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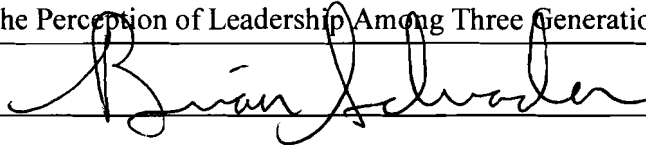
Chante' A. Clarkson for the Master of Science

in Psychology presented on February 24, 2005

Title: Differences in the Perception of Leadership Among Three Generations of Employees

Abstract approval: _(signature)_

This study investigated the differences in the perception of leadership between employees

from the Baby Boomer (i.e., 1946-1964), Generation X (i.e., 1965-1977), and Generation

Y (i.e., 1978-1985) groups. Participants were 94 individuals who were employed in the

Midwest and ranged in age from 19 to 65. Participants were given the Leadership

Behavioral Description Questionnaire XII. Results indicated that employees showed

significant differences in three areas of leadership (i.e., Speaker/Representer, Initiation of

Structure, and Role Assumption). Using a One-Way Analysis of Variance and the Tukey

analysis, partial support and significant differences were found between generations

when asked their perceptions on whether or not a leader should be the speaker or

repres_er of the group (Hypothesis 1), $F(2, 91) = 4.54$, $p < .02$. The Tukey showed that

differences existed between Boomers ($M = 20.70$, $SD = 7.14$) and Gen Y ($M = 15.93$, $SD

= 7.47$). Full support and significant differences were also found with Hypothesis 5, $F(2,

91) = 3.30$, $p < .05$. The Tukey showed that differences were found between Boomers ($M

= 42.70$, $SD = 10.09$) and Gen Y ($M = 39.41$, $SD = 5.90$). Hypothesis 7 was also

significant and fully supported, $F(2, 91) = 3.55$, $p < .05$. The Tukey showed that

differences were found between Boomers ($M = 37.55$, $SD = 3.62$) and Gen X ($M = 34.60$,

$SD = 4.63$). 61% of the participants reported that they had received some type of prior

formal leadership training.

DIFFERENCES IN THE PERCEPTION OF LEADERSHIP AMONG THREE

GENERATIONS OF EMPLOYEES

A Thesis

Presented to

the Department of Psychology and Special Education

EMPORIA STATE UNIVERSITY

In Partial Fulfillment
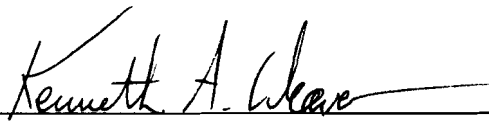
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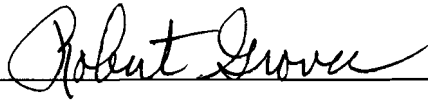
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ii

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CHAPTER 1

INTRODUCTION

The media have the tendency to homogenize social groups that have different life expectations, conflicting values, and interests. This tendency has caused the two most discussed generations, Boomers and Gen Xers, to be pitted against each other in an economic and social struggle. Douglas Coupland, a familiar author associated with this topic, is responsible for coining the term Gen X in 1991. Coupland earned his reputation as the "voice of the generation" with his first novel, *Gen X* (Bickley, 1995). Social groups have labeled individuals born between 1946 and 1964 as the Boomer generation, those born between the years of 1965 and 1977 as Gen X, and those born 1978 and 1985 as Gen Y (Breaux, 2003).

Westergaard (2000) stated that people from the Boomer generation seem to experience a form of generational myopia, thinking that younger generations are not as strong, loyal, brave, or tough as the Boomer generation. In the 1960s, Baby Boomers numbered 83 million people, thus having a profound effect on the economy. This group grew up in a distinct social, economic, and political climate. They are generally characterized as the free loving, hippie generation who dodged the draft, protested the Vietnam War, attended Woodstock, and enjoyed economic prosperity. Because of their label, they were ultimately characterized as having radical views, being politically active and thus, were expected to bring about immense social and political change (Williams et al., 1997).

Young people in early adulthood are at a crucial time in their lives, developing a sense of self and autonomy apart from parents, while at the same time being dependent

on social network and family support (Baltes & Silverman, 1994, as cited by Williams et al., 1997). The media have characterized Gen X in ways that forces people to concentrate on negative qualities and ignore positive ones. The members of Gen X have been variously known as Gen X, Busters (because of the immense economic propensity that later turned into economic recession), the Thirteenth generation, and most commonly, Xers. Xers have been negatively characterized as slackers, losers, whiners, and individuals who are overly dependent on their parents (Williams et al., 1997). The negative undertone that has been placed on the Xers has not been greatly accepted by their generation. Many activists have begun to counter the characterization attacks by publishing articles that respond to these dissenting remarks.

The rapid and consistent changes that took place in the workforce and impacted the Xers so greatly did not cease with this generation. These changes also impacted the behaviors, actions, and characteristics of Gen Ys as well. These individuals have inherited the Xers' predisposition of being concerned with their own personal economic prosperity before taking into consideration anyone or anything else. This generation has variously been referred to as the Newer Kids on the Block, Millennials, Gen Y, Echo Boomers, Internet Generation and Nexters. Approximately 70 million Nexters currently work in this economy (Gehrke-White, 2003). Nexters have been viewed as being somewhat similar to Xers with several distinct differences. For example, Nexters expect to have fair and moral bosses who treat employees like people and keep the organization well managed. They also expect regular paychecks, paid vacations, worker's compensation insurances, and enough workers to do the assigned jobs. Despite popular belief, Nexters do not live on the Internet. They in fact only spend about 13 hours a week

on the Internet and highly value autonomy and self-growth (Zemke, 2001). This is not to say that everyone fits into these social categories or possess these outlined characteristics, beliefs, or work ethics; however, very little research takes into account the individuals whose positions stand firmly "outside the box."

Several theorists and researchers reject the notion of generations being categorized in terms of social groups (Ladd, 1993, as cited by Williams et al., 1997). These theorists believe that establishing generational boundaries defined by familial positions such as grandparents, parents, or children should be rejected. It has been stated that categories may in fact label individuals with characteristics they may not possess nor desire to. Fok, Hartman, Crow, and Moore (1995) conducted research that dealt with age and leadership and concluded that people's perceptions and ideas of good leadership are geared towards individuals who are older; more experienced, and are model-like parents. They also concluded that effective managerial leadership is especially a benefit possessed by members of the older generations. So, the question is, do these ideas still stand true today? Do the middle and younger generations hold the same ideas and perceptions of leadership as the research claims or have their experiences, knowledge, and education given them a quite different view of what qualities a leader should possess?

This study looked at several implications concerning the perceptions that members of the three generations hold. This research study investigated whether or not all three generations perceived leadership as being the same or different and in what areas they held these perceptions. This study also looked at the level of education and the percentage of individuals that has received leadership training in the workplace.

Research has been conducted that contributes to identifying what characteristics a "good leader" should have (Bass, 1990; Blake & Mouton, 1981; Northouse, 2001); however, little has been done in the area of using the contingency model of leadership to determine leadership perception from a generational perspective. Gen X is constantly faced with being compared to Baby Boomers, and Gen Ys are continuously being slandered in their perception and highly misrepresented in the media as not being as competent or responsible as their predecessors Kunreuther (2003). Understanding the perceptions that each generation holds might shed some light on what type of leader they themselves would be or the qualities they expect their leader to possess.

This research sets out to demonstrate the idea that all three Generations have different perceptions of what effective leadership is. Boomers, Xers and Ys leadership styles have been shown to be highly effective, although they are usually performed quite differently. Attributes such as age, sex, and generational characteristics are contributors to leadership effectiveness; however, they are not the main cause of it. Instead, this research advocates the deciding factor as being the situation in which the leader emerges into and the relationship that he or she builds with group members. These determine both the leader's and the group's effectiveness. By adding empirical data to this area of study, this research will help continue to outline the characteristics, attitudes, and behaviors of effective leaders. Age does bring about experience; however, good leadership abilities are formed from characteristics and qualities that are derived from an individual's own ideas, perceptions, beliefs and how these intertwine with the individual's present situation. As new generations arise, they may be forming an entirely new idea of what leadership entails and this research sets out to surface those ideas.

Values and Goals of Boomers, Xers, and Ys

Differentiating between Xers and Boomers seems to have caused their opinions to conflict with one another. Xers do not display the negative characteristics that are expected of them; consequently, they seem to be advocating for their honor and displaying the opposite (Goodman, 2003). Do Xers possess different values, goals, and expectations than that of the other generations because of the previously outlined differences? Eskilson and Wiley (1999) asked college students to think ahead 10 years and rate the importance of success in various life domains to their future satisfaction. The results of this study suggested that consensus values existed across race, gender, and social class categories, and little to suggest that Gen X college students differed from preceding generations in their core concerns. Contrary to the popular assumption of Xers' alienation, most students thought it likely that they would achieve their life goals.

While the Boomers were expected to lead the economy in innovative and radical ideas, the Xers' expectations were perceived as initiating and fulfilling those ideas. With consistent doubt of the Xers' capabilities, a special cover story in *Time* magazine, Chatzky, 2002 declared that Xers were overly sensitive, politically cynical, and culturally vapid slackers, who were a growing problem for family values, the work world and the future of democratic citizenship. With the Boomers raising questions about their capabilities to perform their duties, Xers are attempting to prove more and more that they are quite capable of fulfilling their so-called "expected roles" in society. What appears to be clear is that Xers and Boomers have a definite connection, and their relationship is definitely one that is important and should be monitored.

Gen Ys have high expectations of personal and financial success and seek challenging, meaningful work that impacts their world greatly (Breaux, 2003). They have also been seen as having beliefs that are similar to Boomers, as they both believe that hard work has big payoffs in the end. Gen Ys do not enjoy being labeled as the "New Kids on the Block", or as being similar to Gen X (Tulgen, 2000). This generation likes to view themselves as being authentic, unique, creative, and hard working individuals. They also view themselves as being more acceptable to diversity, an attitude up from Gen X workers (Kunreuther, 2003).

Veith (as cited by Rodriguez, 2002) compared the work values between Boomers and Xers. Using 194 subjects who were employed at a regional banking company, He found the following: (a) people did report having a sense of generational belonging, (b) Xers are more of a diverse group and more open to diversity than are the Boomers, (c) Xers are more educated, (d) the two generations reported similar elements of a job as being important but ranked them in different orders, (e) Boomers placed a higher value on work than Xers, (f) Boomers are more likely than Xers to think that keeping busy at work is important, (g) Boomers are less concerned with seeking higher level jobs and better standard of living, and (h) those born in 1962, 1963, and 1964 did not establish themselves as having values more consistent with either Boomers or Xers.

Educational Attainment and Work Ethic

Baby Boomers, in their later years, will have attained significantly higher levels of formal education than their predecessors, but not nearly as much as those who are following behind them. In 1990, about 46% of Americans age 65 and over had completed less than four years of high school, 33% had received a high school diploma and 13

percent had completed four years or more of college. According to Gallagher (2003) Boomers view education as having the ability to be a well-rounded individual and having the ability to master situations. According to the U.S. Census Data, the educational status of Boomers in 1990 were as follows: 15.1% had received less than a high school diploma, 29.9% had received a high school diploma or GED; 30.6% had received some college, but received no degree; 16.9% had a Bachelor's degree and only 8% had a graduate or professional degree (http://ssw.unc.edu/cares/educ.htm).

Education is typically associated with improved earnings over one's lifetime, greater participation in professional and white-collar ranks and higher levels of job satisfaction as reported by the U.S. Department of Commerce (MacNeil, 2001). Gen Xers have been cited as the best-educated generation in United States history, as evidenced by college and university enrollments. Gen Xers seem to be pursuing education for pragmatic marketplace returns rather than the intrinsic value of education (Chatzky, 2000; Mitchell, Montgomery, & Turner, 2000).

Gallagher (2003) agrees that Xers seem to view education as a tool, a means for getting ahead. Xers comprise approximately 21% of the nation's population of 50 million. Brinkely (1994) reported the following statistics about Gen X. There were 37% of Xers living at home, 26% are married, and 45% have a college degree or some college training. Concerning education, there were 50% that held a high school diploma or some high school experience. They are the largest percentage of people with secondary education than any generation in history. Forty percent have grown up in broken families for Xers are children of divorce. Xers have not performed well on tests such as the P-

SAT, SAT, LSAT, and GRE. They are labeled as being materialistic and view education as a product to be purchased and consumed (Brinkley, 1994).

The number of undergraduates qualified to attend colleges and universities in the United States will grow by 19%, thus equaling 2.6 million students, between 1995 and 2015, with minority students making up 80% of this increase, according to a report by the Educational Testing Service. The study suggested that the combined undergraduate populations at the nation's public, private, and community colleges will grow from 13.4 million students in 1995 to about 16 million students in 2015. In addition to the children of baby-boom parents, this new cohort of students will include many older students who are opting to go to college because it has become such an important prerequisite for good jobs in today's knowledge-based economy. The report projects that older students will account for about 31% or 800,000, of the projected 2.6 million rise in undergraduate enrollment (Humphreys, 2004).

Boomers represent the single most powerful economic and political power base within American society. Their impact has been compared to a tidal wave approaching a low-lying village (MacNeil, 2001). Their needs and desires have become the dominant concerns of American business and popular culture. When the Boomers were infants, the diaper, baby-food, and photo industries skyrocketed. The Boom kids were the first generation to grow up with television and consequently developed an appetite for sugarcoated cereals, soft drinks, and Barbie dolls. As teenagers, the Boomers bought unprecedented quantities of movie tickets, records, and cosmetics. The fast food industries, highlighted by restaurants like McDonald's, Kentucky Fried Chicken and Jack-in-the-Box, owe their tremendous growth to the appetites of the Boomers, so it is no

wonder that they are the most prominent managers and supervisors in these fields (MacNeil, 2001).

