

**Perceptions of the Essential Elements of Leadership across Different Genders and  
the Generation Spectrum of Domestic, On-Campus Faculty at a Midwestern State  
University**

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Submitted to the Graduate Department and Faculty of the School of Education of  
Baker University in partial fulfillment of the requirements for the degree of  
Doctor of Education in Educational Leadership

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Date Defended: April 28, 2017

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## **Abstract**

At the time of this study, there were as many as four generations active in the workforce. Members of each generational cohort had different needs and expectations as they related to workplace motivation, organizational behavior, and leadership effectiveness. The early members of Generation Y were beginning to enter the ranks of senior management, and had a sound foundation in their careers and in their organizations (Ferri-Reed, 2013). Generation Xers were poised to enter the executive suite in a few short years. Baby Boomers and the Silent Generation were at the helm of many of the world's largest corporations. Despite each generation holding differing leadership expectations and needs, no translation guide had been developed to promote leadership effectiveness across the generational spectrum.

Through consultation of the National Leadership Education Research Agenda (NLERA) and the texts used in the undergraduate Organizational Leadership major at a Midwestern state university, essential elements of leadership were identified. Using one sample *t* tests and two factor ANOVAs, faculty members' perceptions of the essential elements of leadership were measured across the generational spectrum and among different genders within each generation. The findings of this study revealed that faculty members at a Midwestern state university perceived the essential elements of leadership in a comparable way. Results of this study additionally found that generation and gender played only a very minimal role in faculty members' perceptions of the essential elements of leadership.

## **Dedication**

To Mom, for your unwavering support and encouragement over the years.

## **Acknowledgements**

The faculty at Baker University have been instrumental in my success through my doctoral program. Specifically Dr. Tes Mehring, and Dr. Peg Waterman took copious amounts of their time to assist me in every step of writing my dissertation. My Department Chair, Dr. Jill Arensdorf played a large role in facilitating my work-life balance during my doctoral program. Without her engaged leadership style I could not have made it through. Most importantly my wife Julia, and daughters Raegan and Kennedy need to be acknowledged. They have supported me through the long hours and countless evenings and weekends spent in my office. If I didn't have you I wouldn't have anything.

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## **Chapter 1**

### **Introduction**

The early 1900s marked the beginning of the Classical Leadership Paradigm (Crawford, Brungardt, & Maughan, 2005). This paradigm of leadership centers around efficiency, production, and stability. This contrasts with the focus on collaboration and equality that is seen in the Post Progressive Leadership Paradigm which began following the Cold War, and continues today (Crawford et al., 2005). Since the 1950s extensive research has taken place on the topic of leadership (Yukl, 2012). In the 1990s interpersonal skills became increasingly thought of as essential to leadership (Palmer, Walls, Burgess, & Stough, 2001). Behaviors, attitudes, and values of generations are influenced by historical, economic, and social experiences (Angeline, 2011). Members of each generation enter the workforce with differing expectations of their employers, and expectations of what effective leadership should look like (Sujansky, 2004). This gap in behaviors, attitudes, and expectations is known as the generational divide (Dries & Peperman, 2008). In order for organizational leadership to yield top level results from the workforce, leaders must engage followers in a way that fits into their predisposed notions of effective leadership (Pierro, Kruglanski, & Raven, 2012).

### **Background**

The assessment of generational differences potentially affecting perceptions of leadership has been well documented (Busch, Venkitachalam, & Richards, 2008; Deal, Stawiski, Gentry, Graves, & Weber, 2013; Ferri-Reed, 2013; Gentry, Griggs, Deal, Mondore, & Cox, 2011; Gursoy, Geng-Qing Chi, & Karadag, 2013; Joshi, Dencker, & Franz, 2011; Murphy, 2012; Murray, 2011; Nelsey, & Brownie, 2012; Zickurh, 2010). In

today's multigenerational workforce, generations spanning from the Silent Generation to Millennials work side by side. This combination of generations and their expectations can be a significant source of organizational conflict. In order for those in leadership roles to most fully utilize the generational spectrum, they must understand what each generational cohort perceives as essential elements of leadership. If generational expectations can be managed, the workplace comprised of a cross section of the generational spectrum can lead to powerful, long-lasting organizational strength (Gursoy et al., 2013).

The term generational cohort is explanatory terminology for particular age groupings with significant common experiences (Gilbaugh, 2009). Through the gauging of what each generational cohort views as essential elements of leadership, organizations can align their operational climate to reflect best practices for human interaction (Maier, Tavanti, Bombard, Gentile, & Bradford, 2015). Bell (2008) asserted that the measurement and resulting alignment of generational leadership expectations will assist in maximizing employee engagement and corresponding organizational effectiveness.

There is extensive research regarding general perceptions of leadership held by each of the four major generations addressed in this study. There has also been a small amount of research directed at specific fields of industry such as health care, government agencies, hospitality, and manufacturing regarding generational expectations in the workplace (Costanza, Badger, Fraser, Severt, & Gade, 2012; Gursoy et al., 2013; Joshi et al., 2011; Joshi, Dencker, Franz, & Matocchio, 2010). No literature was found in the process of this study that was directed at generational perceptions of leadership held by faculty in higher education. The framework for this study was constructed to bridge the

gap between the study of generational perceptions of leadership and the specific vocation of teaching in higher education.

### **Statement of the Problem**

The challenge of effectively leading followers spanning the generational spectrum is not limited to higher education. Managers face the challenge of assessing how to most effectively lead employees (Applebaum & Shapiro, 2004). Twenge (2010) suggested that younger generations value work as less central to their lives and value leisure more than do Baby Boomers and members of The Silent Generation. Older generations focus more on a linear career track while younger generations focus on continually changing and growing their careers (Dries & Peperman, 2008). It is additionally not uncommon for members of different generational cohorts to have negative views of members of other generations. Millennials and Generations Xers view Baby Boomers and members of the Silent Generation as being beaten down, burnt out, and pessimistic (Taylor & Stein, 2014). The Silent Generation conversely views Generation Xers and Millennials as being entitled or lacking work ethic because they won't give up their personal time for their employers (McIntosh-Elkins, McRitchie, & Scoones, 2007). Each generation has different workplace needs. The central issue is how it is possible for leaders to effectively interact with, motivate, and lead such a generationally, and fundamentally diverse workforce.

At the time of this study, there were as many as four generations active in the workforce. Members of each generational cohort had different needs and expectations as they related to workplace motivation, organizational behavior, and leadership effectiveness. The early members of Generation Y were beginning to enter the ranks of

senior management, and had a sound foundation in their careers and in their organizations (Ferri-Reed, 2013). Generation Xers were poised to enter the executive suite in a few short years. Baby Boomers and the Silent Generation were at the helm of many of the world's largest corporations. Despite each generation holding differing leadership expectations and needs, and working together in the same workforce, no translation guide had been developed to promote leadership effectiveness across the generational spectrum.

It was been widely regarded by managers that understanding perceptions of leadership is key to organizational success (Gentry et al., 2011). The process of leadership is not one that can be packaged for a one size fits all solution. The same leadership behaviors and techniques are not even applicable to people within the same generation, let alone across the generational spectrum. The problem within the workplace setting is that without a guide establishing what leadership traits, behaviors, and practices are considered most effective by each generation, the highest levels of institutional effectiveness cannot be attained.

As stated in the background statement of this study, while researchers have investigated perceptions of leadership in business and industry, there has been little focus on perceptions of faculty within higher education. The body of research detailing expectations of leadership across the generational spectrum is considerable, but few studies have focused on higher education faculty members' perceptions of leadership. No studies have been completed which detail higher education faculty members' perceptions of essential elements of leadership across the generational spectrum.

**Purpose of the Study**

The purpose of this study was to identify generational cohorts' perceptions of essential elements of leadership held by faculty at a Midwestern state university. Another focus of the study was to examine if gender within each generational cohort of faculty affected perceptions of essential elements of leadership. This study expanded the current knowledge base surrounding generational leadership perceptions by examining the perceptions of faculty at an institution of higher education.

Effective leadership practices are essential to institutional success (Boleman & Gallos, 2011). As the multi-generational workforce that exists today has as many as four generations currently active, those in leadership roles are presented with an exceptionally difficult challenge (Nelsey & Brownie., 2012). Those in leadership roles must effectively lead a wide variety of people who hold significantly differing experiences and expectations. In order for those in leadership roles to effectively engage their followers, they must understand what follower expectations are of leadership (Howell & Costley, 2006).

**Significance of the Study**

This study provided a clearer understanding of the leadership perceptions of higher education faculty across the generational spectrum. While there is a growing body of research regarding leadership across the generational spectrum, very little exists which directly applies to this specific institutional level. Faculty, as leaders, can benefit from understanding the perceptions of essential elements of leadership across the generation spectrum in the specific context of their vocation. In addition, researchers studying leadership can benefit from the understanding of faculty perceptions of leaders as it is a

specific industry that has not yet been studied. Understanding spanning a wide cross section of business, industry, and education is needed in order for researchers to build a solid theoretical foundation of generational leadership expectations. Administrators in higher education can additionally benefit from understanding how faculty perceive leadership. Those in leadership roles must understand their followers' expectations if they are to fully engage their potential (Howell & Costley, 2006).

### **Delimitations**

According to Lunenburg and Irby (2008), delimitations are “the self-imposed boundaries set by the researcher on the purpose and scope of the study” (p. 134). A delimitation of this study was to focus solely on the perceptions of essential elements of leadership. There are countless traits and behaviors that could be perceived as essential to leadership. Narrowing the variables in this study to ten essential elements of leadership could have affected the scope of response. An additional delimitation of this study is its focus on the individual faculty member in the organizational structure. Perceptions of essential elements of leadership can change as studies investigate perceptions of individuals in different roles within the organizational hierarchy (Nikezic, Dzeletovic, & Dragan, 2016).

