.517	1.233	1	1	1	1	0.813	0.698
44	3.650	4.153	4	5	4	5	1.071	1.157
45	2.017	1.783	1.5	1	1	1	1.242	1.195
46	2.850	1.983	3	2	1	1	1.459	1.157

APPENDIX J: DETAILS OF DESCRIPTIVE STATISTICS – GEN-Y

Descriptive statistics - Generation Y (n = 60)								
Statement number on survey	Mean (scale =1 to 5)		Medium (scale = 1 to 5)		Mode (scale = 1 to 5)		Standard deviation	
	Perception/ Reality	Preference/ Ideal	Perception/ Reality	Preference/ Ideal	Perception/ Reality	Preference/ Ideal	Perception/ Reality	Preference/ Ideal
Leadership behaviors								
10	3.203	3.763	3	4	3	4	0.906	0.795
11	3.200	3.900	3	4	4	4	1.205	0.951
12	3.033	4.150	3	4	3	5	1.164	0.840
13	3.000	4.000	3	4	3	5	1.074	0.939
14	3.283	4.167	3	4	4	5	1.091	0.905
15	3.233	4.271	3	4	3	4	1.140	0.762
16	3.183	4.183	3	4	3	5	1.112	0.892
17	3.267	4.150	3	4	3	5	1.056	0.880
18	3.183	4.233	3	4	3	5	1.066	0.767
19	3.483	4.167	3	4	3	5	1.142	0.905
20	3.183	3.967	3	4	3	4	0.930	0.920
21	3.283	4.017	3	4	3	4	0.885	0.892
22	2.950	3.883	3	4	3	4	1.048	0.825
23	3.102	4.100	3	4	3	4	1.109	0.858
24	3.200	4.067	3	4	3	4	0.879	0.841
25	3.117	3.950	3	4	4	4	0.922	0.852
26	3.200	4.167	3	4	4	4	0.971	0.785
27	3.283	4.033	3	4	3	4	1.106	0.780
28	3.217	3.667	3	4	3	4	0.958	1.115
29	2.817	3.450	3	4	3	4	0.833	1.156
30	2.617	2.717	2.5	3	2	3	1.075	1.354
31	2.733	3.183	3	3.5	3	4	1.118	1.420
Job satisfaction								
32	3.467	4.220	3	4	3	4	1.033	0.744
33	3.780	4.200	3	4	3	5	1.085	0.777
34	3.627	4.300	3	4	3	5	1.048	0.766
35	3.517	4.117	3	4	4	4	1.132	0.739
36	3.150	4.233	3	5	3	5	1.141	0.945
37	2.000	2.967	2.5	3	3	1	1.017	1.507
38	3.407	4.133	3	4	4	4	1.017	0.812
39	4.067	4.317	3	4	3	5	1.132	0.792
40	3.600	4.317	3	5	3	5	1.298	0.873
41	2.083	2.567	2	2	2	1	1.010	1.566
42	3.517	4.119	3	4	3	5	0.936	0.930
43	1.517	2.300	2	2	3	1	0.998	1.266
44	3.650	3.817	3	4	3	5	0.979	1.081
45	2.017	2.500	3	2.5	3	1	0.983	1.295
46	2.850	2.600	3	3	3	3	1.164	1.251