Over the past decade, the consensus is growing that the work ethic in the United States is decreasing. Gen Xers, although strongly identifying with the nature of the work being done for their organizations, in general do not commit themselves to it. The commitment is rather to self, and following in their footsteps seems to be Gen Y, as this behavior has also been witnessed among their age group as well (Jurkiewiez, 2000). Xers are very practical and career-minded. Values such as achievement, economic security and economic rewards lead the list of values, whereas altruism is considered to be low on their list. Barnard (1998) discovered that neither gender or proposed major in college had a relationship with Xers being able to see the need for focusing in order to obtain economic security.

Gen Xers may be deemed lazy because of the changing nature of the work itself. The beliefs of these individuals are geared towards the idea that there is no longer much use for the old faith in the relationship between hard work, company allegiance and financial stability; rather, an entirely new sensibility is required among workers. Specifically, Xers' work ethic is based on Xers' being flexible, volatility and the ever-present possibility of downward mobility (Heiman, 2001). Perhaps some of the concern and blame in regard to Gen Xers' work ethic comes from the intersection of the changing nature of professional-managerial work and the discourse of the workers who have long been engaging themselves in this work fashion.

McGinnes (as cited by Rodriguez, 2002) examined the organizational commitment levels of the Boomers and the Xers. Using subjects who were employed at a

childcare agency in Southern New York and Western Connecticut, the findings indicated no significant differences of organizational commitment between Boomers and Xers.

Gen Ys first priority when it comes to the workplace is to ensure their employability. This generation begins by first making sure that they have the highest level of employability and are extremely competitive in the job market. Loyalty to an organization is definitely not first on their list of musts. After employability has been established and in a since guaranteed, their priority shifts to seeking an interesting and stimulating work environment that includes autonomy (Breaux, 2003). Loyalty to a company only lasts as long as these individuals are achieving their personal goals. Once these goals are met, their priority again shifts and loyalty is placed at the bottom of their list. Goodman (2003) views Gen Y's highest value as being authority, while Tulgen (2000) views it as being autonomy and self-enhancement.

Generational Management

The professional-managerial class includes the workers who produce and disseminate the majority of representatives in the public culture in the U S. Despite the fact that they predominantly speak from the limited perspectives allotted to them through their societal positions, they often discuss a diversity of experiences in universalizing terms (Heiman, 2001). Research has suggested that the value of 'paying your dues,' which is a work ethic of older workers, is usually abandoned by Xers. This is due partially to Xers rebelling against what they consider their unfair lot in life, for they do not want to make the perceived "mistakes" that they watched their parents make in being workaholics and then losing their jobs in the end, or even worse, their self-identity. When Xers entered the workforce, many of them witnessed most of their parents lose their jobs.

Because of this, Xers have very little loyalty to companies and have passed this on to Ys. Both Xers and Ys have been labeled as having very low levels of loyalty and high levels of self-enhancement; however, Ys have been said to hold the belief that working hard will pay off in the end, as long as the work being done is beneficial to them in the short and long run (Kunreuther, 2003).

Xers' goals depend more on achieving the balance between their social lives and work, something that their parents never found. Heiman (2001) suggested that providing an atmosphere that rewards employees through incentive programs, such as tickets to theme parks, movies and other forms of entertainment has worked for other companies under the perception that Xers need more motivation than Boomers. Further research suggests that to inspire motivation among Xers, managers need to reward innovation, make public displays of success, support personal growth, create opportunities for satisfying teamwork, personal responsibility, help subordinates achieve visibility in the organization, and create a culture of fun (Jurkiewicz, 2000).

The values most important for Xers are a sense of belonging/teamwork, ability to learn new things, autonomy, entrepreneurship, security, flexibility, feedback, and short-term rewards. Bova and Kroth (2001) reported that Xer employees place high values on workplaces that support continuous learning. These employees want an atmosphere conducive to learning, to enjoying what they are doing, and to having opportunities to learn a variety of information. Xers need work to be constantly changing and challenging, and this causes them to be extremely flexible. To retain Gen X and Gen Y employees, employers need to offer variety, stimulation, and constant change (Bova & Kroth, 2002; Kunreuther, 2003).

Xers have been given much of what seems like the wrong type of attention in the media, being that much of it hardly has been attributed to the type of mangers or leaders Xers would make. The casual, less authoritarian style of Xers is having a strong affect on management in today's economy and thus on leadership perception altogether. There is research that discusses how to manage Gen X employees (e.g., O'Bannon, 2001) but few have mentioned the fact that these employees are now becoming managers and supervisors themselves and have been helping to lead this country for decades now. The current research on this topic agrees that Xers, as a whole, appear to offer both strengths and weaknesses when it comes to managing others (Woodward, 1999), but whether they have more strengths or weaknesses as managers or what the overall attainment is towards their leadership is unknown. Kunreuther (2003) states that young people entering the non-profit sector are not as visionary, competent, committed, or well trained as those who are leaving the workforce for retirement. In her survey of individuals in this age group, she derived the impression that they would rather be followers, rather than leaders. She also discovered that members of this generation feel strong about individuals from the Boomer generation not flowing with the needed changes in businesses and thus, should step down to allow someone who is more innovative, creative, and risk taking step in. The young people in this sector seem to receive little respect, opportunity, or support from their predecessors (Kunreuther, 2003).

Generational Strengths and Weaknesses

Although older and younger generations do indeed share some of the same values and commitments, they differ in their approaches to organizational life and the needs they bring to it (Kunreuther, 2003). The strengths of Xers as leaders exist in their

ability to get their employees to think in ways that they had not thought of before. Xers also delegate responsibility well. This is said to stem from Xers not wanting to be managed the way their parents were managed. Tulgen (as cited by Woodard, 1999) believed that the best assets of Gen X managers are their abilities to give their employees feedback, especially positive feedback, and their ability to reward performance. Xers are also better at understanding the need to respect both work and non-work issues and are thus better at motivating their employees.

In contrast, Xers have been criticized for not being as devoted as their predecessors. Woodward (1999) reported that 67% of Boomers say their careers are very important elements in their lives, while only 54% of Xer adults made that claim. Another perceived weakness might be that Xers are not forceful in making sure that employees fulfill their assigned responsibilities and usually have distaste with authority with workers their own age. Xers tend to give assignments and expect employees to fulfill them without micro managing. Overall, Xers handle employee discipline a little differently than Boomers do. Xers try to treat employees with a more balanced approach, where Boomers tend to go with the attitude that they are the bosses and employees are to do as they are instructed. Gen Ys have not yet been thoroughly researched as leaders, top managers, or head decision makers. Their approaches to managing have thus been left out of most of the literature and they do not constitute a population large enough to investigate.

Handling Change

Another important issue in today's economy is the growing impact of change within each individual employee. With the shift in the "psychological contract" away

from company loyalty, how are Gen X managers handling change? There exists a different work ethic between Boomers and Xers as they appear more capable at handling this type of economic transition than Boomers are. Because most Xers have developed a survival instinct in the habitat of rapid change and unreliable institutional connections, Xers have a different way of belonging and developing allegiances than prior generations. Xers are also more cautious in choosing their connections, and examine institutions for very specific virtues before deciding to make a personal investment. Because the majority of Xers were not raised with institutional loyalties, they do not have a conditioned ethic of loyalty to institutions, nor do they have any expectations that institutions have reciprocal loyalties to offer them (Tulgan, 1996). One of the skills that make Xers so adaptable is their ability to distinguish between affiliations that are not likely to reflect their personal values. Because of these outlined considerations between Boomers and Xers in the workplace, more research is needed in this area, for a new wave of workers that has already formed its own ideas and perceptions.

Today, with multiple generations in the workforce, each with differing values and preferences, the potential for conflict is higher than in days of a homogenous workforce. It is a particularly challenging problem to provide the range of cultural behavior, managerial and leadership styles, and well as incentives to optimize the talents and experiences of all employees. The fundamental differences between generations are often not explicit but assumed to be immutable, irreparable, and consequently never openly addressed (Bova & Kroth, 2001). With the number of violent incidents occurring in the workplace and the level of employee satisfaction decreasing, the idea of leadership effectiveness and perceptions need to be addressed. In today's working economy, Xers'

and Ys' have one of two choices; they can become innovators and choose their own paths or they can follow the path of their predecessors. The majority of individuals will choose to follow and take less responsibility if they know where and how they are going to be led, for it is their desire to be led wisely. For this reason, studying the leadership perceptions of these generations is important to optimize.

Summarizing the characteristics, goals, expectations, values, and views on education of the three generations (Appendix A), Boomers are characterized as those individuals whose goals and expectations are to lead the economy with innovative, radical ideas and to master situations (Breaux, 2003; Gallagher, 2003); values consist of company commitment, loyalty, and positive end results (Bova & Kroth, 2001); and views on education are defined as being well rounded. Woodward (1999) lists Boomers' strengths as a leader as taking and accepting authority and responsibility, building relationships with their employers, and being detailed, structured, strong-willed, and results oriented. Some of their weaknesses include having the tendency to carry tasks out too long, not accepting or giving constructive criticism well, and not being good at giving feedback or doing evaluations.

Xers are characterized as those individuals whose goals and expectations are to initiate and fulfill goals (Breaux, 2003); values include belongingness, teamwork, ability to learn new things, autonomy, security, flexibility, feedback, and short-term rewards (Bova & Kroth, 2001); and views on education are defined as using education as a tool, a means for getting ahead (Gallagher, 2003). Woodward (1999) lists Xers' strengths as a leader as having the ability to get their employees to think in ways that they had not thought of before; delegating responsibility well; being good at giving employees

feedback; and rewarding performance. Their weaknesses as leaders include having low company devotion; and distaste for taking authority from workers their own age and not being good at getting employees to fulfill assigned task or following up on tasks.

Ys are characterized as those individuals whose goals and expectations are gaining personal and financial success by seeking challenging and meaningful work (Breaux, 2003); values include authority, self-enhancement, autonomy, long-term rewards, and quick task completion (Bova & Kroth, 2001); and views on education encompasses viewing it as a way of life (Gallagher, 2003). Woodward (1999) thinks that Gen Ys would make strong leaders because of their ability to master technology, eagerness to be taught, readiness to gain experience, firmness in decision making, ability to delegate responsibility well and their ability to give good, effective feedback.

Defining Leadership

Companies are investing heavily to discover the meaning of leadership that is interpreted by leaders. Well over 10 million managers in over 1,000 of the world's leading organizations have experienced situational leadership trainings (Hersey, 2003) based on the idea that if employees knew and understood the meaning of leadership, they would, in turn, fulfill the duties and characteristics that are outlined. Littrell (2002) believes that leaders are obvious enough that social scientific research to identify them is not needed. To the contrary, he states "a business with only managers and no leaders will soon grind to a halt, so we really do need to define 'What a leader is, in order to be able to develop these qualities in more mundane managers" (Littrell, 2002, p. 7).

House (1988) concluded that enhanced leadership effectiveness does indeed increase organizational effectiveness; however, research has failed to develop approaches

to leadership that actually help managers increase their effectiveness. Research in this area has investigated leadership using many different factors; but not from the perspective of generations. Since the idea of generations has become such an issue in today's working economy, it is indeed an area that needs to be investigated from the leadership standpoint. If companies want to know how to increase their leadership effectiveness, they must first correctly identify under what circumstances their followers perceive that they are being led effectively.

In the past 50 years, as many as 65 different classification systems have defined the dimensions of leadership (Fleishman, Mumford, Zaccaro, Levin, Korotkin, & Hein, 1991). These dimensions include leaders being at the center of group change and embodying the will of the group (Bass, 1990). Another group of definitions conceptualizes leadership from a personality perspective, which suggests that leadership is a combination of special traits or characteristics that individuals possess and that enable them to induce others to accomplish tasks. Another popular approach defines leadership as a behavior, the actions that leaders do to bring about change in a group (Northouse, 2001).

Leadership gives meaningful direction to collective efforts, and causes that effort to be expended to achieve various purposes (Levit, 1992). The skills that underlie leadership attempt to specify how "willing effort" is to be achieved. The impact of such skills is amplified people achieve results beyond reasonable expectations.

The extended definitions of leadership include leadership being the clarification of purpose and meaning for others. Early definitions viewed leadership in terms of group change, activity, and process (Bass, 1990). Redl (1942) considered a leader to be a central

or focal person. Other definitions emphasized the ability to induce compliance or exercise influence. Katz and Kahn (1978) defined leadership as the essence of organizational power that goes over and above mechanical compliance and offers more routine direction to the organization.

Levit (1992) concluded those who perceive themselves as leaders are characterized by a greater sense of purpose than those whose leadership perception is not as strong. Therefore, leaders who that do not have a relatively good sense of what makes them effective as leaders and why will eventually fail and thus cause those who followed to fail as well. These definitions do not place an emphasis or experience. They instead focus on confidence in attitude and ability as well as the knowledge and "know-how" of using those skills.

Phases of Leadership

Neider and Schriesheim (1988) believed leadership to exist in three different phases. The trait approach, the first of these three phases (e.g., trait approach, behavioral phase, and contingency theory) involves attempting to identify either a common or universal set of characteristics that distinguished leaders from non-leaders or effective leaders from those who are ineffective. Bass (1981) and Stogdill (1974) reported that the trait approach has existed since about 1950; however, research yielded inconsistent findings. The majority of the studies of this era revealed that certain traits, mostly intelligence, appeared to be closely associated with leadership success, but the studies still lacked a general consensus and direction towards a universal set of characteristics. This limitation in the research led to the initiation of the next phase of leadership practice and theory, the behavioral phase. The business world tried to make the behavioral phase

the ultimate answer to identifying leadership effectiveness. The behavioral phase consisted first of identifying various leadership styles and then using them to determine which styles were generally the most effective. Stogdill and Coons (1957) study spearheaded the research and made Ohio State famous for its studies in behavioral and organizational leadership. Based on the behavioral approach, Blake and Mouton (1988) designed the managerial grid that is featured in most organizational and business education books. This model gave a very appealing approach to leadership as it wanted individuals interested in this area to believe that there existed a generalized, behavioral style of leadership.