### **Assumptions**

Lunenburg and Irby (2008) defined assumptions as the “postulates, premises, and propositions that are accepted as operational for purposes of the research [that] provide the basis for formulating research questions or stating hypotheses and for interpreting data resulting from the study” (p. 135). This study included the following assumptions:

- 1) The participants understood the language and intent of the questions asked.

- 2) The participants accurately stated their perceptions of effective leadership practices.
- 3) The analysis of the data accurately reflected the perceptions of the participants.

### **Research Questions**

The difference in perceptions of essential elements of leadership crossing the generational spectrum is well documented (Busch et al., 2008; Deal et al., 2013; Dries & Peperman, 2008; Ferri-Reed, 2013; Gentry et al., 2011; Gursoy et al., 2013; Joshi et al., 2011; Murphy, 2012; Murray, 2011; Nelsey & Brownie, 2012; Zickurh, 2010). This quantitative study identified the differences in perceptions of essential elements of leadership held by faculty members at a Midwestern state university. In addition, this study identified differences in perceptions of each of the four major generational cohorts to which faculty members belonged, and examined the impact of gender within each of these generations on faculty members' perceptions of essential elements of leadership. The following research questions were investigated:

**RQ1.** To what extent do faculty members at a Midwestern state university perceive that influence is an essential element of leadership?

**RQ2.** To what extent do faculty members at a Midwestern state university perceive that promoting teamwork is an essential element of leadership?

**RQ3.** To what extent do faculty members at a Midwestern state university perceive that change facilitation is an essential element of leadership?

**RQ4.** To what extent do faculty members at a Midwestern state university perceive that use of authority is an essential element of leadership?

**RQ5.** To what extent do faculty members at a Midwestern state university perceive that collaborative dialogue is an essential element of leadership?

**RQ6.** To what extent do faculty members at a Midwestern state university perceive that risk taking is an essential element of leadership?

**RQ7.** To what extent do faculty members at a Midwestern state university perceive that followership is an essential element of leadership?

**RQ8.** To what extent do faculty members at a Midwestern state university perceive that emotional intelligence is an essential element of leadership?

**RQ9.** To what extent do faculty members at a Midwestern state university perceive that ethical behavior is an essential element of leadership?

**RQ10.** To what extent do faculty members at a Midwestern state university perceive that self-awareness is an essential element of leadership?

**RQ11.** To what extent is there a difference in perceptions that influence is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**RQ12.** To what extent is there a difference in perceptions that promoting teamwork is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**RQ13.** To what extent is there a difference in perceptions that change facilitation is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**RQ14.** To what extent is there a difference in perceptions that use of authority is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**RQ15.** To what extent is there a difference in perceptions that collaborative dialogue is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**RQ16.** To what extent is there a difference in perceptions that risk taking is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**RQ17.** To what extent is there a difference in perceptions that followership is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**RQ18.** To what extent is there a difference in perceptions that emotional intelligence is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**RQ19.** To what extent is there a difference in perceptions that ethical behavior is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**RQ20.** To what extent is there a difference in perceptions that self-awareness is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**RQ21.** To what extent are the differences in perceptions that influence is an essential element of leadership among a Midwestern state university's faculty members

of Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?

**RQ22.** To what extent are the differences in perceptions that promoting teamwork is an essential element of leadership among a Midwestern state university's faculty members Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?

**RQ23.** To what extent are the differences in perceptions that change facilitation is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?

**RQ24.** To what extent are the differences in perceptions that use of authority is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?

**RQ25.** To what extent are the differences in perceptions that collaborative dialogue is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?

**RQ26.** To what extent are the differences in perceptions that risk taking is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?

**RQ27.** To what extent are the differences in perceptions that followership is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?

**RQ28.** To what extent are the differences in perceptions that emotional intelligence is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?

**RQ29.** To what extent are the differences in perceptions that ethical behavior is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?

**RQ30.** To what extent are the differences in perceptions that self-awareness is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?

### **Definition of Terms**

**Baby Boomer.** The term Baby Boomer identifies the generation of individuals born between the years of 1946-1964 (Zickurh, 2010).

**Collaborative Dialogue.** Collaborative dialogue is two-way communication that exists between all stake holders in situation being discussed (Association of Leadership Educators, 2013).

**Ethical.** For the purpose of this study ethical was defined as behaviors which exhibit moral principles (Crawford et al., 2005).

**Followership.** Followership was defined as the act of being independent and active, enthusiastic, energetic, innovative, and willing to take risk in the operation of the organization (Crawford et al., 2005).

**Generation X.** Generation X was defined as individuals born between the years of 1965-1976 (Zickurh, 2010).

**Generation Y.** Generation Y was defined as individuals born between the years of 1977-1992 (see also Millennials) (Zickurh, 2010).

**Generational Cohort.** For the purpose of this study generational cohort was defined as particular age groupings with significant common experiences (Gilbaugh, 2009).

**Generational Marker.** Each generation experiences events which have an impact on all members of the generation in one way or another. These events are known as generational markers (Gilbaugh, 2009).

**Generational Spectrum.** For the purpose of this study generational spectrum identified the four main generations working together in the modern workforce: The Silent Generation, Baby Boomers, Generation X, and Millennials (Mullett, 2012).

**Influence.** The term influence referred to an interactive process in which people attempt to convince other people to believe and/or act in certain ways (Rost, 1993).

**Initiating Structure.** Crawford et al. (2005) stated that initiating structure means directing group activities through planning, scheduling, encouraging standards of performance, making task assignments, emphasizing deadline, and organizing the work.

**Institutional Effectiveness.** Institutional effectiveness is the purposeful coordination and integration of functions that support institutional performance, quality, and efficiency; those functions include strategic planning, outcomes assessment, institutional research, regional/specialized accreditation, and program/unit review (Association for Higher Education Effectiveness, 2014).

**Leadership.** For the purpose of this study, leadership is defined as an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes (Rost, 1993).

**Leadership Relationship.** The leadership relationship refers to interactions between leaders and followers working together (Crawford et al., 2005).

**Millennials.** Millennials are defined as individuals born between the years of 1977-1992 (see also Generation Y) (Zickurh, 2010).

**Self-Awareness.** Knowledge of one's own personality or character (Self-awareness, 2016).

**Silent Generation.** The Silent Generation refers to individuals born between the years of 1935-1945 (Zickurh, 2010).

### **Organization of the Study**

This dissertation is divided into five chapters. In chapter one the introduction to the study, background information, statement of the problem, and purpose of the study

were presented. In addition, the significance, delimitations, and the research questions used in this study were identified, and key terms were defined to provide a common understanding of vocabulary. The purpose of the literature review is to provide a basic rationale for the research conducted (Leedy & Ormrod, 2010). Chapter two summarizes a review of the literature which examines leadership expectations as well as shared and conflicting values across the generational spectrum. Chapter two additionally establishes the essential elements of leadership. The methodology utilized for this study is outlined in chapter three. The research design, sampling method, and survey instrument are also described. Chapter four details the data analysis and hypothesis testing results for this study. The restatement of the problem and purpose of the study are restated in chapter five. A summary of results of data analyses and hypotheses testing are also reported in chapter five. Results are compared to findings reported in related literature. In addition, this chapter reports suggestions for future actions and study.

## **Chapter 2**

### **Review of the Literature**

Essential elements of leadership are an absolute key component for every organization to be successful (Boleman & Deal, 2008). Institutions of higher education are no exception to this rule. Due to the increase in student choice, changes in funding models, continued globalization, and the increased expectations of student numbers, leadership in higher education has been placed under increased scrutiny (Black, 2015).

The volume of literature which researches the effects of generational based leadership has erupted in the last five to ten years (Costanza et al., 2012; Deal et al., 2013; Ferri-Reed, 2013; Geng-Qing Chi, Maier, & Gursoy, 2013; Gursoy et al., 2013; Mullett, 2012; Murphy, 2012; Murray, 2011; Nelsey et al., 2012; Newbern & Suski, 2013; Taylor & Stein, 2014). The current field of educational leadership is centered on soft skills and development of followers (Ariratana, Sirisookslip, & Ngang, 2015). Leaders at institutions of higher education must synthesize soft skills development, generational expectations, and idiosyncrasies of higher education to cultivate an effective institutional climate.

#### **Generational Cohort Theory**

Generational Cohort Theory was pioneered by Robert Inglehart in 1977. This theory contradicted the more traditional view that people change, mature, and develop beliefs based on age. Inglehart (1977) stated that changes across generations emerged because of important historical and social events, also known as generational markers. Brink, Zadong, & Crenshaw (2015) posited that this theory also implied changes across the generation spectrum are a function of social events as opposed to a biological process.

Generational Cohort Theory stated that generations growing up in times of socioeconomic insecurity learned survival values due to necessity (Inglehart, 1977). Dou, Wang, & Zhou (2006) stated that these generations placed value on resources that were in short supply during their childhood and adolescence. In contrast, those generations that grew up during times of socioeconomic security learned post-modernist values. Gursoy et al. (2013) theorized that as basic human needs are met, focus can go beyond that of basic survival, and on to self-actualization personal gratification, and inclusion.

### **Leadership Expectations across the Generational Spectrum**

The first step to gain understanding about what each generation across the generation spectrum perceives as essential elements of leadership is to understand each generations' expectations about leadership. Each generation has expectations of leadership that they feel are imperative for organizational effectiveness (Gentry et al., 2011). In this 2011 article Gentry et al. reported the results of their survey in which 7049 individuals identified their expectations of leaders. The results of this survey indicated that each generation had differing points of view about leader practices. The authors of this study found that leadership expectations were more similar than different across the spectrum.

Literature bifurcates the four generations which are focused on in this study. The Silent Generation and Baby Boomers are commonly referred to as older generations. These generations' members have similar values and expectations. Generation X and Millennials are referred to as younger generations who also have similar views

(Applebaum & Shapiro, 2004; Busch et al., 2008; Gursoy et al., 2013; Nelsey et al., 2012; Vezzosi, 2012).