The wave of this particular theory came to an end when Stogdill (1974) concluded that leadership is more than just choosing a model that fits in most situations. People are continuously being placed in situations where different forms of leadership must be displayed. With the decline of the behavioral theory came the third theory and the one that is most relevant to this study, the contingency theory. This approach believes that leadership effectiveness is a result of three factors, the leader, the led, and the situation in which both individuals find themselves. This approach expands the notion that only characteristics and behaviors contribute leadership effectiveness. The contexts in which one has taken a leadership role critical; situations may call for a leader that displays characteristics of Boomers, Xers, the Ys or a combination of all three at any given time. There is no one best leadership pyramid, trait, or set of characteristics that an individual displays that will result in the ideal of effective leadership. The persons being led plus the result of that particular situation determine leader effectiveness.

The Contingency Model of Leadership

Several different leadership measures have evolved over the past three decades (e.g., Barnett & Arnold, 1989, Levitt, 1992, Schneier, 1978, Stogdill, 1974). Kanungo and Conger (1992) reported that the most popular approach was focusing on leadership behavior, identifying various dimensions for measuring leadership behavior, and specifying the conditions under which various forms of leadership behavior are effective. Their research concluded that leadership should be viewed as a group phenomenon. Leadership roles and behaviors are observed in organizational or group contexts coordination of activities or group members achieves common objectives. Without group dynamics, leadership effectiveness is immeasurable and simply not needed.

The measure of leadership style used by Fiedler (1964) is the leader's esteem for his "least preferred co-worker" (LPC). This score was obtained by asking the subject to think of all persons with whom he has ever worked and then to describe the person with whom he has found it most difficult to cooperate with. This individual is considered the least preferred co-worker. The internal consistency of the LPC score is quite high with split-half coefficients ranging from .90 to .95 (in environments with subjects from the same types of companies) to 0.65 (in environments with subjects from different types of companies) (Hunt, 1967).

The description of the LPC is obtained by rating items, such as pleasant/unpleasant, friendly/unfriendly, bad/good, and distant/close, using an eight-point scale. The score is interpreted as reflecting a dynamic trait, which results in different behaviors situations change. The individual who perceives his LPC in a favorable manner gains satisfaction and self-esteem from successful interpersonal relations; however, the person who perceives his LPC in an unfavorable manner gains satisfaction and self-

esteem from successful task performance. The effectiveness of a group is contingent upon leadership style and the favorableness of the group interaction.

The favorableness of the group's interaction has been indexed in three dimensions: 1) the affective relations between the leader and his members; 2) the structure of the task; and 3) position power. The three dimensions are sub-divided into eight octants, ranging from Octant I (good leader member relations, high task structure, and high position power) to Octant VIII (poor leader-member relations, the leader has little power, and the task is ambiguous) (Appendix B). This model has been tested in business organizations and co-acting and interacting groups (Hunt, 1967).

Schneier (1978) added to Fiedler's contingency theory by predicting those characteristics possessed by persons who emerge as leaders in a group instead of just those who were appointed leaders before the situation or task was presented. Schneier used Fiedler's contingency model (Octant II) to determine whether this theory could be extended to include emergent leaders. In Octant II of the quadrant, the leader is presented as weak; hence, groups could be formed with no member, given the legitimate power of a leader. The results of this study revealed that the leaders' LPC scores were significantly lower than the mean of the remaining members of their groups, with four remaining members. In 31 of the 42 groups studied (73.8%), the emergent leader's LPC score was the lowest of any member in the group. The leadership style associated with this favorable situation as predicted by the traditional contingency model for appointed leaders was thus also supported for emergent leaders. Also, a significant, negative correlation of -.55 was obtained between the leaders' LPC scores and the performance of the 42 groups.

Schneier's study also indicated that the emergent leaders were perceived as engaging in task/instrumental behaviors to a significantly higher degree ($M = 3.66$) than socio-emotional/relationship behaviors, which conflict with Fiedler's as cited by Schneier (1978). The contingency model holds that within the immediate group, the interpersonally competent leader can individualize his or her relationships, avoid treating all subordinates alike, and discriminate between the more competent and less competent members in the group (Fiedler, 1964).

A number of models of situational or contingent leadership advise to leaders on when they should be task oriented and directive and when they should be relation oriented and participative. Hershey and Blanchard's Situational Leadership Model (SLM) has been widely applied but with little empirical research conducted (Bass, 1990). Fiedler's contingency model, on the other hand, has received quite the opposite attention. The contingency model and its related body of empirical research attempts to predict what type of leadership style would be effective, given the amount of power and influence a leader possesses in a given task situation. The contingency model is quite different from the SLM, which maintains that the leader should use a high level of task and a low level of relationship behaviors when initially dealing with a follower. Another large difference existing between the two theories is that the SLM holds that leaders who base their behaviors on the maturity of the follower will be more effective.

Morse and Wagner (1978) developed a 51-item instrument to measure and evaluate managerial behavior. The instrument covered 9 managerial roles, including the ability to manage conflict, motivate, and provide for growth and development. Their research concluded that effective managers scored high in their ability to control

conflicts, motivate their employees, and provide growth and development for their employees. They also rose to challenges when needed in a group environment. Littrell (2002) believes that if a leader is needed and one does not appear, there is a high likelihood that the group will disappear.

In any situation, a leader may be required to respond to calm or irate situations, yet a subordinate is likely to be more experienced, more motivated, or better adjusted to his or her situation. The leader may need to deal differently with the various kinds of subordinates. Some leadership behavior is a function of individual differences, but other leadership behavior appears to depend mainly on situational differences, or on the interaction of the individual and the situation. According to Bass (1990), any full account requires the "within-and-between" analysis advocated by Dansereau, Alutto, and Yammarino (1984) in which the percentage of variance in leadership behavior and the percentage of the effects of the leadership on performance and satisfaction can be allocated to the leaders across situation, across the groups led, and to the individual leader-follower relationships within the groups led. Thus, for 116 insurance agents in 31 work groups, Yammarino, Dubinsky, and Hartley (1987) indicated that 28% of the average correlation of subordinates' and supervisors' performance was attributable to the differences among the work groups and their leaders; 14% to differences among the subordinates within the work groups lead by the same supervisor; and still less to peculiar fluctuations of the followers' relations with some leaders, but not others. For a sample of 83 retail sales associates in two work groups, only 14% could be attributable to differences among the supervisors, while 7% was due to supervisor-subordinate relations within the groups

Path-Goal Relationships

Since research has supported the existing differences in an individual's perception of leadership based on several moderating factors (e.g., culture, race, ethics or type of business practice), research within the path-goal framework attempted to understand how a leader's directive (i.e., initiation of structure) or supportive (i.e., consideration) behaviors affected subordinate motivation and performance. The path-goal theory predicted that a leader's structuring behavior would be motivating to a subordinate when the subordinate's task environment lacked structure because of insufficient training experience, or a highly complex task. If a subordinate possessed structure, the leader directiveness would be regarded as overly close monitoring, thus, having a negative effect. Consideration behavior was seen to have its most positive effects when the subordinate needed psychological or emotional support to deal with an aversive work environment, the product of a boring or unpleasant task (Chemers, 2000). Consideration was viewed as unnecessary in situations that were engaging and intrinsically interesting to the subordinates.

The path-goal theory is thus an exchange theory of leadership that attempts to explain why contingent rewards work and how they influence the motivation and satisfaction of subordinates, thus creating a link between path-goal theory and contingency theory. The leader-follower relationship (path-goal relationship) determines the contingent situation that maximizes leader effectiveness. Since leaders of different generations appear to have different ways of communicating, motivating, and leading their subordinates, it may be important to look further for differences in the exchange involved between the leader and the follower. Leader behavior that is seen as supportive

by subordinates is likely to lead to positive reactions and higher motivation and that both characteristics of the task and of the subordinate will contribute to that receptiveness. Actions by a group's leader can have strong effects on the motivational and emotional states of followers and on the successful accomplishment of the group's task. The relationship of the specific leader actions to those outcomes depends on the interaction of the interpersonal and task environment.

Leaders can indeed affect a subordinate's efforts in several ways under the path-goal process. They can clarify the subordinate's role, make the rewards more dependent on his or her satisfactory performance, or increase the size of the reward. The exchange involved in path-goal theory is seen when subordinates perceive high productivity to be an easy "path" to attain personal goals and, as a consequence, are productive (Bass, 1990). Path-goal is a theory that calls for the leader to provide subordinates with coaching, guidance, and the rewards necessary for satisfaction, and effective performance necessitated by the subordinates' abilities to meet the particular task requirements and attain the designated goals. Leadership behavior that is best suited for increasing motivation depends on the subordinate's personal characteristics and the demands of the task; therefore, the leader must possess the qualities needed in order to make the exchange successful (Mitchell, 1979).

Generations and Leadership

The specific research question in this study is whether or not there is any difference in perceptions of leadership among individuals of different generations (i.e., Baby Boomers, Gen X, or Gen Y). Previous studies on leadership (i.e., Littrell, 2002; Neider & Schriesheim, 1988; Rodriguez, Green, & Ree, 2003) and generations (Reese,

1999; Rodriguez, 2002; Tulgan, 2000) have hypothesized that individuals who associate closely with the characteristics of the generations have different perceptions of leadership behavior. The majority of the leadership theories that have been published (over 3,000 listed by Bass, 1990) have been concerned with the relationship between leaders and their immediate followers, but seem to ignore the organization and culture in which leaders function, the relationship between leaders and supervisors, external constituencies, peers and the kind of product or service provided by the leader's organization. The questionnaire that was used in this study (Leadership Behavior Description Questionnaire XII) was originally designed and revised to look at the subject's present employers; however, this research was more concerned with the participant's ideal perceptions.

Rodriguez (2002) conducted a study similar to the present study, but operationally defined his independent variable as only Baby Boomers or Gen X employees. The purpose of his study was to quantify the preferences of leadership behaviors. The dependent variable was the preference of leadership behavior associated with five generational themes: The five themes were: (a) Fulfillment, (b) Flexibility, (c) Technology, (d) Monetary Benefits, and (e) Work Environment. The independent variables were: (a) generation, (b) gender, (c) ethnicity, (d) supervisory status, (e) education, and (f) leadership training. Using 805 subjects, Rodriguez found significant differences at the $p < .05$ levels except gender and supervisory status.

The major findings for Xers concerning leadership behavior preferences were: (a) participants with college education and participants with no leadership training preferred the theme of Fulfillment (challenging task accomplished within a workday); (b) participants with a college education preferred the theme of Technology (surfing and

buying on the Internet); (c) participants that have college education and participants with no leadership training preferred the theme of Flexibility (working alone with flexible hours); (d) participants with a college education preferred Monetary Benefits (portable 401K with lump sum distribution); (e) participants with a college education and participants with leadership training preferred the theme of Work Environment (challenging, fun, job not necessarily secured).

The major findings for Boomers were: (a) Caucasians and Hispanics participants preferred the theme of Fulfillment (challenging work tasks accomplished in several days); (b) participants with a high school education and participants with no leadership training preferred the theme of Technology (utilizing the telephone to compare prices); (c) participants with a college education and no leadership training preferred the them of Flexibility (work with regular scheduled hours); (d) participants with a high school education and leadership training preferred the theme of Monetary Benefits (retirement plan with benefits).

Kunreuther (2003) looked at the different social contexts that each generation experienced in the workforce. She interviewed individuals of each age group from various non-profit organizations. In her conclusion, Kunreuther stated that Boomer, Gen X, and Gen Y did not differ in their values, dedication, or commitment. However, younger people were more likely to be more anxious about moving up in a company, and were more concerned about having a good work-family balance. Younger individuals were also more likely to desire more participation in setting group goals and accomplishing important work tasks.

Leadership Behavior Description Questionnaire (LBDQ-XII)

The instrument used to collect the data for this study was the revised version of the Leadership Behavior Description Questionnaire, originated by Hemphil & Coons (1957). Stogdill's (1963) revised edition of the Leadership Behavior Description Questionnaire, the Leadership Behavior Description Questionnaire (LBDQ-XII) represents the fourth version of the questionnaire. Initially designed to describe leadership behavior of a supervisor as perceived by subordinates, this test has been successfully and widely used to measure leadership behaviors (Bass, 1981, Litrell, 2002). The instrument started out consisting of two basic constructs of leadership behavior, consideration and initiation of structure (Bass, 1990; Litrell, 2003). Consideration included behaviors such as showing concern for the feelings of subordinates, making sure that minority viewpoints were considered in decision making, and attempting to reduce conflict in the work environment. These behaviors seemed to reflect leader intentions to support positive group morale and follower satisfaction. Initiation of structure included items measuring the leader's use of standard operating procedures, criticism of poor work, and emphasis on high levels of performance. These behaviors appeared to be related to a leader's focus on building a structure for task accomplishment (Chemers, 2000).

The two subscales have been widely used in empirical research, particularly in the military, industry, and education. In order to improve its validity, the LBDQ was revised to include 12 subscales of leadership behavior (the LBDQ XII). This instrument has been used and validated in several countries throughout the world (Black & Porter, 1991; Litrell, 2002). Schrieshein, House, and Kerr (1976) found a median correlation for 10 studies of 0.52 between initiation of structure and consideration on LBDQ XII.

Reliabilities for consideration and initiation have been shown to be 0.90 and 0.78, respectively (Bass, 1990).

This instrument has high sub-scale reliabilities and inter-rater agreements, and assumes that asking subordinates about the behaviors of their immediate supervisors can assess universally effective behaviors. Another positive point is that this instrument can be administered to a group of individuals as well as to a single individual. Stogdill (1963) reported that cautioning participants about honesty or frankness was unnecessary when using this test. Chemers (2000) also reported that the factors of the LBDQ XII are reliable in ratings of leader behavior across wide ranges of settings. To test the divergent validities of several scales of the LBDQ XII, Stogdill (1963), with the assistance of a play writer, wrote a scenario for each of the following six scales, consideration, structure, representativeness, tolerance of freedom, production emphasis and superior orientation. Experienced actors played supervisors and workers. The observers used the LBDQ XII to describe the supervisor's behaviors. No significant differences were found between two different actors playing the same role. Still, the actors playing a given role were described as behaving significantly more like the role than the other roles, but yet still, no differences were detected. Stogdill concluded that the scales were measuring what they purported to measure (Bass, 1990).

Stogdill (1963) designed the 12 subscales to represent a complex and varied pattern of leadership behaviors. Each subscale is composed of either 5 or 10 items. A subscale is defined by its component items, and represents a rather complex pattern of behaviors. Speaker Representation is the first subscale with 5 items representing a leader who speaks and acts as the representative of the group. Demand Reconciliation is the

second containing five items and stands for reconciling of conflict demands and reduces disorder. Tolerance of Uncertainty is the third with 10 items in its section and stands for the ability to tolerate uncertainty and postponement without anxiety or upset. Ability to be Persuasive is the fourth subscale with 10 items and represents whether or not the individual uses persuasion and argument effectively or exhibits strong convictions. Initiation of Structure is the fifth with 10 items incorporating whether or not the individual clearly defines his or her own role, and lets followers know what is expected of them. Ability to Tolerate Freedom is the sixth with 10 items and is defined as allowing followers to be initiative, decision makers and action takers. Role Assumption represents the seventh subscale with 10 items and is defined as actively exercising the leadership role rather than surrendering leadership to others. Consideration is the eighth and has 10 items and regards the comfort, well being, status, and contributions of followers to others. Production Emphasis is the ninth subscale with 10 items and is defined as ability to apply pressure for productive output. Predictive Accuracy is the tenth and it has 5 items and regards exhibiting foresight and ability to predict outcomes accurately. The eleventh subscale represents Integration and has 5 items and refers to the ability to maintain a closely-knit organization and resolve inter-member conflicts. Lastly, the twelfth subscale is Superior Orientation with 10 items and is defined as the ability to maintain cordial relations with employees. All of the subscales and the questions from the test they represent are found in Appendix C. Brown (1967) used the LBDQ XII to (i.e., Consideration and Initiation of Structure) accounted for 76% of the total factor variance for the 12 primary factors.

The Present Study

Hypotheses

Much of the research that has been conducted in this area has used members from the Baby Boomer generation in order to generalize about members of the subsequent generations; however, these generalizations are erroneous because they have no empirical evidence to support them. The dependent variable in this research was leadership perception and the independent variable was generations. Leadership perception was defined as an individuals overall description of their ideal leader in any given situation and using the 12 subscales of the LBDQ XII. Either past or current supervisors were used. Generations were defined as the Baby Boomers born between 1946 and 1964, Gen X born between 1965 and 1977, and Gen Y born between 1978 and 1985. This study hypothesized the following based on the 12 scales of the LBDQ XII. The predicted order of means can be found in Appendix D.

Hypothesis 1: There will be a significant difference in the perception of whether or not the leader should be the speaker or representer of the group, with Gen Y having the highest mean followed by Gen X and then Boomers.

Gen Y has been identified as the group that values self-enhancement in the workplace (Tulgan, 2002). Its main motivators are assignments and projects that will place a positive spotlight on careers. People from this group are more likely to view a leader as being the speaker for a group than those of the other two groups because their idea is that the leader is trying to earn points to move up in the business. For this reason it was hypothesized that Gen Y would have the highest mean out of the other two groups. Boomers were hypothesized to have the lowest mean in this area because they were

labeled as individuals who value delegation in the workplace; therefore, this group perceives its leaders as delegating the responsibility of speaking and representing the group to one of the group members (MacNeil, 2001).

Hypothesis 2: There will be a significant difference in the perception of the importance of reconciling conflicting demands and reducing disorder in a system, with Gen Y having the highest mean, followed by Gen X, and then Boomers.

Working on their plans to promote themselves, both within a company and outside a company, Gen Y was hypothesized to have the highest means on reducing disorder within a system. Klewin (2003) reported that anything that works against Gen Ys goals of fulfilling its personal career goals is a priority to be dealt with. Conflicting demands within an organization or group is not something that Gen Y is ready to accept and tolerate. Boomers view conflicting demands as issues that should not be included in their job descriptions. The top leaders are the designers of goals and projects, and it is they who need to make corrections if a problem occurs (Cordeniz, 2002). Boomers are also afraid that they would not get the recognition that they deserve if they were to take upon reducing conflicts in a disordered system (Jorgensen, 2003).

Hypothesis 3: There will be a significant difference in perception when discussing the importance of having the ability to tolerate uncertainty and postponement without anxiety or getting upset, Boomers having the highest mean, followed by Gen X and then Gen Y.

Boomers were also reported to highly value loyalty (Tulgen, 1996) to a company and standing by during a company's times of turmoil and uncertainty. Because of their sense of loyalty to a company, the mean for Boomers will be the highest of the

groups in their perception of a leader's ability to be tolerant during times of uncertainty. Jurkiewiez (2000) states Gen Xs and Ys do not have a history of showing loyalty to companies, especially in times of uncertainty. Members of these generations need to have a clear picture of where a company is headed to help ensure their future status. As Gen Y has even less tolerance for uncertainty than Gen X, Gen Ys are hypothesized to have the lowest mean of the group.

Hypothesis 4: There will be a significant difference in perception when discussing the importance of using persuasion and argument effectively or exhibiting strong convictions, with Gen X having the highest mean, followed by Gen Y and then Boomers.

As the years continue, education is increasing and becoming the key to a generation's success (MacNeil, 2001). Gen Y has received much more education and training than Gen X and Gen X has received more than Boomers. More education brings about skills and abilities that better help prepare individuals to be innovative and convincing leaders. The ability to be persuasive and having the ability to communicate effectively is a direct outcome of these generations receiving more education. These are the reasons why this study hypothesized Gen Y having the highest mean, followed by Gen X, and then Boomers.

Hypothesis 5: There will be a significant difference in perception when discussing initiating structure, with Boomers having the highest mean, followed by Gen Y and then Gen X.

Boomers were hypothesized to have the highest mean in the area of initiating structure by identifying the leader's role and specifying what is expected of each

individual, because of their tendency to be stern and to delegate responsibility. Gen Y is hypothesized to have the second highest mean because it labels individuals who respect clearly defined duties and assignments (Jurkiewiez, 2000).

Hypothesis 6: There will be a significant difference in perceptions when discussing the importance of tolerating freedom from followers as far as allowing for initiative, decision making, and taking action upon demand, with Gen X having the highest mean, followed by Gen Y and then Boomers.

Gen X is hypothesized to have the highest tolerance for freedom by followers to take initiative, make decisions, and take action. When Xers made their huge impact in the business world, they demonstrated that they were quite different in the way they viewed business operations (Tulgen, 1990). They began their business careers as groups that were being forced to prove that they were going to be great leaders in the business world, but holding a different way of thinking and conducting business. In demonstrating this to their predecessors, being innovators and action takers became extremely important qualifications for Xers and their success. In contrast, Boomers are hypothesized to have the lowest mean because of their strong convictions about the power to delegate responsibility to followers and not followers taking it upon themselves to make a decision or take action. Boomers are more likely to expect a leader to have the ability to give a follower the ability to take action, instead of supporting them to take action on their own.

Hypothesis 7: There will be a significant difference in perception when discussing the importance of actively exercising the leadership role rather than surrendering leadership to others, with Boomers having the highest mean, followed by Gen Y and then Gen X.

Boomers are hypothesized as having the highest mean when it comes to actively exercising their leadership roles. Again, Boomers' belief in the power of delegation predicts this directional outcome. Boomers will perceive leaders as having the ability to assume and fulfill their role as leader. Gen X will be the least likely to perceive in this direction because members of this age group would rather view themselves as independent workers who do not necessarily need a leader in place. Instead, Xers would rather their manager/supervisor provide them with maximum information, from as many sources as possible, and let them sort it out for themselves. Xers are used to taking care of themselves and finding original solutions to intractable problems. They have a natural independence and creative prowess, a style self-nurtured in a society that is increasingly chaotic. With this in mind, managers should give Xers opportunities for complete responsibility for specific goals and greater creative freedom to achieve those goals (Flynn, 1996).

Hypothesis 8: There will be a significant difference in perception when discussing the regards, comfort, well-being, status quo, and contributions (i.e., consideration) of their followers, with Boomers having the highest mean, followed by Gen X and then Gen Y.

Boomers are predicted to have the highest mean when it comes to being considerate because of their tendency to place a high value on family. Jorgensen (2003) reports one of the top 10 reasons Boomers leave a company is because they do not desire to be separated from their families. Because this is a top priority, Boomers make an extra effort to be considerate to their employees by being friendly, making themselves available for having discussions, and a mentoring their employees. Gen Ys are not known

for forming meaningful relationships at work and do not value closeness from their leaders or other employees. Instead, Gen Ys are concentrating more on the future of their careers, which may or may not include their present employment situation.

Hypothesis 9: There will be a significant difference in perception when discussing the application of pressure for productive output, with Boomers having the highest mean, followed by Gen X and then Gen Y. Gen Y will have the lowest mean.

Boomers and Gen Xers are hypothesized to have the highest means for emphasizing production, as the higher the production, the higher the probability for the company's success and thus, employees keeping their jobs. Xers will have a higher mean than Gen Y because an emphasis on production gives them a chance to demonstrate their strong and productive leadership. Tulgen (2000) observes that Xers are used to attacking issues aggressively. Production emphasis would only be important to Gen Ys if it was directly affecting the group, and for this reason, they are predicted to have the lowest mean of the group. Pounds (2003) states supervisors' buffer between a boss demanding more productivity and employees being more assertive about their needs.

Hypothesis 10: There will be a significant difference in perception when discussing the importance of exhibiting foresight and ability to predict outcomes accurately, with Gen Y having the highest mean followed by Boomers.

Gen Y is hypothesized to have the highest mean when predicting accurate outcomes because it believes that a leader should be able to lead employees in a positive direction. The outcome of a situation can directly affect an individual, so the leader must be able to predict in outcomes. Gen X is hypothesized as having the lowest mean because while Ys are ensuring that the outcome results in their favor, and Boomers are busy

delegating the responsibility to get the task complete, Gen Xs are busy getting the job done and making sure it gets done right (Flynn, 1996).

Hypothesis 11: There will be a significant difference in perception when discussing the importance of maintaining a closely knit organization or resolving inter-member conflicts, with Gen X having the highest mean, followed by Gen Y, and then Boomers.

This study also predicts that there will be a significant difference among generations on the importance of maintaining a closely knit organization or resolving inter-member conflicts, with Gen X having the highest mean, followed by Gen Y, and then Boomers. Gen X was predicted to have the highest mean because of their tendency to dislike conflicts within the group or anything that takes away from reaching the groups goal. O'Bannon (2001) states that Gen X contains goal driven individuals who only see the end result of a situation. On the other hand, Boomers see group conflict as an issue that should be settled by the group and not by the leader and they would rather avoid confrontation (Woodward, 1999); therefore, this group is predicted to have the lowest mean.

Hypothesis 12: There will be a significant difference in perception when dealing with the importance of maintaining cordial relations with supervisors, with Boomers having the highest mean, followed by Gen X, and then Gen Y.

Boomers will have the highest mean because if a positive relationship is not developed and maintained between supervisor and subordinate, then the individual's job may be in jeopardy. The supervisor's position is viewed as permanent, and the employee's position is expendable. Gen Y is believed to have the opposite view. If a job

is not fulfilling a member of Gen Ys' needs, they will find a more fulfilling job. Tulgen (2000) and Flynn (1996) both agree that employer-employee relationships have become less hierarchical and more transactional. This means that the traditional sources of authority, age, rank, and rules are diminishing in their leverage. Employees are best motivated by short-term rewards and control of work conditions. With this shift in authority, employees tend to be less obedient in today's workforce, as they express more disagreement with policies and procedures.

Hypothesis 13: There will be significant differences among generations on the amount of formal education received.

As individuals increase in age, the number of years of education will decrease. As mentioned earlier, each generation is obtaining much more education than their predecessors (MacNeil, 2001). Attached to this formal education is the desire for flexible work hours, retirement plans with benefits and, challenging and fun work environments that promote completing a task in one work day (Rodriguez, 2002). Gen Ys have also been shown to highly value education. Jorgensen (2003) reported that members of Gen Y had received the most education of all other generations, while Veith (as cited by Rodriguez, 2002) reported that members of Gen X have received more education.

Hypothesis 14: There will be significant differences among generations on the amount of formal leadership training received.