Yu and Miller (2005) studied the work characteristics of older generations (Baby Boomers) versus younger generations (Generation X). The work characteristics of generational cohorts are important to leaders. Employees with different work characteristics are more or less productive and effective with different types of leadership (Tulgan, 1996). Because of the correlation between work characteristics and leadership style, continued scholarly pursuit of this topic is necessary (Deal et al., 2013).

Loomis (2000) theorized that a major difference between members of older generations and younger generations is their values system. Members of older generations value diligence and a stable working environment. In contrast, members of younger generations tend to be more self-sufficient and independent. Additionally, members of older generations' attitudes towards work emphasize steady, rhythmic work cycles and working hard while members of younger generations attitudes emphasize personal satisfaction (see Table 1) (Yu & Miller, 2005).

Results previously discussed which were reported by Gentry et al. (2011) were contradicted by a study conducted by Costanza et al. (2012). Their quantitative study assessed the differences across the generational spectrum in work-related attitudes. Results indicated that the relationships between generational cohort and work-related outcomes were relatively insignificant. According to these findings, the differences among generations probably do not exist on the work-related variables. Differences that appear to exist are likely attributed to factors other than generational cohort. The body of literature regarding generational cohorts is more supportive that differences in leadership,

work, and values are due to generational markers and life experiences as opposed to other factors (Ahn & Ettner, 2014; Applebaum & Shapiro, 2004; Dries & Peperman, 2008; Gentry et al., 2011; Gursoy et al., 2013; Joshi et al., 2011; Mullett, 2012; Zickurh, 2010).

Table 1

*Comparison of Work Characteristics*

Work Characteristics	Older Generations	Younger Generations
Work Values	Hard work	Personal Satisfaction
	Loyal to Employer	Loyal to Skills
	Teamwork	Prefers to Work Alone
	Chain of Command	Individual First
	Wants to Manage	No Need to Lead
Work Attitudes	Technically Challenged	Technically Savvy
	Job Promotion	Job Satisfaction
	Steady and Rhythmic	Quality of Life
	Formality (Authority)	Informality
	Commitment	Negotiation
Work Expectations	Corporate Paternalism	Empowerment
	Money and Recognition	Educational Reward
	Reward	Job Challenged
	Job Security	Pragmatic
	Sense of Entitlement	Entrepreneurial
	Competitive	Extreme Individuality
	Step by Step Promotion	Quick Promotion
Authority	Flexible Freedom	
	Employee	Ownership

Note: Adapted from “The Leadership Style: The Generation X and Baby Boomers Compared In Different Cultural Contexts,” by H. Yu and P. Miller, 2005. *Leadership and Organizational Development Journal*, 26(1), p. 35.

### **Shared and Conflicting Values Across the Generational Spectrum**

Each generation has experienced different generational markers which defined their social norms. These markers played a large part in establishing generational values (Gilbaugh, 2009). Tom Brokaw (1998) stated (referring to the Silent Generation) that these men and women survived the depression, won the war, and came home and built

America. As Gilbaugh (2009) posited, each of these generational markers that the members of the Silent Generation experienced played a role forming their perceptions of behaviors effective leaders demonstrate. Gursoy et al. (2013) stated that Baby Boomers grew up with a sense that security was taken care of which led to exploration and protest. Baby Boomers did not experience the same lack of basic human needs being filled as did the Silent Generation. As they took foundational levels of Maslow's Hierarchy of Needs for granted they were allowed to value personal gratification, material wealth, and peace (Gilbaugh, 2009).

Kapoor and Solomon (2011) postulated that Generation X came of age with significantly different generational markers than their preceding generations. Generation X was the first generation to be profoundly affected by the advancement of technology. Because both parents often worked, Generation Xers became latch-key kids. Because of this, these children grew up to have distrust for organizations and established institutions and traditions (Dziuban, Moskal, & Hartmen, 2005).

Millennials have a set of values that contradict many of the things that were held sacred by the other generations across the generation spectrum. Millennials value transparency, inclusion, and career mobility (Dries & Peperman, 2008). Millennials grew up in a time of recession that had layoffs. Most Millennials don't expect to work for the same company for 20 years. They want forward career progression, and are willing to go wherever is needed to be upwardly mobile (Bersin, 2013).

### **Generational Views as They Relate to the Generational Spectrum**

Generational cohorts hold differing perceptions of each other. This can lead to conflict and misunderstanding in the workplace (Meriac, Woehr, & Banister, 2010).

Each generational cohort has established values and perceptions of effectiveness they relate to leadership (Gentry et al., 2011; Murray, 2011; Nelsey et al., 2012; Sessa, Kabacoff, Deal, & Brown, 2007; Taylor & Stein, 2014). Because of these values and perceptions, it stands to reason their view of adjacent generations' abilities to effectively lead may be skewed. An exploratory study conducted by Geng-Qing Chi et al. (2013) outlined the perceptions that hospitality employees have toward younger and older first line managers by generation cohort and job position across the generations. The findings supported the premise that there are significant differences in employees' perceptions of younger and older managers.

A 2010 study by Meriac et al. which spanned 12 years and 1860 participants resulted in findings which suggested differing generation cohorts many times held different interpretations of similar content. This study further demonstrated the differences and potential friction that can be produced when multiple generations are confined to the same workspace. This example exhibits the need for leadership to have an in-depth understanding of perceptions of essential elements of leadership held by each major generational cohort.

### **Leadership Perceptions across the Generation Spectrum**

Each generation has collective experiences that form what they consider to be norms and expectations of human interaction. Many experts contend that we, as humans are products of our past (Ahn & Ettner, 2014). This theory can be illustrated through an examination of major generational markers and the corresponding values and attitudes of generation cohorts. The Silent Generation was affected by events such as The Great Depression, World War II, and the Industrial Revolution (Brokaw, 1998). This

generation is thought of as being inflexible, negative, and over cautious, but is known for loyalty and self-sacrifice (Francis-Smith, 2004). Baby Boomers experienced the John F. Kennedy and Martin Luther King Jr. assassinations, the civil rights movement, and the Vietnam War. The literature describes Baby Boomers as being self-conscious, idealistic workaholics. Generation Xers were affected by such events as the Challenger disaster, the Iran-Contra affair, the Gulf War, and single parent and blended families. This generation is often characterized as being entrepreneurial, financially independent, and self-reliant. Millennials, or Generation Y grew up through such events as the September 11<sup>th</sup>, 2001 terror attacks, the wars in Iraq and Afghanistan, the 2008 recession, the Columbine High School shooting, and a multitude of technological advances. They are characterized as being goal oriented, social-minded, self-confident, and accepting of diversity (Smith, Roebuck, & Elhaddaoui, 2016).

The four generations which are in the workplace simultaneously are chronologically separated groups of people who have very different views about how the workplace should function. For example, millennials value social comfort while Baby Boomers are concerned with efficiency. The differences expand exponentially as the generation spectrum reaches the ends of its continuum (Mullett, 2012).

### **Gender and Leadership Perceptions**

Many attempts have been made to explain differences in leadership perceptions among genders, but the findings have been equivocal (Murray & Chua, 2012). As leadership is a multifaceted process it is exceedingly difficult to gauge the specific perceptions of different demographics (Crawford et al., 2005; Girard, 2010). The body of

research directed toward understanding gender in the context of perceptions of leadership does not exist without conflict.

Literature relating to gender and each of the essential elements of leadership is relatively scarce. Research states that males and females perceive elements of effective leadership in different ways (Muchiri, Cooksey, Di Milia, & Walumbwa, 2011). Scholarly work that relates to use of authority posits that males view this essential element of leadership as being more of a critical aspect of leadership than do females (Walker, Ilardi, & McMahon, 1996). Research studies have furthermore found that males are more susceptible to influence and view its use in leadership as more necessary (Girard, 2010; Vezzosi, 2012). In contrast, Cheng and Lin (2012) conducted a research study which found that perceptions of emotional intelligence are not affected by gender. Maxfield and Shapiro (2010) conducted a study which resulted in similar findings, but focused on perceptions of risk taking in leadership.

A number of research studies have found gender differences consistent with differences in perceptions of leadership (Girard, 2010; Vezzosi, 2012; Walker et al., 1996). There have, moreover, been studies which have found no notable differences in perceptions of leadership based on gender (Cheng & Lin, 2012; Maxfield & Shapiro, 2010). Currently there is not agreement in published research regarding the role that gender plays in perceptions of effective leadership (Murray & Chua, 2012).

### **The Study of Leadership**

Leadership is one of the most observed, but least understood of all human behaviors (Burns, 1987). Throughout history, people have worked to change the world in meaningful ways. Significant change, though, rarely happens through the hands of the

individual, but rather through the work of groups of people (Malott, 2015). These meaningful changes that have occurred are a byproduct of leadership. The study of leadership has evolved through the course of history. Many studies of leadership dating back to the late nineteenth and early twentieth centuries focused more on what the leaders did than on the process of leadership (Crawford et al., 2005). Through time and the evolution of understanding of human behavior, the study of leadership has evolved as well. Contemporary scholars in the academic discipline of leadership studies have asserted that leadership is much more of a relationship and process that occurs between leaders and followers as opposed to simply the acts or condition of a single person (Arbinger Institute, 2010; Blanchard & Miller, 2009; Kotter, 2012; Kouzes & Posner, 2007; Northouse, 2010).

Literature has identified a multitude of elements of leadership that are deemed as essential. Influence, teamwork, change facilitation, autocratic or democratic behaviors, the ability to take risks, emotional intelligence, followership, and ethical behavior have all been identified in numerous books, journal articles, and scholarly presentations as essential elements of leadership (Ahn, Weng, & Butler, 2013; Boleman & Deal, 2008; Crawford et al., 2005; Busch et al., 2008; Carnegie, 1935; Goldsmith & Domann-Scholz, 2013; Hackman, 2002; Howell & Costley, 2006; Rath & Conchie, 2008). There has not yet been any set of traits or behaviors that have been deemed as universally essential simply due to the situational nature of leadership (Crawford et al., 2005).