Hypothesis 14 does not directly deal with the perception of the participants. The goal of this hypothesis is to determine the percentage of people who have received some type of formal leadership training and determine whether their overall perceptions may be influenced by this very fact. It is hypothesized that Gen Y will have the highest mean in

this area because of their high educational attainment, while Boomers will have the lowest mean because of their belief in delegating and training. Rodriguez (2002) concluded in his study that leadership training impacted what particular behavior each generation (Boomers and Gen Xers) preferred from a leader. A group's maturity is related to the stage in a group's life cycle or to the previous education and trainings of the followers (Bass, 1990). As companies demand that their employees receive formal training and are accountable for the results, perceptions of leadership will change.

CHAPTER 2

METHOD

The goal of this study was to determine if any differences existed in the way individuals of different age generations perceived their ideal leader. Much of the literature on the impact of generational differences on management and business practices is based on observation and not empirical research (Jorgensen, 2003). This study used the LBDQ XII to add validity to the study.

With so many different aspects of leadership, this study used the 12 subscales of the LBDQ and included education and leadership training. The dependent variable was leadership perception and the independent variable was generations. Using a between subjects design, this research expected to find differences among all three generations as indicated by the 14 hypotheses. Researchers, HR professionals, organizational psychologists and personnel directors have noticed differences among these three generations of employees, necessitating different recruiting, hiring, training, developing, motivating, and appraising techniques (Cordeniz, 2002; Wahl & Bogomolny, 2004). The expounding of these differences can cause a business to be more successful.

Participants

Approximately 200 employees were the target number to be included in this study. The participants were employees from the retail, sales, and manufacturing areas, which were all located in a rural Midwestern town. In order to participate in this particular study, individuals must have held a job for at least 3 months, be at least 18 years of age, and be able to read, speak, and understand English.

Ninety-four individuals completed and returned the leadership perception

questionnaire, which resulted in a 47% return rate. Data were collected from 15 different companies, ranging from military to education, and thus included a wide range of leadership perceptions. The mean of the sample was 34.67 (*SD* = 18.6). The age of the participants ranged from 19 to 65. Of the 94 participants, Boomers made up 35.1%, Gen X made up 21.3%, and Gen Y made up 43.6% of the total sample, thus making it the largest group. Women made up 68.1% of the participant population, 34% held an association/technical degree and 27.7% held a BS degree, 30.9% were from manufacturing industries, and 28.7% were not in a supervisory position. When participants were asked whether or not they had received any type of formal leadership training, 61.7% responded yes.

The Leadership Behavior Description Questionnaire XII (LBDQ XII)

The instrument that was used to measure leadership was the Leadership Behavior Description Questionnaire, version XII (Stogdill, 1963) with one hundred questions divided into 12 subscales with each containing 5 or 10 items. The subscale scores were obtained by using a Likert scale, with E (Never = 1), indicating that the ideal leader should never exhibit the behavior, and A (Always = 5), indicating that the leader should always exhibit the behavior. The anchor points include: Always (A = 5); Often (B = 4); Occasionally (C = 3); Seldom (D = 2); and Never (E = 1). Twenty items in the questionnaire (6, 12, 26, 36, 42, 46, 53, 56, 57, 61, 62, 65, 68, 71, 87, 91, 92, and 97) that were reverse scored (A = 1 and E = 5).

According to Bass (1981), the LBDQ-XII maintains high internal consistency. Reliability estimates range 0.70 to more than 0.80. According to Bass (1990) the original form of the LBDQ contained several items that measure punitive, arbitrary, coercive, and

dominating behaviors that affect the scores for the initiation of structure. The LBDQ XII is considered to be free of such autocratic items. For Consideration and Initiation, reliabilities range from .78. to .90. Combining 10 studies, the median correlation is .52 between Initiation of Structure and Consideration. Bass (1990) reported that the correlation was even higher when job pressure was strong in the situation. Stogdill (1963) and Lucas et al. (1992) reported an average mean for all 12 subscales to be 4.03.

The reliability for all 100 questions on the LBDQ XII was measured using the reliability coefficient alpha. The results showed an alpha of .88 and the reliability for the 12 subscales showed an alpha of .84, which was higher than that of previous findings. The results of the previous studies revealed that two of the subscales (i.e., Initiation of Structure and Consideration) accounted for 76% of the variance. The present study found a reliability of .54 for the two subscales combined.

Procedure

The Institutional Review Board (IRB) at Emporia State University approved the research proposal and permission was granted to begin the study after meeting with the selected thesis committee members (Appendix E). All questionnaires were pre-coded and entered into SPSS for analysis.

A letter of consent (Appendix F) was given to all points of contact, requesting permission to use their employees in this study. The letter explained the purpose of the study, the use of the results, and the questionnaire. All companies agreed to be a part of the study.

An email was sent to the authors of the LBDQ XII, requesting permission to use the LBDQ XII. Permission was granted by Ohio State University, with a stipulation of

purchasing the first 25 copies of the instrument (Appendix G). As many copies, as needed, could be photocopied, following the initial purchase. Appendix H shows the copyright information from the Bureau of Business Research that is to be placed in the paper before the demographics sheet (Appendix I) and the test instrument (Appendix J). This approval sheet explains the purpose of the questionnaire and the lawful publishers.

For the retail participants, a list of all the managers and their employees was obtained and given to the managers in two different packets. One packet was for the manager(s) to insert the results of their questionnaires and the other packet was for the letters of consent. This was done to keep the answers confidential. The participants from the manufacturing plants received a copy of the questionnaire from the Human Resource Manager/Director. This point of contact ensured that each employee received a copy of the questionnaire. The answered surveys were dropped off in a box that was specifically made for consent letters and answered surveys. Reminders were given to all points of contact at the 4-week mark in order to collect answered surveys and to inform them of approaching deadline.

CHAPTER 3

RESULTS

This study set out to detect differences in the perception of leadership among

three generations of workers (i.e., Boomers, Gen X, and Gen Y). A host of researchers

have done extensive work studying this area (Bova & Kroth, 2001; Breaux, 2003;

Tulgen, 1996); however, the majority of the research is based on observation, not

empirical research. By adding empirical data to this area, more business professionals

may reward more seriously the differences of these three generations.

Previous research in this area of study includes Littrell (2003), who attempted to

determine what the desirable leadership behavior was using multi-cultural managers in

China, but his results were inclusive. Rodriguez et al., (2003) studied Boomers and Gen

X to determine if there was a difference in the compliance of work place rules and found

very few differences in how the two generations behaved in the workplace. The few

differences that were found could not be attributed to their generational position.

Rodriguez (2002) looked at the impact of individual characteristics on the conceptual

preference of leadership in a tele-communications organization. His findings were very

interesting as well as empirically based, but he did not include Gen Y in his study. This is

an important point because Kunreuther's (2003) found that Gen Y had significantly

different attitudes about company leadership, and was more concerned about having a

good work-family balance than fulfilling the company's goals. This study also concluded

that younger workers were also more likely to desire more participation in setting group

goals and accomplishing important work tasks. Therefore, if these studies are going to be

meaningful to all generations of workers, then they have to be included in the studies, or employers will continue to be discontent with the results.

The first 12 hypotheses were derived from the means of the 12 subscales of the questionnaire and were statistically analyzed with the One Way Analysis of Variance (ANOVA). The Tukey's post hoc procedure was used to examine any significant ANOVA results between generations. Hypotheses 13 and 14 were analyzed using the non-parametric Kruskall Wallis test, ignoring the rank order and paying attention to only the reported means. This test was used because these two hypotheses were entered as nominal data, but had a need to be analyzed by their means. The Kruskall-Wallis was the only test that would produce results without skewing the data.

Results of Hypothesis

Hypothesis 1 predicted a difference in the perception of whether or not the leader should be the speaker or representer of the group. It was hypothesized that Gen Y would have the highest mean, followed by Gen X, and then Boomers. Ys are characterized as those individuals whose goals and expectations are as follows: gaining high personal and financial success by seeking challenging and meaningful work (Breaux, 2003); values including authority, self-enhancement, autonomy, long-term rewards, and quick task completion (Bova & Kroth, 2001). Significant differences were found between generations when asked their perceptions on whether or not their ideal leader should be the speaker or representer of the group, $F(2, 91) = 4.54, p < .02$. The Tukey showed that differences were found between Boomers and Gen Y. Boomers ($M = 20.70, SD = 7.14$) thought that a leader should represent a group more than Gen Y ($M = 15.93, SD = 7.47$), which was the total opposite of what was predicted. Gen X did not differ in perception

from the other groups, Gen X (M = 16.15, SD = 6.76). Hence, Hypothesis 1 was partially supported.

Hypothesis 2

It was hypothesized that Gen Y would have the highest mean of the three generations and Boomers would have the lowest mean when asked whether or not they perceived an ideal leader as being able to reconcile conflicting demands and reduce disorder. Klewin (2003) reported that Gen Ys attack any situation that threatens their career goals and Wallace (2001) stated that this group is perfectly comfortable with negotiating unsettled deals. With this in mind, it was predicted that Gen Ys would score the highest when thinking about the tasks of their ideal leader. No significant differences were found among group means; Boomers (M = 19.85; SD = 2.77), Gen Y (M = 19.34, SD = 3.21) and Gen X (M = 18.25; SD = 3.78). Hypothesis 2 was not supported (see Table 1).

Hypothesis 3

It was hypothesized that Boomers would have the highest mean of the group when asked whether or not they perceived an ideal leader as having the ability to tolerate uncertainty, and Gen Y would have the lowest mean. Boomers were reported to highly value loyalty during a company's times of turmoil and uncertainty (Tulgen, 1996).

Jorgensen (2003) reports that Boomers value staying in one place for work and not being separated from their families. However, no significant differences were found among these means; Boomers (M = 36.09; SD = 5.84), Gen X (M = 35.40; SD = 5.38), and Gen Y (M = 34.95; SD = 5.47). Hypothesis 3 was not partially supported (see Table 2).

Table 1

Analysis of Variance for Hypothesis 2

Source	SS	df	F	p
Between	32.03	2	1.56	.21
Within	931.21	91		
Total	963.24	93		

Table 2

Analysis of Variance for Hypothesis 3

Source	*SS*	*df*	*F*	*p*
Between	23.80	2	.38	.68
Within	2845.43	91		
Total	2869.23	93		

Hypothesis 4

It was hypothesized that Gen X would have the highest mean of the group when asked whether or not they perceived an ideal leader as having the ability to be persuasive, and Boomers would have the lowest mean. This prediction was made because Gen Y has been shown to receive much more education and training than Gen X and Gen X has received more than Boomers (MacNeil, 2001). This study predicted that since Gen Ys were reported as having received the most education, they would score highest in perceiving a leader as an individual who would have the ability to be persuasive. However, no significant differences were found among these means; Boomers (M = 39.70; SD = 4.01), Gen Y (M= 38.24; SD = 8.03) and Gen X (M = 37.70; SD = 6.67) Hypothesis 4 was not supported (see Table 3).

Hypothesis 5

It was hypothesized that Boomers would have the highest mean of the group when asked whether or not they perceived an ideal leader as having the ability to initiate structure, and Gen X would have the lowest mean. Boomers were predicted to be higher because of their tendency to be stern and delegate responsibility. Gen Y was hypothesized to have the second highest mean because they respect duties and assignments that are clearly defined (Jurkiewiez, 2000). Significant differences were found with this group at the .05 level of significance, $F(2, 91) = 3.30, p < .05$. The Tukey showed that differences were found between Boomers and Gen Y. Boomers (M = 42.70, SD = 10.09) thought that a leader should be able to initiate structure more than Gen Y (M = 39.41, SD = 5.90). Gen X did not differ in perception from the other groups, (M = 37.50, SD = 5.27). Hence, Hypothesis 5 was fully supported.

Table 3

Analysis of Variance for Hypothesis 4

Source	SS	df	F	p
Between	60.97	2	.70	.49
Within	3946.73	91		
Total	4007.70	93		

Hypothesis 6

Gen X was hypothesized to have the highest mean of the group when asked whether or not they perceived an ideal leader as having the ability to tolerate freedom from others, and Boomers with the lowest mean. This was predicted because of Gen Xs need to outperform its predecessors (Tulgen, 2002). Gen X began its business careers as a group who were forced to prove that they were going to be great leaders in the business world, but with their own way of thinking and conducting business. In demonstrating this to their predecessors, being innovators and action takers became extremely important qualifications for Xers and their success. Boomers were predicted to have the lowest mean because of their strong need to delegate (Tulgen, 1990). No significant differences found between these means and they were as follows: Boomers ($M = 38.70$, $SD = 4.39$), Gen X ($M = 38.55$, $SD = 4.78$) and Gen Y ($M = 37.0$, $SD = 4.95$). Hypothesis 6 was not supported (see Table 4).

Hypothesis 7

Boomers were predicted to have the highest mean of the group when asked whether or not they perceived an ideal leader as having the ability to assume his/her proper role and actively exercise those roles. Again, Boomers' belief in the power of delegation gives grounds to predicting this directional outcome. Gen X was predicted to have the lowest mean because members of this age group would rather view themselves as independent workers who do not necessarily need a leader. Instead, Xers would prepare their manager/supervisor providing them with maximum information from as many sources as possible and let them work. Xers are used to taking care of themselves and finding original solutions to intractable problems (Flynn, 1996). Significant

Table 4

Analysis of Variance for Hypothesis 6

Source	SS	df	F	p
Between	62.55	2	1.33	.25
Within	2033.92	91		
Total	2096.47	93		

differences were found with this group at the .05 level of significance, $F(2, 91) = 3.55$, p < .05. The Tukey showed that differences were found between Boomers and Gen X. The means were as follows: Boomers ($M = 37.55$, $SD = 3.62$), Gen X ($M = 34.60$, $SD = 4.63$) and Gen Y ($M = 35.76$, $SD = 4.15$). Hence, Hypothesis 7 was fully supported.