### **Influence as an Essential Element of Leadership**

Rost (1993) defined influence as: “an interactive process in which people attempt to convince other people to believe and/or act in certain ways” (p. 157). Leadership

scholars have focused a great deal of attention on finding out what makes leadership effective. Among elements that have been considered by researchers as essential to leadership, influence has risen to the top of social practices deemed key in the leadership process (Sassenberg & Hamstra, 2016). Organizations rely on synergy in the leadership process to produce needed results in order to stay on the cutting edge of business and industry. For the leadership process to function, followers must be receptive to their leader's influence as a part of this synergistic relationship (Bélanger, Pierro, & Kruglanski, 2015). A fundamental issue in the leadership relationship is a leader's ability to influence followers. There are a variety of strategies leaders can use to deploy their influence. The effectiveness of these tactics hinges on the circumstances in which they are deployed. Potentially relevant determinants of influence tactics are followers' personalities, and the contributing factors that have shaped their personality (Pierro et al., 2012). The leadership relationship facilitates the leaders understanding of followers' personalities. This facet of the leadership relationship assists leaders in selecting influence tactics that align with follower personality.

It is important to note the difference between influence and coercion. As previously stated, Rost (1993) defined influence as: "An interactive process in which people attempt to convince other people to believe and/or act in certain ways" (p. 157). In contrast, Hersen, Rosqvist, Gross, Drabman, Sugai, & Horner, (2010) defined coercion as "the ability to withhold negative consequences in return for desired behavior" (p. 559). The differentiating element of these two practices is the perceived free will of those upon whom the tactic is exercised.

Table 2

*Methods of Influence*

Influence Tactic	Process
Rational Persuasion	The agent uses logical arguments and factual evidence to show a request is relevant for attaining task objectives
Apprising	The agent explains how carrying out a request or supporting a proposal will benefit the target personally or advance the targets career
Inspirational Appeals	The agent makes an appeal seeking to arouse the target person's emotions to gain commitment for a request
Consultation	The agent encourages the target to suggest improvements in a proposal, or to help plan an activity or change for which the target person's support and assistance is desired.
Exchange	The agent offers an incentive, an exchange of favors, or indicates willingness to reciprocate at a later time if the target will do the request
Collaboration	The agent offers to provide relevant resources and assistance if the target will carry out a request or approve a proposed change
Personal Appeal	The agent asks the target to carry out a request out of friendship, or asks for a personal favor before saying what it is
Integration	The agent uses praise or flattery before or during an influence attempt or expresses confidence in the targets ability
Legitimizing Tactics	The agent establishes legitimacy of a request or verifies authority by referring to rules, formal policies, or official documents
Pressure	The agent uses demands, or persistence to influence
Coalition Tactics	The agent seeks the aid of others to persuade the target to do something or uses the support of others as a reason for compliance

*Note:* Adapted from *Leadership in Organizations* by G. Yukl, 2012.

The ability to influence others is one of the most important aspects of effective leadership (Ahn et al., 2013; Bode & Shah, 2014; Brady & Wooward, 2007; Crawford et al., 2005; Carnegie, 1935; Northouse, 2010, 2012; Pierro et al., 2012; Yukl, 2008).

Influence is an important element of leadership because during the leadership process it is

often necessary for leaders to modify the attitudes, behaviors, and even values of followers (Crawford et al., 2005). How successful the leadership process is can be heavily dependent on how successfully the leader can exercise influence. There are a variety of influence tactics that can be used in the process and relationship of leadership. Yukl (2012) identified 11 tactics of influence that are relevant in leadership. Each of the influence tactics that Yukl (2012) identified has its place in this leadership process. Each can yield a different outcome in distinctive situational contexts. Yukl (2012) identified both the tactic and the process used to exert each type of influence (see Table 2).

### **Promoting Teamwork as an Essential Element of Leadership**

The ability to lead teams and the process of facilitation of teamwork are both imperative aspects of effective leadership (Hackman, 2002). Research has shown that technical skills play a significant role in organizational success, but human factors such as leadership and teamwork have a foundational effect on an organization's ability to successfully function. Additionally, there is a correlation between poor teamwork and poor organizational outcomes (Hunziker, Johanson, Tschan, Semmer, Rock, Howell, & Marsch, 2011). If teamwork is a train moving with forward momentum, effective leadership is the rail system that provides direction and guidance.

There is a wide body of research which links facilitation of effective teamwork and effective leadership (Hunziker et al., 2011; Kootsookos, Edwards-Hart, & Steiner, 2013; Nelsey et al., 2012; Sandoff & Nilsson, 2016). The leadership aspect of teamwork involves mentoring and enhancing the performance of team members by encouraging and facilitating developmental opportunities. It is through this development and the leadership process that teams are able to effectively serve their organizations (Chin,

2015). Organizations emphasize collaboration and cooperation as essential aspects of teamwork vital to successful operation. The sense of shared purpose produced from cohesion reflects critically on the leadership climate surrounding the team (Sandoff & Nilsson, 2016).

There is a myriad of processes that connect effective leadership and teamwork. Small group communication, creativity, innovation, problem solving, decision making, cohesion, collaboration, conflict management, power, and influence all play key roles in successful teamwork as well as successful leadership (Franz, 2012). Those charged with carrying out the leadership process must be adept in these practices deemed essential to the facilitation of teamwork. As organizations rely on teams to operate at peak efficiency, the leadership processes that create a climate fertile for synergistic teamwork must become commonplace in organizational culture (Singh, Von Treuer, & London, 2011).

### **Change Facilitation as an Essential Element of Leadership**

Change plays a critical role in the leadership process. Simply put, the leadership process is about creating and sustaining change (Crawford et al., 2005). Welch and Welch (2005) stated, “When the rate of change outside your organization surpasses the rate of change inside your organization, the end is near” (p. 7). This statement

encapsulates the importance of effective change facilitation in the leadership process.

There are many ways of implementing change, but planned change which is purposeful to bring about improvements is the most common (Mitchell, 2013). Change is how organizations stay on the cutting edge of industry. It is the responsibility of those

engaged in the leadership process to effectively facilitate organizational change (Boleman & Gallos, 2011).

Transformational leadership requires visualization for the need for change in the organization (Shanker & Sayeed, 2012). Whenever human communities are forced to adjust to shifting conditions, pain is going to be present. This is why change is so difficult to facilitate in the organizational setting (Kotter, 2012). The facilitation of change can be done in a multitude of manners. Crawford et al. (2005) identified four phases in the change process (a) refusal to accept the status quo, (b) creation of a vision for future success, (c) initiation of the change process, and (d) sustaining the change process. These phases are simple to comprehend, but just like all aspects of the change and the leadership processes, are difficult to execute.

For any change to be effective it must be sustained. Those in leadership roles must act as change agents (Johnson, 1998; Kotter, 2012; Maxwell, 2007; Quinn, 1996). It is the change agent who is confronted with the obstacle of sustaining the organizational change at hand. Obstacles that are seen day in and day out are the most troublesome source of resistance in the change process. It takes active participation and buy-in from both sides of the leadership relationship to sustain organizational change. Many contemporary leadership theorists have insisted that managing the change process is the sole purpose of leadership (Barker, 2016; Crawford et al., 2005; Brungardt, 2010). If institutions wish to transform, facilitation of change is an essential element of leadership (Crawford et al., 2005).

### **Use of Authority as an Essential Element of Leadership**

Use of authority in the leadership process is generally thought of as being top-down, production oriented, and job centered. This type of behavior is not typically thought of as being an essential element of leadership, especially in the post-industrial age (Crawford et al., 2005). As the purpose of this study was focused on perceptions of effective leadership across the generation spectrum, it was important to document leadership tenants which contributed to shaping generational views during participants coming of age. Classical leadership theories are much more based on use of authority than are those of the postindustrial view of leadership (Northouse, 2012).

Classical leadership that was prevalent essentially from the enlightenment to the mid-1970s was focused on efficiency, profit, and production. Stability rather than disruptive change was the hallmark of this era of leadership (Crawford et al., 2005). Research is relatively scarce as it pertains directly to The Silent Generation and its members' perceptions of effective leadership. Much of the scholarship that concentrates on generations has focused on Baby Boomers, Generation X, and Millennials (Ahn & Ettner, 2014; Angeline, 2011; Costanza et al., 2012; Smith et al., 2016; Twenge, 2010).

Use of authority is a major element of Autocratic leadership. Autocratic leadership uses rules and regulations to control activities and relationships. All decisions are made by the leader, and there is a clear distinction between leaders and followers (Crawford et al., 2005). Members of the Silent Generation are comfortable with top-down management and rarely question authority (Kapoor & Solomon, 2011). They are fiercely loyal to institutions, likely only having one or two employers during a lifetime (Simons, 2009). This generation is familiar with sacrifice and hierarchy. Members of

this generation see conformity as a sure ticket to success (Kapoor & Solomon, 2011). Fifty percent of the men who belong to the Silent Generation are war veterans (Sujansky, 2004). These men came of age in the military, an organization in which use of authority was the standard operating procedure. This view of effective leadership behavior stayed with them through the entirety of their careers.

### **Collaborative Dialogue as an Essential Element of Leadership**

Collaborative dialogue is employee centered, participative, and socio-emotionally oriented (Crawford et al., 2005). A number of theories that are embraced in the field of leadership studies in the post-industrial age are rooted in the early work of Lewin and Lippett (1938) who published one of the earliest theories which identified democratic leadership. Democratic leadership and its individual elements, such as collaborative dialogue, are reoccurring topics in the study of leadership (Ferri-Reed, 2013; Krzyzewski & Phillips, 2000; Maxwell, 2007; Northouse, 2012; Offerman, Kennedy, & Wirtz, 1994; Sassenberg & Hamstra, 2016; Yukl, 2008).

Collaborative dialogue has many benefits. Due to its participative nature, it is likely to increase the quality of decision-making, contribute to employees work lives, promote employee motivation, and increase employee satisfaction (Bell & Themba, 2014). Leadership is one of the most important factors that can affect organizational innovation and success. Participative, democratic leadership which includes the process of collaborative dialogue encourages the leadership process in growing new ideas, finding new opportunities, generating new information, and ultimately increasing performance (Sagnak, 2016).

Collaborative dialogue in leadership is not without its drawbacks. This interactive style of communication and decision-making can be exceedingly cumbersome. The complexities that arise from facilitating a group process often make engaged leadership a daunting task. Because of its time-consuming nature, collaborative dialogue is best suited for tasks that require participation, involvement, creativity, free thinking, and commitment to decisions. When groups of followers are large, or when there is insufficient time to engage in collaborative dialogue, it may not be the most appropriate communication and decision-making style (Crawford et al., 2005; Northouse, 2012).

### **Risk Taking as an Essential Element of Leadership**

Risk taking is a major component of leadership (Brungardt & Crawford, 1999; Maxfield & Shapiro, 2010; Ridenour & Twale, 2005). It must be grounded in a favorable balance of benefits weighed against the potential dangers (McGowan, 2007). Risk taking in leadership can be viewed through two different lenses: risk in demonstrating the will to confront and challenge, and risk in empowerment and giving control for the purpose of subordinate development (Crawford et al., 2005; Brungardt & Crawford, 1999; Northouse, 2012).

Empowerment, if applied correctly, contains a high level of risk for both the leader and the follower. Empowerment is vastly different from simple delegation (Everett, Homestead, & Drisko, 2007). Leaders giving work away to followers is not empowerment. In delegation, leaders maintain decision-making authority, and thus the risk on their part is relatively low. In this process, the lack of authority that accompanies the responsibility for the task at hand and overall control of the project yields much lower levels of subordinate development. Leaders must be willing to risk failure if true

empowerment is to take place. Northouse (2012) stated that leaders have to be responsible for their actions. Empowerment teaches this facet of leadership to subordinates. As stated in Table 3, there are a number of advantages, and disadvantages to empowerment. Its use, while a strong tool for subordinate development, can have negative results. Leaders must gauge subordinate maturity levels before implementing the practice of empowerment (Crawford et al., 2005).

Table 3

*Advantages and Disadvantages of Empowerment*

Advantages of Empowerment	Disadvantages of Empowerment
Gives workers autonomy over projects	Takes control of the project away from the leader
Reduces the leader's role in projects so he or she can concentrate on other projects	Requires leader effort to initiate and maintain the empowerment process
Creates satisfaction in followers	Failure can be fatal for both employee and leader
Produces higher drive for success and productivity	May not always follow the project schedule
Ownership increases responsibility for the project	Followers may want additional power that is inappropriate
Desired outcomes are better defined	Can delegate into chaos and irresponsible behavior
Creates a trusting and collaborative environment	

*Note:* Adapted from: "Understanding Leadership: Theory and Practice," by C. Crawford, C. Brungardt, and M. Maughan, 2005, p. 78.

In the leadership process, confronting others to hold them accountable for their actions is an incredibly important skill (Cooper & Sigmar, 2012). This process must flow both ways within the organizational chart. Those engaged in the leadership process must be willing to challenge and confront the rank and file of the organization just as they

would low-performing subordinates. This act does not come without risk. If transformational change is going to take place, this calculated risk is a necessity (Brungardt & Crawford, 1999). The bottom-up need for revolution spawns from uncertainty, be-it political, socioeconomic, or other potential disastrous outcomes from the continuation of the current status quo (Li, 2013). The term *bottom-up* is relative, it propagates thoughts of entry level employees. Bottom-up movements can initiate from a multitude of levels from within the organization (Brungardt & Crawford, 1999).

Bob Dylan (1965) wrote in his song *Like a Rolling Stone*, “If you’ve got nothing, you’ve got nothing to lose.” Risk taking in leadership comes at a much lower price to those with less to lose. The higher the level of position which spawns or engages in the movement, the more potential loss is present. Those willing to challenge and confront can lose position, power, resources, or employment. This is where need for risk taking in leadership becomes apparent. Those with more to lose can often have greater impact on the issue and subsequent organizational transformation (Brungardt & Crawford, 1999).

### **Followership as an Essential Element of Leadership**

Effective followership has an essential role in all leadership situations (Howell & Costley, 2006). For the leadership process to function, the emphasis cannot solely be on the effectiveness of the leader. As Rost (1993) stated, leadership is about a relationship between leaders and followers. The followers hold an equal amount of importance in the effectiveness of the leadership process. Followers must be inspired by leaders modeling the way to reach their full potential (Kouzes & Posner, 2007). Effective leaders who are effective followers inspire strong followership (Cruz, 2014). Many experts believe that

the first step in developing effective leadership is teaching individuals how to be exemplary followers (Howell & Costley, 2006).

Crawford et al. (2005) suggested that leaders must be good followers. An effective follower is someone who understands that if the team succeeds, he or she was a part of that success. Likewise, if the team fails, the follower was a part of the failure. Followers are however, often thought of as junior employees. Rarely does this term conjure images of senior leaders. Hurwitz and Hurwitz (2009) posited that individuals who occupy senior leadership roles, in many cases, are some of the strongest followers. All organizational levels, even those at the top of the hierarchy, report to some level of governing body. Organizational success is hinged on leaders being effective followers. This is magnified at the senior levels of the organization.

### **Emotional Intelligence as an Essential Element of Leadership**

Emotional Intelligence describes the ability, capacity, or skill to identify, assess, manage, and control the emotions of oneself, others, and groups (Ealais & George, 2012). Research has demonstrated that a high level of emotional intelligence is associated with transformational leadership (Fitzgerald & Schutte, 2010). In order for leaders to effectively harness the full potential of their subordinates, they must not only be in control of their own emotions but have a pulse of the emotions of subordinates in their organization. Those who fail to understand the emotional climate of the organization's which they are leading will fail to understand the true nature of the state of their leadership effectiveness (Crawford et al., 2005).

Cooper (1997) posited there are three essential behaviors that are key to effective leadership (a) effective leaders building trusting relationships, (b) effective leaders

working to increase the energy and effectiveness of the organization, and (c) effective leaders striving to shape the future by tapping the power of divergent views and making the most of real potential and innovation. Cooper further suggested that leaders who harness these forces are able to produce emotional literacy, emotional fitness, emotional depth, and emotional alchemy. Goleman (1998) stated that while intelligence and technical skill are important in leadership, it is emotional intelligence that differentiates mediocre leaders from the exceptional.

### **Ethical Behavior as an Essential Element of Leadership**

Obeing the law and adhering to rules and regulations is the easy part of leadership. It is the gray area in which many decisions lie, and the complexity of leadership responsibilities, that contributes to the challenges of effective leadership which are exceedingly difficult. These facets of human behavior and decision making are examples of why ethics are a vitally important aspect of leadership (Plinio, 2009). For the purpose of this study, leadership was defined as an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes (Rost, 1993). This definition of leadership hinged on the moral principles of human dignity and autonomy in the relationship between leaders and followers. If these principles are violated in any way, there is something other than leadership occurring in the relationship (Crawford et al., 2005). Integrity of character within the leader-follower relationship must be foundational in order for effective leadership to occur (Storr, 2004).

Ethical behavior in leadership is of high precedence for many organizations because of the perceived positive effects it brings to the organizational culture (Kalshoven, Hartog, & Hoogh, 2011). It is well documented that ethical behavior is

comprehensively seen as an essential element of leadership (Crawford et al., 2005; Burns, 1987; Huhtala, Kangas, Lamasa, & Feldt, 2013; Johnstone, 2013; Palmer, 2009; Thorton, 2009). Hernandez (2008) conducted a survey of 205 executives of public and private companies. In this study, promoting an ethical environment was rated as the leadership skill that was considered most important by all executives which were surveyed. Ethical leadership practices were identified as having a high level of importance in the leader-follower relationship in two studies conducted by Pucic (2013). These studies examined follower perceptions of ethical leadership, and each involved in excess of 1500 followers.

### **Self-Awareness as an Essential Element of Leadership**

A growing body of research has suggested that self-awareness is strongly associated with successful leadership (Ashley & Reiter-Palmon, 2012). Leadership can't look the same for everyone because it is different for every person (Maxwell, 2002). For those taking on the leadership relationship, there must be a heightened level of self-awareness. Understanding individual strengths and weaknesses in self is every bit as important as understanding them in others (Rath & Conchie, 2008).

Leadership is generated from within. This aspect of leadership is known as personal leadership. It is characterized by self-awareness, authenticity, inspiration, and passion (Horowitz & Van Eeden, 2015). It is personal leadership that allows the leadership relationship to be effective. Personal leadership is the conduit through which the organizational message is communicated (Mastrangelo, Eddy, & Lorenzet, 2004). As self-awareness is a key facet of personal leadership it must be a focus of the individual who is engaging in the leadership relationship. Leadership is based on authentic effective relationships. These relationships are often facilitated through the personal identities and

self-awareness of those engaged in the leadership relationship. It is through this relationship and self-awareness that accommodations can be made which adjust for weaknesses that exist in personal and professional skill sets (Caldwell, 2009).

### **Summary**

Research strongly promotes the existence of documented differences in leadership practices as perceived by the generation spectrum. The expectations, values, and views across the generation spectrum, according to literature, can be linked to generational markers that shaped society during the time that each generation came of age. Through dissecting the effects of these generational markers it is possible to understand the views, values, and expectations of each generational cohort. It is only through understanding the root cause of why each generation functions in the way it does, and how each perceives leadership, that makes it is possible to truly harness the power of individuals within each generational cohort (Bersin, 2013). This chapter provided a review of the essential elements of leadership, and a brief summary of the study of leadership and generational cohorts. Chapter three includes an explanation of the methods used to address the research questions outlined in chapter one.

## **Chapter 3**

### **Methods**

The purpose of this study was to determine how faculty at a Midwestern state university perceived essential elements of leadership. Additionally, this study determined how faculty members who belonged to four generational cohorts perceived the essential elements of leadership, and how these perceptions were affected by gender. This chapter includes a description of the research method, including the research design, data collection, and data analysis procedures. In addition, this chapter summarizes the limitations of the study.