Hypothesis 8

It was hypothesized that Boomers would have the highest mean of the group when asked whether or not they perceived an ideal leader as having the ability to be considerate. This was predicted because of this group's tendency to place a high value on family (Jorgensen, 2003). No significant differences were found between these means; Boomers ($M = 37.79$, $SD = 4.06$), Gen X ($M = 37.70$, $SD = 4.85$) and Gen Y ($M = 37.80$, $SD = 5.18$). Hypothesis 8 was not supported (see Table 5).

Hypothesis 9

It was hypothesized that Boomers would have the highest mean of the group when asked whether or not they perceived an ideal leader as having the ability to be able put an emphasis on production. This was predicted because of the group's tendency to often seek long-term employment and view work from a process-oriented perspective (Jorgensen, 2003). No significant differences were found among these means; Boomers ($M = 36.79$; $SD = 6.18$), Gen X ($M = 34.75$; $SD = 4.95$), and Gen Y ($M = 37.22$; $SD = 5.21$). Hypothesis 9 was not supported (see Table 6).

Hypothesis 10

It was hypothesized that Gen Y would have the highest mean of the group when asked whether or not they perceived their ideal leader as having the ability to predict accurate outcomes because they believe that a leader should be able to lead their

Table 5

Analysis of Variance for Hypothesis 8

Source	SS	df	F	p
Between	.15	2	.003	.99
Within	2050.15	91		
Total	2050.30	93		

Table 6

Analysis of Variance for Hypothesis 9

Source	SS	df	F	p
Between	85.04	2	1.39	.25
Within	2778.29	91		
Total	2863.33	93		

employees in a positive direction. Also, this group tends to believe that a leader should be able to lead their employees in a positive direction. The outcome of a situation can directly affect an individual, so the leader must be able to predict in which direction the outcome will or should result in. Gen X is hypothesized as having the lowest mean because while Ys are ensuring that the outcome results in their favor, and Boomers are busy delegating the responsibility to get the task complete, Gen X's are busy getting the job done and making sure it gets done right (Flynn, 1996). No significant differences were found between these means; Boomers ($M = 22.15$; $SD = 13.51$), Gen X ($M = 18.00$; $SD = 2.69$) and Gen Y ($M = 18.76$; $SD = 3.11$). Hypothesis 10 was not supported (see Table 7).

Hypothesis 11

It was hypothesized that Gen X would have the highest mean of the groups when asked whether or not they felt their ideal leader should be able solve inter-member conflicts, with Gen X having the highest mean, followed by Gen Y, and then Boomers. O'Bannon (2001) stated that Gen Xs are very action-oriented and goal driven individuals. Boomers would rather have the group try to settle a conflict. No significant differences were found among these means; Boomers ($M = 19.95$; $SD = 2.67$), Gen X ($M = 19.80$; $SD = 3.73$) and Gen Y ($M = 20.48$; $SD = 4.15$). Hypothesis 11 was not supported (see Table 8).

Hypothesis 12

It was hypothesized that Boomers would have the highest mean of the group when asked whether or not the perceived an ideal leader as having the ability to maintain cordial relations with superiors, with Boomers having the highest mean, followed by Gen

Table 7

Analysis of Variance for Hypothesis 10

Source	*SS*	*df*	*F*	*p*
Between	291.94	2	2.08	.13
Within	6365.80	91		
Total	6657.74	93		

Table 8

Analysis of Variance for Hypothesis 11

Source	SS	df	F	p
Between	29.57	2	1.13	.32
Within	1183.63	91		
Total	1213.20	93		

X, and then Gen Y. Boomers are said to have the highest mean because the culture and work environment that this generation is accustomed to is centered on being loyal, faithful to the company. No significant differences were found among these means; Boomers (M = 39.27; SD = 4.41), Gen X (M = 39.30; SD = 14.29), and Gen Y (M = 38.90; SD = 5.96). Hypothesis 12 was not supported (see Table 9).

Hypothesis 13

It was predicted that Gen Y would have the highest means in education. The U.S. Department of Census Data (2000) supports Gen Ys have received more formal, post-secondary education than any of their predecessors. Using the Kruskal Wallis, non-parametric Test, no significant results were found among these means; Boomers (M = 46.74), Gen X (M = 51.38), and Gen Y (M = 46.22). Hypothesis 13 was not supported and Gen X shows the highest level of education (see Table 10).

Hypothesis 14

It was hypothesized that Gen Y would have the highest mean when asked whether or not they had received some type of formal leadership training. It was predicted that Gen Y would have received the most formal training because of the overload of educational classes, teachings, and trainings, and seminars that their education encompasses, while Boomers were predicted to have the lowest mean because of their belief that it is their jobs to delegate particular trainings. Because of this, Boomers were predicted to feel that additional training was for newer employees and to design what was to be taught and how. No significant differences were found among these means; Boomers (M = 46.59), Gen X (M = 43.60) and Gen Y (M = 50.13). Hypothesis 14 was not supported (see Table 11).

Table 9

Analysis of Variance for Hypothesis 12

Source	SS	df	F	p
Between	3.358	2	.02	.97
Within	593.355	91		
Total	5935.713	93		

Table 10

Kruskall Wallis Test for Hypothesis 13-Education

Generation	*N*	*M*
Boomer	33	51.38
Gen X	20	46.74
Gen Y	41	46.22

Table 11

Kruskall Wallis Test for Hypothesis 14- Training

Generation	N	M
Boomer	33	46.74
Gen X	20	51.38
Gen Y	41	46.22

In summary, Hypothesis 5 (Initiation of Structure) and Hypothesis 7 (Role Assumption) were fully supported. Hypothesis 1 (Speaker Representation) was partially supported. The remainder of the hypotheses - Hypothesis 2 (Reducing Disorder), Hypothesis 3 (Tolerating Uncertainty), Hypothesis 4 (Being Persuasive), Hypothesis 6 (Tolerating Freedom), Hypothesis 8 (Being Considerate), Hypothesis 9 (Emphasizing Production), Hypothesis 10 (Accurately Predicting Outcomes), Hypothesis 11 (Integration), Hypothesis 12 (Superior Orientation), Hypothesis 13 (Education Level) and Hypothesis 14 (Leadership Training) were all not supported.

CHAPTER 4

DISCUSSION

This study investigated the differences in leadership perception among three

generation of employees, Boomers (age 40 to 58), Gen X (age 27 to 39), and Gen Y (age

19 to 26). Since each generation tends to have a specific set of characteristics, behaviors,

and ways of thinking, they perceive their leaders as possessing certain behavior and

actions (Tulgen 1996; Tulgen, 2000; Jorgensen, 2003; Wahl & Bogomolny, 2004). Each

generation has had a different impact on the working class, and these differences have

caused the workforce to shift. Cordeniz (2002) stated when Boomers entered the

workforce, they were driven and dedicated individuals. They grew up with the idea that

they were special and capable of changing the world; they equated work with self-worth,

contribution, and personal fulfillment. Because of these tendencies, they developed a

sense of competitiveness, which drove them to aspire for higher monetary compensation

and titles. On the other hand, Gen X entered the workforce during the information age

with parents working, learning to care for themselves and watching the workplace be

turned into a huge computer networking system. They developed strong bonds with

friends, turning schoolmates into family and because of this, they value diversity very

strongly. This also stirred up a host of team-based learning and activities. Wallace (2001)

reported that Gen Ys are as large of a group as Boomers were when they entered the

workforce. This group has very different and strong opinions about the workplace and the

ideal career paths of corporate life. Going in with higher levels of confidence than

members of the previous generations, Gen Ys negotiate higher salaries and extra benefits.

This study set out to investigate those behaviors and actions and show that each

generation has a different ideal perception of leadership.

Fully Supported Significant Hypotheses

There were 14 hypotheses in this study and only three were found to be significant. The results of this study demonstrate that Boomers, Gen X, and Gen Y differ in their perceptions of leadership in only three of the hypothesized 12 areas. The three areas were Speaker/Representer, Initiation of Structure, and Role Assumption. In Hypothesis 5, the mean of Gen X was lower than that of Boomers and Gen Y, mean as predicted. Research in this area states that Boomers value being structured and detailed (Jurkiewiez, 2000; Jorgensen, 2003) and because of these values they exhibit and function most effectively in an environment that exemplifies such. Gen X have been shown to value flexibility and having the ability work autonomously (Wallace, 2000). It is not surprising that this group had the lower mean of the other two groups. Structure would work in situations where the leader is a Boomer; however, if an Xer was the leader according to the research, there would be less structure and more freedom and flexibility to work as a team and at one's own pace (Cordeniz, 2002). Looking at Hypothesis 7, Boomers assumed leadership roles more than Gen Xers. With Boomers valuing structure and positive end results, it is logical that they are the group found to view a leader as having this quality as well. If the leader cannot assume his position and act out his role, then a lack of direction will result. Without direction, there are no real goals and no real outcomes. The results show that Gen Xs are more likely than Boomers to view a leader as having the ability to work effectively in a team and not so much as playing an individual role. This aligns with Rodriguez et al. (2003) and Cordeniz (2003) who stated that Xers value diversity and teamwork efforts.

Partially Supported Significant Hypothesis

For Hypothesis 1 (Speaker/Representer), instead of Gen Y having the highest mean as predicted, this group had the lowest mean and Boomers had the highest mean. The reasoning behind the prediction of Boomers having the lowest mean was related to their tendency to be the highest delegators of the group. Now that the results have demonstrated otherwise, it seems as if this particular task is not one that the Boomers see their ideal leaders as delegating. Instead, the results imply that Boomers feel very strongly that an ideal leader should represent and speak for others in the group. Instead of Gen Ys "wanting the spotlight" and using the opportunity to be the speaker/representer to get it, the results are showing that this group does not view its leaders as using this as a means to get ahead (Wallace, 2000). Perhaps, Gen Ys are learning that being the speaker/representer of the group could pay off (as far as helping them gain leverage in a company), but maybe they are starting to view the act as a little presumptuous.

People usually like to have the option of appointing a leader or speaker. Assuming a position that no one had a choice in deciding will not be respected in groups. Although Gen Ys initial act is to "grab the spotlight", once they are actually placed in the position, they realize that the tasks are more than they bargained for.

Not Supported and Non-Significant Hypotheses

The following hypotheses were not significant for Hypothesis 2, Boomers had the strongest about an ideal leader having the ability to reduce disorder in a group, but it was hypothesized that Gen Y would have the highest mean of the group. Gen Ys scored the second highest, revealing that it was not as important to them as Boomers may have felt. It was hypothesized that Boomers would score the lowest because of their aloof position

on conflicts within a system. Boomers also tend to believe that all individuals in a working system are not to be trusted, especially those who are in higher positions. All activity that is important and may affect workers should be kept within the working group and only relevant information about the job itself is to be shared (Cordeniz, 2002) with other on a need-to-know basis. Another reason for this prediction was that Boomer heroes were more likely those who opposed the status quo and rebelled against authority (as cited by Cordeniz, 2002). Contrary to what was predicted, there were no statistical differences. Reynolds (2004) reports Boomers are heavily concerned about their retirements. Boomers have come to realize that disorder in the system means that there is a glitch in the company's goals that must be worked out by everyone. Everything that concerns the business is a problem that could potentially harm everyone. Therefore, the attitude has gone from "It's their problem" to "It's our problem". Hypothesis 3 resulted in Boomers feeling that an ideal leader should be able to tolerate uncertainty of a company. There were no statistical differences. Jorgensen (2003) reports that Gen Ys have a strong desire to have control over their lives, and for this reason, they are not likely to remain with a company with an uncertain future. Hypothesis 4 predicted that Gen X would have the highest mean in this area; however, there were not significant differences. Cordeniz (2002) reported that Boomers grew up valuing leaders who are driven, dedicated, and capable of changing the world. Their role models were individuals who rebelled against authority and changed the world and economy for the good of the people. These types of tasks are not done alone, for the leaders of the Boomer times had to persuade individuals to believe in their point of views.

Hypothesis 6 predicted that Boomers feel that an ideal leader should be able to

tolerate freedom from subordinates, but there were not significant differences. Jorgensen (2003) reported that Boomers also value teamwork and group discussions. They also view work from the process-oriented instead of action-oriented perspective. According to his research, Boomers are just as acceptable to tolerate freedom as Gen X and Gen Y.

Hypothesis 8 predicted that Gen Ys feel that an ideal leader should be considerate when it came to the regards of its employees; however, there were no significant differences found. Cordeniz (2002) reported that Boomers tend to equate work with their self-worth, contribution, and personal fulfillment. Many of them select their professions based on the desire to make the world better. These morals fit in with being considerate to employees. Boomers assume that everyone works with this type of goal in mind; therefore, their work behavior caters to things like making themselves available for discussions, coming to work early so employees could talk, putting their ideas to action, and treating employees as their equals. In essence, Boomers are trying to help other employees to reach personal fulfillment. However, all three generations were equally considerate.

Hypothesis 9 predicted that Gen Y feels should emphasize production. Research has found that members of Gen X often seek out the "whys" in issues and are usually reluctant to take on leadership roles. New tasks and production goals require the acceptance of some type of leadership role, which causes Xers to back away from it. Gen Ys are perfectly comfortable with change and accepting new goals (Cordeniz, 2002). Gen Ys feel that their leaders should be strong in this area because they value opportunities to collaborate, networks, and brings optimism towards accomplishing a goal (Jorgensen,

2003). Although there were no differences found between the groups, it is understood why Gen Ys scored higher than the other two groups.