#### **Research Design**

A quantitative methods research design was utilized in this study. There are multiple research strategies characteristic of quantitative research: causal comparative approaches, correlational, survey, and experimental research are all widely used. Survey research provides a numeric description of trends, attitudes, or opinions of a population by studying a sample of that population (Creswell, 2014). The survey approach was determined to be the most fitting for this study.

The dependent variables in this research study were faculty members' perceptions of the ten essential elements of leadership (influence, promoting teamwork, change facilitation, use of authority, collaborative dialogue, risk taking, followership, emotional intelligence, ethical behavior, and self-awareness). The independent variables were generational cohort, and gender of faculty members at a Midwestern state university.

## **Selection of Participants**

The sample for this study was selected using purposive sampling. Potential participants for the current study included all full-time, domestic, on-campus faculty at a Midwestern state university. There were 399 full time, domestic, on-campus faculty members at the Midwestern state university. The faculty were deemed full-time based on the definition of full-time work load in the *2017-2019 Memorandum of Agreement (MoA)* between the Midwestern State University and the American Association of University Professors (AAUP). The *2017- 2019 MoA* states: “The full-time instructional workload will generally be twenty-four (24) credit hours of regularly scheduled courses in any one (1) academic year” (p. 5). Participants must have taught a minimum of one face to face class on the domestic Midwestern state university campus during the 2017 Spring semester.

## **Measurement**

Through the process of information gathering, ten essential elements of leadership were identified by the researcher. Based on these ten elements, *The Essential Elements of Leadership Survey* was constructed to collect the desired data for this research (see Appendix A). *The Essential Elements of Leadership Survey* consisted of two sections. The first section asked participants to convey perceptions of essential elements of leadership. The second section collected demographic information to ascertain the participant’s generational cohort and gender. Each of the participants self-identified the generational cohort which he or she belonged using the generational definitions from the *Generations 2010* research study conducted by Zickurh (2010) of the Pew Research

Center. There are multiple sources which identify different points in history that group generational cohorts (see Table 4).

Additional demographic questions asked participants if they had ever served in the military and racial/ethnic background. These additional items were put in place to prevent participants from answering questions based on preconceived notions of how their generation or gender should behave. The first section of the *Essential Elements of Leadership Survey* used a five point Likert-type scale. Responses that could be selected were: 5 = Strongly Agree, 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, and 1 = Strongly Disagree. These responses allowed for a calculation of the average for each of the variables. Of the ten dependent variables in this study, seven required more than one survey item to measure the leadership element. Each time more than one survey item was used to measure a variable, an average was calculated. Appendix B highlights the intersection between the research questions and the Essential Elements of Leadership Survey items.

Table 4

*Defining Generations*

Generation Name	Years of Birth
Millennials	1977-1992
Generation Xers	1965-1976
Baby Boomers	1946-1964
The Silent Generation	1937-1945

*Note.* Adapted from *Generations 2010*, by K. Zickurh, 2010, p. 4. Copyright 2010 by the Pew Research Center.

The Association of Leadership Educators (2013) published *The National Leadership Education Research Agenda* (NLERA). In order to design the survey, the

researcher consulted leadership textbooks and the NLREA, noting common leadership constructs. The initial process of information gathering also included consulting textbooks currently being used by a leadership education program at a regionally accredited institution (Boleman & Deal, 2008; Crawford et al., 2005; Carnegie, 1935; Chrislip & Larson, 1994; Hackman, 2002; Howell & Costley, 2006; Krzyzewski & Phillips, 2000; Lewis & D'Orso, 1999; Midwestern State University Department of Leadership Studies, 2007; Northouse, 2010). The questions for the *Essential Elements of Leadership Survey* were developed using themes consistent across texts used in the required core classes offered in the Organizational Leadership Degree Program at the Midwestern State University and the NLERA. None of the questions were taken directly from any of the textbooks that were reviewed for the development of this survey.

All but one of the essential elements of leadership that were identified for this study can be found in the background/foundation of research priorities, the research priorities themselves, or in the applied outcomes of the NLERA. The only theme that was not included in the NLERA but included in this study was use of authority. It was included because of the autocratic nature embraced by members of The Silent Generation. This generation believed in the top down, chain of command concept which is centered around use of authority (Kapoor & Solomon, 2011). This was a major part of the industrial leadership paradigm that was embraced during The Silent Generation's formative years (Crawford et al., 2005).

Validity is the degree to which an instrument consistently measures what it was designed to measure (Lunenburg & Irby, 2008). Based on literature and previous work, an instrument was designed by the researcher for this study (Association of Leadership

Educators, 2013; Boleman & Deal, 2008; Crawford et al., 2005; Carnegie, 1935; Hackman, 2002; Howell & Costley, 2006; May-Washington, 2014) The survey was reviewed for construct validity by five faculty members who were experienced leadership educators (see Appendix C). These faculty members examined the 10 themes identified in *The Essential Elements of Leadership Survey* to ensure congruence between survey questions and common views about leadership from the leadership studies disciplinary perspective voice of the leadership studies discipline. Two of the faculty members were selected because they currently teach graduate courses in research methods, one faculty member was selected because she has a terminal degree in the discipline of leadership, and the remaining two faculty members were selected based on their academic rank of full professor teaching in the discipline of Organizational Leadership.

Table 5

*Reliability of EEL Using Multiple Survey Items*

Essential Element of Leadership	Survey Item (2)	Coefficient
Influence	12, 14, 15	.03
Use of authority	4, 9, 10	.45
Collaborative dialogue	6, 16	.58
Followership	11, 13, 17	.32
Emotional Intelligence	5, 19	.19
Ethical behaviors	2, 8	.73
Self-awareness	18, 20	.61

Leedy & Ormrod (2010) defined reliability as “the extent to which the instrument yields consistent results when the characteristic being measured hasn’t changed” (p. 52).

The reliability of *The Essential Elements of Leadership Survey* was determined using

Cronbach's Alpha. Since the *Essential Elements of Leadership Survey* was an instrument created specifically for this research study, the internal consistency was unknown.

Cronbach's Alpha was used to determine the reliability of each dependent variable which used more than one survey item to measure perceptions. The calculation of reliability for essential elements of leadership using single survey items for measurement was not necessary. The reliability of the essential elements of leadership scales using multiple survey items is listed in Table 5. The reliability for the individual Essential Elements of Leadership Scales were not greater than .7.

Nunnally and Bernstein (1994) stated that by making measures longer their reliability is increased. Nunnally and Bernstein (1994) continued to posit that in the early stages of research, reliability can be established at a coefficient of .7 as opposed to a coefficient of .8 which is considered the standard measurement for reliability using Cronbach's Alpha according to Creswell (2014). A sample of 115 faculty members were surveyed using the 20 items that measured perceptions of the 10 essential elements of leadership. The Cronbach's Alpha for the scale composed of all 20 items was calculated at .7. The research conducted for this dissertation was completed using the current survey items and scales with the expectation that research would continue to increase reliability of the survey.

### **Data Collection Procedures**

A Proposal for Research was sent to the Baker University Institutional Review Board on December 14, 2016 (see Appendix D). On December 15, 2016, a letter of approval was received from the Baker University Institutional Review Board (see Appendix E). As this study contained human subjects who were employed by the

Midwestern state university, a Proposal for Research was also sent to the Midwestern state university Institutional Research Board on the December 6, 2016 (see Appendix F). A letter of approval was received by the researcher on December 6, 2016 (see Appendix G).

All full-time, domestic, on-campus faculty across the five colleges of the Midwestern state university were initially screened through the personnel office for eligibility to participate in the study. A link to *The Essential Elements of Leadership Survey* was sent to each eligible faculty member in a recruitment email using the Midwestern state university email system on 01/19/2017 (see Appendix H). Subjects were required to read the informed consent statement (see Appendix I) and acknowledge the voluntary nature of their participation prior to participating in the study. Participants were given a window of three weeks, from 01/19/2017 to 02/09/2017 to participate in the study using the online assessment tool Survey Monkey. During the survey window of availability, two additional emails were sent to all eligible participants reminding them of the survey and requesting their participation. These emails were sent on 01/31/2017 and 02/06/17. The survey was closed on 02/09/2017.

### **Data Analysis and Hypothesis Testing**

Quantitative research is used to test theories as an explanation for answers to questions (Creswell, 2014). This study used a quantitative methodology of data collection and analysis. The Statistical Package for Social Science (SPSS) software was used to analyze data. The following research questions, hypotheses, and hypothesis testing guided the study:

**RQ1.** To what extent do faculty members at a Midwestern state university perceive that influence is an essential element of leadership?

**H1.** Faculty members at a Midwestern state university perceive that influence is an essential element of leadership.

A one sample *t* test was conducted to test H1. The sample mean was tested against a null value of 3. The level of significance was set at .05.

**RQ2.** To what extent do faculty members at a Midwestern state university perceive that promoting teamwork is an essential element of leadership?

**H2.** Faculty members at a Midwestern state university perceive that promoting teamwork is an essential element of leadership.

A one sample *t* test was conducted to test H2. The sample mean was tested against a null value of 3. The level of significance was set at .05.

**RQ3.** To what extent do faculty members at a Midwestern state university perceive that change facilitation is an essential element of leadership?

**H3.** Faculty members at a Midwestern state university perceive that change facilitation is an essential element of leadership.

A one sample *t* test was conducted to test H3. The sample mean was tested against a null value of 3. The level of significance was set at .05.

**RQ4.** To what extent do faculty members at a Midwestern state university perceive that use of authority is an essential element of leadership?

**H4.** Faculty members at a Midwestern state university perceive that use of authority is an essential element of leadership.

A one sample *t* test was conducted to test H4. The sample mean was tested against a null value of 3. The level of significance was set at .05.

**RQ5.** To what extent do faculty members at a Midwestern state university perceive that collaborative dialogue is an essential element of leadership?

**H5.** Faculty members at a Midwestern state university perceive that collaborative dialogue is an essential element of leadership.

A one sample *t* test was conducted to test H5. The sample mean was tested against a null value of 3. The level of significance was set at .05.

**RQ6.** To what extent do faculty members at a Midwestern state university perceive that risk taking is an essential element of leadership?

**H6.** Faculty members at a Midwestern state university perceive that risk taking is an essential element of leadership.

A one sample *t* test was conducted to test H6. The sample mean was tested against a null value of 3. The level of significance was set at .05.

**RQ7.** To what extent do faculty members at a Midwestern state university perceive that followership is an essential element of leadership?

**H7.** Faculty members at a Midwestern state university perceive that followership is an essential element of leadership.

A one sample *t* test was conducted to test H7. The sample mean was tested against a null value of 3. The level of significance was set at .05.

**RQ8.** To what extent do faculty members at a Midwestern state university perceive that emotional intelligence is an essential element of leadership?

**H8.** Faculty members at a Midwestern state university perceive that emotional intelligence is an essential element of leadership.

A one sample *t* test was conducted to test H8. The sample mean was tested against a null value of 3. The level of significance was set at .05.

**RQ9.** To what extent do faculty members at a Midwestern state university perceive that ethical behavior is an essential element of leadership?

**H9.** Faculty members at a Midwestern state university perceive that ethical behavior is an essential element of leadership.

A one sample *t* test was conducted to test H9. The sample mean was tested against a null value of 3. The level of significance was set at .05.

**RQ10.** To what extent do faculty members at a Midwestern state university perceive that self-awareness is an essential element of leadership?

**H10.** Faculty members at a Midwestern state university perceive that self-awareness is an essential element of leadership.

A one sample *t* test was conducted to test H10. The sample mean was tested against a null value of 3. The level of significance was set at .05.

**RQ11.** To what extent is there a difference in perceptions that influence is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**H11.** There is a difference in perceptions that influence is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations.

A two-factor analysis of variance (ANOVA) was conducted to test H11. The two categorical variables used to group the dependent variable, perception that influence is an essential element of leadership, were generation (Baby Boomers, Generation X, and Millennials) and gender (male, female). The two-factor ANOVA can be used to test three hypotheses including a main effect for generation, a main effect for gender, and a two-way interaction effect (Generation x Gender). The main effect for generation was used to test H11. The level of significance was set at .05.

**RQ12.** To what extent is there a difference in perceptions that promoting teamwork is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**H12.** There is a difference in perceptions that promoting teamwork is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations.

A second two-factor ANOVA was conducted to test H12. The two categorical variables used to group the dependent variable, perceptions that promoting teamwork is an essential element of leadership, were generation (Baby Boomers, Generation X, and Millennials) and gender (male, female). The two-factor ANOVA can be used to test three hypotheses including a main effect for generation, a main effect for gender, and a two-way interaction effect (Generation x Gender). The main effect for generation was used to test H12. The level of significance was set at .05.

**RQ13.** To what extent is there a difference in perceptions that change facilitation is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**H13.** There is a difference in perceptions that change facilitation is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations.

A third two-factor ANOVA was conducted to test H13. The two categorical variables used to group the dependent variable, perceptions that change facilitation is an essential element of leadership, were generation (Baby Boomers, Generation X, and Millennials) and gender (male, female). The two-factor ANOVA can be used to test three hypotheses including a main effect for generation, a main effect for gender, and a two-way interaction effect (Generation x Gender). The main effect for generation was used to test H13. The level of significance was set at .05.

**RQ14.** To what extent is there a difference in perceptions that use of authority is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**H14.** There is a difference in perceptions that use of authority is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations.

A fourth two-factor ANOVA was conducted to test H14. The two categorical variables used to group the dependent variable, perceptions that use of authority is an essential element of leadership, were generation (Baby Boomers, Generation X, and Millennials) and gender (male, female). The two-factor ANOVA can be used to test three hypotheses including a main effect for generation, a main effect for gender, and a two-way interaction effect (Generation x Gender). The main effect for generation was used to test H14. The level of significance was set at .05.

**RQ15.** To what extent is there a difference in perceptions that collaborative dialogue is an essential element of leadership among a Midwestern state university's faculty members Baby Boomer, Generation X, and Millennial generations?

**H15.** There is a difference in perceptions that collaborative dialogue is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations.

A fifth two-factor ANOVA was conducted to test H15. The two categorical variables used to group the dependent variable, perceptions that collaborative dialogue is an essential element of leadership, were generation (Baby Boomers, Generation X, and Millennials) and gender (male, female). The two-factor ANOVA can be used to test three hypotheses including a main effect for generation, a main effect for gender, and a two-way interaction effect (Generation x Gender). The main effect for generation was used to test H15. The level of significance was set at .05.

**RQ16.** To what extent is there a difference in perceptions that risk taking is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**H16.** There is a difference in perceptions that risk taking is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations.

A sixth two-factor ANOVA was conducted to test H16. The two categorical variables used to group the dependent variable, perceptions that risk taking is an essential element of leadership, were generation (Baby Boomers, Generation X, and Millennials) and gender (male, female). The two-factor ANOVA can be used to test three hypotheses

including a main effect for generation, a main effect for gender, and a two-way interaction effect (Generation x Gender). The main effect for generation was used to test H16. The level of significance was set at .05.

**RQ17.** To what extent is there a difference in perceptions that followership is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**H17.** There is a difference in perceptions that followership is an essential element of leadership among a Midwestern state university's faculty members of Boomer, Generation X, and Millennial generations.

A seventh two-factor ANOVA was conducted to test H17. The two categorical variables used to group the dependent variable, perceptions that followership is an essential element of leadership, were generation (Baby Boomers, Generation X, and Millennials) and gender (male, female). The two-factor ANOVA can be used to test three hypotheses including a main effect for generation, a main effect for gender, and a two-way interaction effect (Generation x Gender). The main effect for generation was used to test H17. The level of significance was set at .05.

**RQ18.** To what extent is there a difference in perceptions that emotional intelligence is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**H18.** There is a difference in perceptions that emotional intelligence is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations.

An eighth two-factor ANOVA was conducted to test H18. The two categorical variables used to group the dependent variable, perceptions that emotional intelligence is an essential element of leadership, were generation (Baby Boomers, Generation X, and Millennials) and gender (male, female). The two-factor ANOVA can be used to test three hypotheses including a main effect for generation, a main effect for gender, and a two-way interaction effect (Generation x Gender). The main effect for generation was used to test H18. The level of significance was set at .05.

**RQ19.** To what extent is there a difference in perceptions that ethical behavior is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**H19.** There is a difference in perceptions that ethical behavior is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations.

A ninth two-factor ANOVA was conducted to test H19. The two categorical variables used to group the dependent variable, perceptions that ethical behavior is an essential element of leadership, were generation (Baby Boomers, Generation X, and Millennials) and gender (male, female). The two-factor ANOVA can be used to test three hypotheses including a main effect for generation, a main effect for gender, and a two-way interaction effect (Generation x Gender). The main effect for generation was used to test H19. The level of significance was set at .05.

**RQ20.** To what extent is there a difference in perceptions that self-awareness is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**H20.** There is a difference in perceptions that self-awareness is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations.

A tenth two-factor ANOVA was conducted to test H20. The two categorical variables used to group the dependent variable, perceptions that self-awareness is an essential element of leadership, were generation (Baby Boomers, Generation X, and Millennials) and gender (male, female). The two-factor ANOVA can be used to test three hypotheses including a main effect for generation, a main effect for gender, and a two-way interaction effect (Generation x Gender). The main effect for generation was used to test H20. The level of significance was set at .05.

**RQ21.** To what extent are the differences in perceptions that influence is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomers, Generation X, and Millennial generations affected by gender (male, female)?

**H21.** The differences in perceptions that influence is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender.

The interaction effect (Generation x Gender) from the first ANOVA was used to test H21. The dependent variable was the perceptions that influence is an essential element of leadership. The level of significance was set at .05.

**RQ22.** To what extent are the differences in perceptions that promoting teamwork is an essential element of leadership among a Midwestern state university's faculty

members of Baby Boomers, Generation X, and Millennial generations affected by gender (male, female)?

**H22.** The differences in perceptions that promoting teamwork is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender.

The interaction effect (Generation x Gender) from the second ANOVA was used to test H22. The dependent variable was the perceptions that promoting teamwork is an essential element of leadership. The level of significance was set at .05.

**RQ23.** To what extent are the differences in perceptions that change facilitation is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomers, Generation X, and Millennial generations affected by gender (male, female)?

**H23.** The differences in perceptions that change facilitation is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender.

The interaction effect (Generation x Gender) from the third ANOVA was used to test H23. The dependent variable was the perceptions that change facilitation is an essential element of leadership. The level of significance was set at .05.

**RQ24.** To what extent are the differences in perceptions that use of authority is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomers, Generation X, and Millennial generations affected by gender (male, female)?

**H24.** The differences in perceptions that use of authority is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender.

The interaction effect (Generation x Gender) from the fourth ANOVA was used to test H24. The dependent variable was the perceptions that use of authority is an essential element of leadership. The level of significance was set at .05.

**RQ25.** To what extent are the differences in perceptions that collaborative dialogue is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomers, Generation X, and Millennial generations affected by gender (male, female)?

**H25.** The differences in perceptions that collaborative dialogue is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender.

The interaction effect (Generation x Gender) from the fifth ANOVA was used to test H25. The dependent variable was the perceptions that collaborative dialogue is an essential element of leadership. The level of significance was set at .05.

**RQ26.** To what extent are the differences in perceptions that risk taking is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomers, Generation X, and Millennial generations affected by gender (male, female)??

**H26.** The differences in perceptions that risk taking is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender.

The interaction effect (Generation x Gender) from the sixth ANOVA was used to test H26. The dependent variable was the perceptions that risk taking is an essential element of leadership. The level of significance was set at .05.

**RQ27.** To what extent are the differences in perceptions that followership is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomers, Generation X, and Millennial generations affected by gender (male, female)?