Hypothesis 10 predicted that Gen X feels that an ideal leader should predict accurate outcomes. Jorgensen (2003) reported that Gen X seeks to crusade for the inspirational company vision. Now with this in mind, members of this group may have had the lowest mean of the three because of their feelings that the company's visions and goals could be in jeopardy if they cannot predict what is to happen next. With this in mind, it may be that Gen X values a leader that has a good since of direction. In a study conducted by Cordeniz (2002) Boomers scored the highest means on stress scales of role overload-when resources exceeded demand and role boundary conflicts with loyalties. When Boomers were given a task, everything had to run smoothly or they viewed it as a definite problem that ended up causing them stress. The outcome of a situation can directly affect an individual, so the leader must be able to predict in which direction the outcome will or should result in. There was no differences between the groups perception because they all (in one way or another) value accurate and positive outcomes.

Hypothesis 11 predicted that Gen Ys feel that an ideal leader should solve inter-member conflicts; however, it was hypothesized that Gen X would have the highest. Instead, Gen X scored lower in this area. Jorgensen (2003) and Wallace (2001) reported that Gen Xs are self-absorbed an arrogant individuals. They are not likely to view a leader as having the ability to solve inter-member conflicts because they are less likely to care, since it does not directly concern them. Boomers were predicted to have the lowest mean because Woodward (1999) stated that Boomers would rather have the group try to settle a conflict. Instead, Boomers scored the highest and felt that a leader should

definitely be able to settle inter-member conflicts. Jorgensen (2003) reported that Boomers actually value group cohesion and would have the confidence in believing that he/she could settle a dispute between members because of the close business friendships that they have developed.

Hypothesis 12 predicted that Gen Xers feel that an ideal leader should have cordial relations with their superiors. It was hypothesized that Boomers would have the highest mean, but instead, they fell in the middle. Boomers have been found to be quite rebellious to top leaders who they felt were failing in their responsibilities (Jorgensen, 2003). Gen Y is believed to have the opposite views. If a job is not fulfilling their needs, Gen Y will leave and find a job more fulfilling, without hesitation or consideration to anyone but themselves (Flynn, 1996; Tulgen, 2000) both agree that employer-employee relationships have become less hierarchical and more transactional. This means that the traditional sources of authority, age, rank, and rules, are diminishing in their leverage. It was surprising that Gen X scored the higher than the other two groups and felt that their ideal leaders should have cordial relations with their supervisors since research has reported that they are highly self-regarding. Consequently, Jorgensen (2003) reported that members of Gen X thrive on open communication and are usually loyal to individuals inside and outside of the workplace.

Unlike the first 12 hypotheses, the last two did not deal with leadership perceptions. These questions were added to the demographic section in order to look at different aspects of the participant who may have an affect on their overall perceptions. Hypothesis 13 predicted Gen X would have the highest level of education. A number of Xers are returning to the classroom to receive additional trainings and skills in order to

remain competitive in the workplace. Although Gen Ys were predicted to have the highest mean of the group, they actually scored the lowest in this study. The sample size for Gen Ys were the smallest of the group and perhaps if there was more or an equal number of subjects from each generation, then the results would be revealing. Research still continues to promote Gen Ys as having received the most formal education (Jorgensen, 2003; MacNeil, 2001; U.S. Data Census, 2000; Wallace, 2001).

Hypothesis 14 resulted in Gen Y scoring the higher mean of the groups when asked whether or not they had received some type of formal leadership trainings. It was hypothesized that Gen Y would have received the most formal training of leadership because of education standards. Boomers fell in the middle and Gen X had the lower mean. Jorgensen (2003) reported that members of Gen Ys and Boomers are entering into businesses with the necessary training, while Xers are in need of it. As predicted, Gen Ys did have the higher mean of the group. Companies are beginning to require that employees seek further education and trainings as a means to increase salaries and positions (MacNeil, 2001). Gen Ys are being prepared for this before they enter the job market.

Hypothesis 14 did not directly ask the participants about how they perceived leadership training, or how their leaders would perceive leadership training. Focusing on the percentage of individuals who had received formal leadership training enabled us to emphasize the idea that receiving this type of training may influence their overall perception of a leader. As mentioned earlier, Rodriguez (2002) concluded in his study that leadership training impacted what particular behavior each generation (Boomers and Gen Xers) preferred from a leader. This was not replicated from his study because there

were too many other variables that had been added, thus changing the purpose of investigating training as a variable. 67% of the participants in this study had received some type of formal leadership training. Perhaps these individuals' perceptions of a leader are based on what they have learned or observed in their own working environments and not have anything to do with belonging to a certain age group.

Overall Discussion

Sackett as cited by Jorgensen, 2003 characterizes literature such as Tulgen (1996) and Zemke et al. (2000) as enjoying and entertaining, but says that it lacks scientific rigor. Leadership perception is in desperate need of more empirical studying. Of the 14 areas of leadership qualities studied, differences were detected in: representer of the group, initiation of structure, and the exercising of leadership roles. For the majority of the subscales, there were no significant differences. Jorgensen (2003) reported that the similarities with the Gen X cohort are merely coincidental, meaning that internal differences do not exist, only external or situational differences. Tulgen (1996) first described Gen X as being commitment phobic, lazy, and self-absorbed. Gen Xers were also labeled as having a huge lack of commitment. More recent data now indicate that Gen Xs are driven more by traditional and rational needs than previously accepted. Gen Xers now want job security, challenging tasks, as well as open and effective workplace communication. They also seek integrity and honesty in the workplace (CLC as cited by Jorgensen, 2003).

Penn (1977) measured inter-generational value differences between parents and their offspring and found traditional values of honesty; responsibility, ambition, and freedom were given high priority by each group. While it was Gen X who first began to

study differences across generations, Boomers take the most interest in the details (Jorgensen, 2003). Hofstede (1984) stated that studying generational differences is simply a widely felt complaint about the younger individuals from older ones. Most information ends up being inconclusive or skewed because the preferences of an individual are far more likely to be distorted by factors such as employment, educational background, and skill level, rather than generational influences. While significant differences are interesting to denote, the situation in which an individual is introduced to will weigh more in the end. Hofstede (1984) also noted that generational effects usually do not last very long. The ideas tend to change with the times. As people get older, they have a tendency to adjust and make individual and personal changes. Across generations, individualism and self-assertion decrease with age while security, personal relationships, and environment become more important as individuals get older (Hofstead, 1984).

People also have the tendency to shift their goals to match educational attainment, as highly educated people tend to be more individualistic and tolerant of uncertainty. Sackett as cited by Jorgensen (2003) reported that people's ages and a fixed date cannot be used to compare cohorts; one must first specify the events and experiences hypothesized to account for cohort differences and then systematically test those hypotheses. Instead of finding "bulk" differences between the generations, the emphasis needs to be placed on individual differences and needs. Because of constant non-significant finding (such as those found in this study), companies are hesitant to adopt workforce policies tailored to the needs of discrete generations (Jorgensen, 2003). Instead, companies are choosing to focus on the current position of the economy rather than tailoring to discrete generational values. Similarly, some researchers conclude that

companies should focus on the individual and incorporate supports that will help them to survive the constant changes of demographic trends, globalization, and democratization.

Limitations

One limitation of the study was the length of the questionnaire. There were several problems with deadline. I extended the time to fill out the questionnaire, but some of the participants still reported that it was too long and more time was needed. In the future, a shorter version of the LBDQ XII might be used or the researcher could create a similar version.

Another limitation of this study was that some of the questionnaires were returned with questions circled or with question marks placed by certain items on the questionnaire. This implied that some of the questions were hard to understand. In the future, researchers might want to administer the questionnaire to large groups in a pilot study and allow for questions to be asked concerning the instructions on how to complete the survey. While it cannot be disclosed on how the questions should be interpreted, allowing for questions to be asked during the pilot testing will clear up some unclear questions. This may have changed the outcome of the study if participants would have had a better understanding of the questions that were on the test.

The LBDQ XII was originally designed for perceptions an individual's present employer. Participants were instructed to give their perceptions on either present or former employees. This may have interfered with the thought process of the participants, as they may have gotten confused as to how they were supposed to be analyzing their perceptions.

Hypothesis 14 added another possible limitation to this study. The participants were asked whether or not they had ever received any formal leadership training. The results showed that 61.7% of the participants had received some type of leadership training and this, may have had an effect on their overall perception of a leader. Perhaps these individuals base their overall perception on what they have learned or observed as a result of previous training and not generational status. Maybe the participants should have been asked whether or not their previous training on leadership affected their overall perception of a leader.

Conclusion

As a result of conducting this study, there appears not to be a strong need for I/O Psychologists to continue to add more empirical data to this literature because the results are continuously non-significant; however, disaggregating some aspects of this study to investigate them separately may help businesses be more productive. If more studies are continued in this area, they may either help employers to better understand all of their employee's behaviors and motivators; or, they may just confuse businesses even more, considering the number of misleading and inconclusive results. Continuing to explore such an area creates a picture of eager researchers trying to create business-like behavior characteristics among different age groups of employees. Study after study has shown that while some behaviors are different across age groups, the majority of them are not.

I do not agree that more research is needed in this area. Increasing communication and keeping company issues individual and situation specific can achieve cohesiveness between leaders and followers. This research study, as well as previous studies, concludes that generational leadership characteristics are not solely responsible for the

changes that are occurring in the workplace among members of different age groups. Businesses are not accepting the research in this area and also, most people do not readily place themselves into the categories of workers that this research suggests.

This study found differences among Boomers, Gen X, and Gen Y in only three areas of leadership (i.e., speaker for the group, initiation of structure, and role assumption). However, it is also important to mention that there were essentially three comparisons in this study: Boomer to X, Boomer to Y, and X to Y. This results in 42 comparisons for the entire study. With this number of comparisons we would expect to have at least 3 Type II errors. Therefore, it is difficult to say whether or not the three significant findings were actual or due to chance.

If this study is continued, Sackett's ideas, mentioned earlier, should be closely followed and the situations and experiences of the group must be factored into the hypotheses. The present study considered the situation by looking at perception using the contingency theory, but this was not included in the test instrument. To improve upon this research, future investigators should focus their attention on the situations that the individuals are engaged in. Situations define what type of leader will be needed despite the age groups that are involved.

While the discussion of labeling individuals in terms of generations is under heavy debate, the fact of the matter is that the working pool of individuals is shifting to include younger individuals. If businesses are going to be competitive, professionals must adhere to these differences and focus on how they may be altering situations in the workplace, if at all. Setting aside the idea that they may perceive differently, these individuals may be bringing about different ideas, motivations, and ultimately a different

work culture. Instead emphasizing on characteristics that may make individuals in the

workplace different, researchers focus on what actual changes are taking place and in

what situations.

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Appendix A

Summary of the Characteristics for Generations

Summary of Generational Characteristics

_____

Boomer

Boomers expect to lead the economy with innovative and radical ideas. They value company commitment, loyalty, and positive end results. Education is seen as being about an individual being well rounded and having the ability to master situations. Boomers have been shown to be strong in taking and accepting authority and responsibility; building relationships with their employers; being detailed and structured; strong willed, and results oriented. Their weaknesses consist of carrying tasks out too long; not accepting or giving constructive criticism well; not being good at giving feedback or doing evaluations.

Gen X

Xers have expectations of being able to initiate and fulfill goals that have been implemented. They value belongingness, teamwork, and the ability to learn new things, autonomy, security, flexibility, feedback, and short-term rewards. This group views education as being a tool; a means for getting ahead. Their strengths include: having the ability to get their employees to think in ways that they had not before; delegating responsibility well; giving employees feedback; and rewarding performance. Their weaknesses include: having low company devotion; distaste with taking authority with workers their own age; getting employees to fulfill assigned tasks; and not being good at following up on orders given.

Summary of Generational Characteristics cont.

Gen Y

Ys have high expectations of personal and financial success by seeking

challenging, meaningful work that has great impacts on their lives. They value authority,

self-enhancement, autonomy, long-term rewards, and quick task completion. Education is

viewed as a way of life. This group's strengths are: being technologically literate, eager

to be taught, ready to gain experience, firm decision makers, delegate responsibility well,

ability to give good and effective feedback. Their weaknesses include: being self-

absorbed; having little desire to build relationships, and not being good at accepting

criticism.

Appendix B

Relationships in the LPC Contingency Model

Relationships in the LPC Contingency Model

Octant	L-M Relationship Effective	Task	Position Power	Leader
1	Good	Structured	Strong	Low LPC
2	Good	Structured	Weak	Low LPC
3	Good	Unstructured	Strong	Low LPC
4	Good	Unstructured	Weak	Low LPC
5	Poor	Structured	Strong	High LPC
6	Poor	Structured	Weak	High LPC
7	Poor	Unstructured	Strong	High LPC
8	Poor	Unstructured	Weak	Low LPC

Appendix C

LBDQ XII Subscales and the Question Number

LBDQ XII Subscales and the Question Number

1. Speaker Representation　　　(1, 11, 21, 31, 41)

2. Reduce Disorder　　　(51, 61, 71, 8, 91)

3. Tolerance of Uncertainty　　　(2, 12, 22, 32, 42, 52, 62, 72, 82, 92)

4. Ability to be Persuasiveness　　　(3, 13, 23, 33, 43, 53, 63, 73, 83, 93)

5. Initiation of Structure　　　(4, 14, 24, 34, 44, 54, 64, 74, 84, 94)

6. Ability to Tolerate Freedom　　　(5, 15, 25, 35, 45, 55, 65, 75, 85, 95)

7. Role Assumption　　　(6, 16, 26, 36, 46, 56, 66, 76, 86, 96)

8. Consideration　　　(7, 17, 27, 37, 47, 57, 67, 77, 87, 97)

9. Production Emphasis　　　(8, 18, 28, 38, 48, 58, 68, 78, 88, 98)

10. Predictive Accuracy　　　(9, 29, 49, 59, 89)

11. Integration　　　(19, 39, 69, 79, 99)

12. Superior Orientation　　　(10, 20, 30, 40, 50, 60, 70, 80, 90, 100)

Appendix D

Predicted Order of Means

Leadership Subscales

Hypothesis	Highest	Middle	Lowest
1. Representation/Speaking for the group	Gen Y	Gen X	Boomers
2. Reconciliation conflicting demands/Reducing disorder	Gen Y	Gen X	Boomers
3. Tolerance/Uncertainty	Boomers	Gen X	Gen Y
4. Persuasion	Gen X	Gen Y	Boomers
5. Initiation of Structure	Boomers	Gen Y	Gen X
6. Tolerance Freedom	Gen X	Gen Y	Boomers
7. Role Assumption /Actively exercising leadership roles	Boomers	Gen Y	Gen X
8. Consideration	Boomers	Gen X	Gen Y
9. Production Emphasis	Boomers	Gen X	Gen Y
10. Predicting accurate outcomes	Gen Y	Boomers	Gen X
11. Integration/Solving Inter-member Conflicts	Gen X	Gen Y	Boomers
12. Superior Orientation / Cordial Relations	Boomers	Gen X	Gen Y
13. Education	Gen Y	Gen X	Boomers
14. Formal leadership training	Gen Y	Gen X	Boomers

Appendix E

Study Approval by Institutional Review Board at Emporia State University

EMPORIA STATE UNIVERSITY

1200 Commercial	620-341-5351	GRADUATE STUDIES AND RESEARCH
Emporia, Kansas	620-341-5909 fax	RESEARCH AND GRANTS CENTER
66801-5087	www.emporia.edu	Campus Box 4003

April 9, 2004

Chanté Clarkson
1230 Walnut St.
Emporia, KS 66801

Dear Ms. Clarkson:

Your application for approval to use human subjects, entitled "Differences in the Percepetions of Leadership Between Three Generations of Employees," has been reviewed. I am pleased to inform you that your application was approved and you may begin your research as outlined in your application materials.

On behalf of the Institutional Review Board, I wish you success with your research project. If I can help you in any way, do not hesitate to contact me.

Sincerely,

Bill Stinson, Chair
Institutional Review Board for Treatment
  of Human Subjects

pf

cc: Dr. George Yancey

Appendix F

Letter of Consent

Letter of Consent

The Department of Psychology and Special Education of Emporia State University supports the practice of protections for human subjects participating in research and related activities. The following information is provided so that you can declare whether or not you wish to participate in the present study. You should be aware that even if you agree to participate, you are free to withdraw at any time without any form of reproach.

The study is designed to investigate leadership perceptions between three generations of employees. The results of this study will be used to enhance the knowledge of all managers, supervisors, and employees of all age group, on the differences of leadership perception.

The questionnaire consists of a demographic section and 100 questions. The information that we gather will be kept strictly confidential the name of the participants will not be associated with the information gathered by the researcher.

If you have any questions about this study, feel free to contact Chante' Clarkson at 620-341-9307 or Dr. Brian Schrader at 620-341-5317. Thank you for your participation.

"I have read the above statements and have been full advised of the procedures to be used in this project. I have been given sufficient opportunity to ask any questions I had concerning the procedures and possible risks involved. I do understand that I can withdraw from this study at any time without being subjected to reproach. By signing this letter, I agree to participate in this study."

Agree   Disagree

Please circle your final decision.

Signature _____

Appendix G

Permission to Reprint Test Instrument from Ohio State University

FISHER
COLLEGE OF BUSINESS
THE OHIO STATE UNIVERSITY

FISCAL OFFICE

November 24, 2003

Dear Chante Clarkson:

We grant you permission to use the **Leader Behavior Description Questionnaire** for your research. As indicated in the Statement of Policy, the forms should not be used for promotional activities or for producing income.

Please call if you have any questions or if there is any way I can be of assistance.

Sincerely,

Jessica Hart-Rector
Fiscal Associate
Max M. Fisher College of Business
100H Fisher Hall
2100 Neil Avenue
Columbus, OH 43210

Phone: (614) 292-5031
Fax: (614) 292-1651

Appendix H

Copyright from the Bureau of Business Research for the Leadership

LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE-FORM XII

Originated by staff members of

The Ohio State Leadership Studies

And revised by the

Bureau of Business Research

Purpose of the Questionnaire

On the following pages is a list of items that may be used to describe the behavior of your supervisor or past supervisors. Each item describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable. Although some items may appear similar, they express differences that are important to the description of leadership. Each item should be considered as a separate description. This is not a test of ability or consistency in making answers. Its only purpose is to make it possible for you to describe as accurately as you can the behavior of your supervisor or past supervisors.

Note: The term *"group,"* as employed in the following items, refers to a department, division, or other unit of organization that is supervised by the person being described. The term *"members"* refers to all the people in the unit of organization that is supervised by the person being described.

Published by

College of Administrative Science

The Ohio State University

Columbus, Ohio

Appendix I

Demographic Sheet

Demographic Information Sheet

Age: _____   Sex: Male _____ Female _____

Education:

_____ Did not complete High School

_____ High School diploma   _____ Bachelor's Degree

_____ Associate/Technical Degree   _____ Graduate Degree

In which industry are you currently employed?

_____ Broadcasting (Radio/Television)   _____ Management

_____ Banking/Finance   _____ Manufacturing

_____ Computer/Info Technology   _____ Military

_____ Education   _____ Property

_____ Government/Civil Service   _____ Restaurant/Food

_____ Grocery   _____ Other

_____ Retail/Retail Management

What position do you currently hold?

_____ Non-supervisory   _____ Middle management

_____ 1st line supervisor   _____ Store manager

_____ Senior management   _____ Owner

_____ Professional (e.g., teacher, accountant, lawyer, therapist, etc.)

_____ Not Applicable/Other _____

Please circle yes/no to the following question.

1. Have you ever received or attended any type of formal trainings, seminars, or workshops on effective leadership?   Yes/No

Appendix J

Leadership Behavior Description Questionnaire-XII

Leadership Behavior Description Questionnaire-XII

Directions: a: READ each item carefully.

              b: THINK about how frequently your ideal leader should engage in the behavior described by the items below.

              c.   DECIDE whether he or she (A) always, (B) often, (C) occasionally, (D) seldom or E (never) acts as described by the item.

              d.   DRAW A CIRCLE: around one of the five letters (A B C D E) following the item to show the answer you have selected.

A = Always   B = Often   C = Occasionally   D = Seldom   E = Never

1.	Acts as the spokesperson of the group.	A	B	C	D	E
2.	Waits patiently for the results of a decision.	A	B	C	D	E
3.	Makes pep talks to stimulate the group.	A	B	C	D	E
4.	Lets group members know what is expected of them.	A	B	C	D	E
5.	Allows the members complete freedom in their work.	A	B	C	D	E
6.	Is hesitant about taking initiative in the group.	A	B	C	D	E
7.	Is friendly and approachable.	A	B	C	D	E
8.	Encourages over time work.	A	B	C	D	E
9.	Makes accurate decisions.	A	B	C	D	E
10.	Gets along well with the people above him/her.	A	B	C	D	E
11.	Publicizes the activities of the group.	A	B	C	D	E
12.	Becomes anxious when he/she cannot find out what is coming next.	A	B	C	D	E
13.	His/her arguments are convincing.	A	B	C	D	E
14.	Encourages the use of uniform procedures.	A	B	C	D	E
15.	Permits the members to use their own judgments in solving problems.	A	B	C	D	E

A = Always   B = Often   C = Occasionally   D = Seldom   E = Never

16. Fails to take necessary actions.	A	B	C	D	E
17. Does little things to make it pleasant to be a member of the group.	A	B	C	D	E
18. Stresses being ahead of competing groups.	A	B	C	D	E
19. Keeps the group working together as a team.	A	B	C	D	E
20. Keeps the group in good standing with higher authority.	A	B	C	D	E
21. Speaks as the representative of the group.	A	B	C	D	E
22. Accepts defeat in stride.	A	B	C	D	E
23. Argues persuasively for his/her point of view.	A	B	C	D	E
24. Tries out his/her ideas in the group.	A	B	C	D	E
25. Encourages initiative in the group members.	A	B	C	D	E
26. Lets other persons take away his/her leadership in the group.	A	B	C	D	E
27. Puts suggestions made by the group into operation.	A	B	C	D	E
28. Needles members for greater effort.	A	B	C	D	E
29. Seems able to predict what is coming next.	A	B	C	D	E
30. Is working hard for a promotion.	A	B	C	D	E
31. Speaks for the group when visitors are present.	A	B	C	D	E
32. Accepts delays without becoming upset.	A	B	C	D	E
33. Is a very persuasive talker.	A	B	C	D	E
34. Makes his/her attitudes clear to the group.	A	B	C	D	E
35. Lets the members do their work the way they think best.	A	B	C	D	E

A = Always   B = Often   C = Occasionally   D = Seldom   E = Never

36. Lets some members take advantage of him/her.   A   B   C   D   E

37. Treats all group members as his/her equals.   A   B   C   D   E

38. Keeps the work moving at a rapid pace.   A   B   C   D   E

39. Settles conflicts when they occur in the group.   A   B   C   D   E

40. His/her superiors act favorably on most of his/her suggestions.   A   B   C   D   E

41. Represents the group at outside meetings.   A   B   C   D   E

42. Becomes anxious when waiting for new developments   A   B   C   D   E

43. Is very skillful in an argument   A   B   C   D   E

44. Decides what shall be done and how it shall be done.   A   B   C   D   E

45. Assigns a task, and then lets the members handle it.   A   B   C   D   E

46. Is the leader of the group in name only.   A   B   C   D   E

47. Gives advance notice of changes.   A   B   C   D   E

48. Pushes for increased production.   A   B   C   D   E

49. Things usually turn out as he/she predicts.   A   B   C   D   E

50. Enjoys the privileges of his/her position.   A   B   C   D   E

51. Handles complex problems efficiently.   A   B   C   D   E

52. Is able to tolerate postponement and uncertainty   A   B   C   D   E

53. Is not a very convincing talker.   A   B   C   D   E

54. Assigns groups members to particular tasks.   A   B   C   D   E

55. Turns the members to particular tasks.   A   B   C   D   E

A = Always   B = Often   C = Occasionally   D = Seldom   E = Never

56. Backs down when he/she ought to stand firm.	A	B	C	D	E
57. Keeps to himself/herself.	A	B	C	D	E
58. Asks the member to work harder.	A	B	C	D	E
59. Is accurate in predicting the trend of events.	A	B	C	D	E
60. Gets his/her superiors to act for the welfare of the group members.	A	B	C	D	E
61. Gets swamped by details.	A	B	C	D	E
62. Can wait just so long, then blows up.	A	B	C	D	E
63. Speaks from a strong inner conviction.	A	B	C	D	E
64. Makes sure that his/her part in the group is understood by the group members	A	B	C	D	E
65. Is reluctant to allow the members any freedom of action.	A	B	C	D	E
66. Lets some members have authority that he/she should keep.	A	B	C	D	E
67. Looks out for the personal welfare of group members.	A	B	C	D	E
68. Permits the members to take it easy in their work.	A	B	C	D	E
69. Sees to it that the work of the group is coordinated.	A	B	C	D	E
70. His/her word carries weight with superiors.	A	B	C	D	E
71. Gets thinks all tangled up.	A	B	C	D	E
72. Remains calm when uncertain about coming events.	A	B	C	D	E
73. Is an inspiring talker.	A	B	C	D	E
74. Schedules the work to be done.	A	B	C	D	E
75. Allows the group a high degree of initiative.	A	B	C	D	E
76. Takes full charge when emergencies arise.	A	B	C	D	E

A = Always   B = Often   C = Occasionally   D = Seldom   E = Never

77. Is willing to make changes.	A	B	C	D	E
78. Drives hard when there is a job to be done.	A	B	C	D	E
79. Helps group members settle their differences.	A	B	C	D	E
80. Gets what he/she asks for from his/her superiors.	A	B	C	D	E
81. Can reduce a madhouse to system and order.	A	B	C	D	E
82. Is able to delay action until the proper time occurs.	A	B	C	D	E
83. Persuades others that his/her ideas are to their advantage.	A	B	C	D	E
84. Maintains definite standards of performance.	A	B	C	D	E
85. Trusts members to exercise good judgment.	A	B	C	D	E
86. Overcomes attempts made to challenge his/her leadership.	A	B	C	D	E
87. Refuses to explain his/her actions.	A	B	C	D	E
88. Urges the group to beat its previous record.	A	B	C	D	E
89. Anticipates problems and plans for them.	A	B	C	D	E
90. Is working his/her way to the top.	A	B	C	D	E
91. Gets confused when too many demands are made of him/her.	A	B	C	D	E
92. Worries about the outcome of any new procedure.	A	B	C	D	E
93. Can inspire enthusiasm for a project.	A	B	C	D	E
94. Asks that group members follow standard rules and regulations.	A	B	C	D	E
95. Permits the group to set its own pace.	A	B	C	D	E
96. Is easily recognized as the leader of the group.	A	B	C	D	E

A = Always   B = Often   C = Occasionally   D = Seldom   E = Never

97. Acts without consulting the group.	A	B	C	D	E
98. Keeps the group working up to capacity.	A	B	C	D	E
99. Maintains a closely knit group.	A	B	C	D	E
100. Maintains cordial relations with superiors.	A	B	C	D	E

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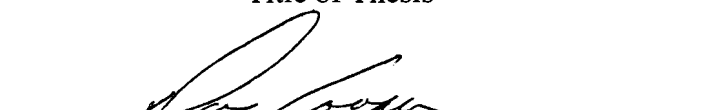
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