**H27.** The differences in perceptions that followership is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender.

The interaction effect (Generation x Gender) from the seventh ANOVA was used to test H27. The dependent variable was the perceptions that followership is an essential element of leadership. The level of significance was set at .05.

**RQ28.** To what extent are the differences in perceptions that emotional intelligence is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomers, Generation X, and Millennial generations affected by gender (male, female)?

**H28.** The differences in perceptions that emotional intelligence is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender.

The interaction effect (Generation x Gender) from the eighth ANOVA was used to test H28. The dependent variable was the perceptions that emotional intelligence is an essential element of leadership. The level of significance was set at .05.

**RQ29.** To what extent are the differences in perceptions that ethical behavior is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomers, Generation X, and Millennial generations affected by gender (male, female)?

**H29.** The differences in perceptions that ethical behavior is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender.

The interaction effect (Generation x Gender) from the ninth ANOVA was used to test H29. The dependent variable was the perceptions that ethical behavior is an essential element of leadership. The level of significance was set at .05.

**RQ30.** To what extent are the differences in perceptions that self-awareness is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomers, Generation X, and Millennial generations affected by gender (male, female)?

**H30.** The differences in perceptions that self-awareness is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender.

The interaction effect (Generation x Gender) from the tenth ANOVA was used to test H30. The dependent variable was the perceptions that self-awareness is an essential element of leadership. The level of significance was set at .05.

### **Limitations**

Lunenburg and Irby (2008) stated, "Limitations are factors that may have an effect on the

interpretation of the findings or on the generalizability of the results” (p. 133). This study has the following limitations:

- 1) The Midwestern state university has a long-standing academic leadership program. The existence of this program could have affected the results of the study, as the department and faculty have had the opportunity to elevate the conversation regarding leadership at the Midwestern state university. Replication of this study at an institution belonging to the same Carnegie classification may produce different results if no academic leadership program was in operation.
- 2) Duration employment at a Midwestern state university could impact individual responses. Perceptions of leadership can change with longevity of employment.
- 3) The Midwestern state university was in a time of transition. The president of the university resigned two months prior to the survey distribution following a faculty-lead revolt. The faculty have viewed the leadership climate for the last two years as toxic. This situation may have biased responses due to a lack of trust in leadership.

## **Summary**

This chapter provided a summary of the quantitative research methods that were used in this study. Detailed in this chapter were a synopsis of research design, population and sample, a definition of generations, population and sample, sampling procedures, instrumentation, measurement, validity and reliability, data collection procedures, data analysis and hypothesis testing. Chapter four is a report of the descriptive statistics and results of the hypothesis testing.

## **Chapter 4**

### **Results**

The purpose of this study was to investigate the perceptions of faculty members at a Midwestern state university about the Essential Elements of Leadership. This study additionally focused on differences in perceptions based on generational cohort and gender. This chapter presents the results of the analyses of the data gathered to measure faculty perceptions about the Essential Elements of Leadership.

#### **Descriptive Statistics**

A link to the Essential Elements of Leadership Survey, facilitated through the online survey instrument, Survey Monkey, was sent to 399 full time, domestic, on-campus faculty. Of the 399 faculty members who were invited to participate in this study, 123 accessed the survey, and 115 completed it resulting in a response rate of 29%. Of the 115 participants who participated in this study, only four belonged to The Silent Generation. Four personnel (three males, and one female) were not a large enough number of respondents to accurately represent this generational cohort in the data analysis. Additionally, one participant belonged to Generation Z which is comprised of individuals born between 1992 and 2009 (Bencsik, Horváth-Csikós, & Juhász, 2016). Responses from these five respondents were removed from the data base. The responses of 110 participants from the Baby Boomer Generation, Generation X, and the Millennial Generation were analyzed.

Analysis of the generational cohort of participants showed a cross section of three predominant generations; Baby Boomers, Generation X and Millennials. The Baby

Boomer generation was represented by 45 participants, Generation X was represented by 34 participants, and Millennials were represented by 31 participants (see Table 6).

Table 6

*Participants by Generational Cohort*

Generation	<i>N</i>	Percentage of Total
Baby Boomer	45	41%
Generation X	34	31%
Millennial	31	28%
Total	110	100%

The gender distribution in this study included 48 males and 62 females. This distribution was large enough to accurately represent the perceptions of both males and females in the population being studied. The gender breakdown by generational cohort is summarized in Table 7.

Table 7

*Participants by Gender and Generational Cohort*

Generation	Male	Percentage of Total	Female	Percentage of Total
Baby Boomer	24	21.82%	21	19.09%
Generation X	12	10.91%	22	20.00%
Millennial	12	10.91%	19	17.27%
Total	48	43.64%	62	56.36%

## **Hypothesis Testing**

This section contains the results of the hypothesis testing to examine the 30 research questions proposed in this study. The research questions are restated, as well as the analyses and the results of the analyses. The results of the data gathered measured

faculty perceptions of the Essential Elements of Leadership by both generational cohort, and gender.

**RQ1.** To what extent do faculty members at a Midwestern state university perceive that influence is an essential element of leadership?

**H1.** Faculty members at a Midwestern state university perceive that influence is an essential element of leadership.

A one sample *t* test was conducted to test H1. The sample mean was tested against a null value of 3. The level of significance was set at .05. The results of the one sample *t* test indicated a statistically significant difference between the two values,  $t = 3.514$ ,  $df = 109$ ,  $p = .001$ . The sample mean ( $M = 3.20$ ,  $SD = .59$ ) was higher than the null value (3). Faculty members at a Midwestern state university perceived that promoting teamwork is an essential element of leadership.

**RQ2.** To what extent do faculty members at a Midwestern state university perceive that promoting teamwork is an essential element of leadership?

**H2.** Faculty members at a Midwestern state university perceive that promoting teamwork is an essential element of leadership.

A one sample *t* test was conducted to test H2. The sample mean was tested against a null value of 3. The level of significance was set at .05. The results of the one sample *t* test indicated a statistically significant difference between the two values,  $t = 23.95$ ,  $df = 109$ ,  $p = .000$ . The sample mean ( $M = 4.54$ ,  $SD = .67$ ) was higher than the null value (3). Faculty members at a Midwestern state university perceived that promoting teamwork is an essential element of leadership.

**RQ3.** To what extent do faculty members at a Midwestern state university perceive that change facilitation is an essential element of leadership?

**H3.** Faculty members at a Midwestern state university perceive that change facilitation is an essential element of leadership.

A one sample  $t$  test was conducted to test H3. The sample mean was tested against a null value of 3. The level of significance was set at .05. The results of the one sample  $t$  test indicated a statistically significant difference between the two values,  $t = 17.42$ ,  $df = 109$ ,  $p = .000$ . The sample mean ( $M = 4.13$ ,  $SD = .68$ ) was higher than the null value (3). Faculty members at a Midwestern state university perceived that change facilitation is an essential element of leadership.

**RQ4.** To what extent do faculty members at a Midwestern state university perceive that use of authority is an essential element of leadership?

**H4.** Faculty members at a Midwestern state university perceive that use of authority is an essential element of leadership.

A one sample  $t$  test was conducted to test H4. The sample mean was tested against a null value of 3. The level of significance was set at .05. The results of the one sample  $t$  test indicated a statistically significant difference between the two values,  $t = 5.81$ ,  $df = 109$ ,  $p = .000$ . The sample mean ( $M = 3.36$ ,  $SD = .65$ ) was higher than the null value (3). Faculty members at a Midwestern state university perceived that use of authority is an essential element of leadership.

**RQ5.** To what extent do faculty members at a Midwestern state university perceive that collaborative dialogue is an essential element of leadership?

**H5.** Faculty members at a Midwestern state university perceive that collaborative dialogue is an essential element of leadership.

A one sample  $t$  test was conducted to test H5. The sample mean was tested against a null value of 3. The level of significance was set at .05. The results of the one sample  $t$  test indicated a statistically significant difference between the two values,  $t = 15.13$ ,  $df = 108$ ,  $p = .000$ . The sample mean ( $M = 4.15$ ,  $SD = .80$ ) was higher than the null value (3). Faculty members at a Midwestern state university perceived that collaborative dialogue is an essential element of leadership.

**RQ6.** To what extent do faculty members at a Midwestern state university perceive that risk taking is an essential element of leadership?

**H6.** Faculty members at a Midwestern state university perceive that risk taking is an essential element of leadership.

A one sample  $t$  test was conducted to test H6. The sample mean was tested against a null value of 3. The level of significance was set at .05. The results of the one sample  $t$  test indicated a statistically significant difference between the two values,  $t = 12.82$ ,  $df = 108$ ,  $p = .000$ . The sample mean ( $M = 3.90$ ,  $SD = .73$ ) was higher than the null value (3). Faculty members at a Midwestern state university perceived that risk taking is an essential element of leadership.

**RQ7.** To what extent do faculty members at a Midwestern state university perceive that followership is an essential element of leadership?

**H7.** Faculty members at a Midwestern state university perceive that followership is an essential element of leadership.

A one sample  $t$  test was conducted to test H7. The sample mean was tested against a null value of 3. The level of significance was set at .05. The results of the one sample  $t$  test indicated a statistically significant difference between the two values,  $t = 26.33$ ,  $df = 109$ ,  $p = .000$ . The sample mean ( $M = 4.27$ ,  $SD = .51$ ) was higher than the null value (3). Faculty members at a Midwestern state university perceived that followership is an essential element of leadership.

**RQ8.** To what extent do faculty members at a Midwestern state university perceive that emotional intelligence is an essential element of leadership?

**H8.** Faculty members at a Midwestern state university perceived that emotional intelligence is an essential element of leadership.

A one sample  $t$  test was conducted to test H8. The sample mean was tested against a null value of 3. The level of significance was set at .05. The results of the one sample  $t$  test indicated a statistically significant difference between the two values,  $t = 19.33$ ,  $df = 109$ ,  $p = .000$ . The sample mean ( $M = 4.14$ ,  $SD = .62$ ) was higher than the null value (3). Faculty members at a Midwestern state university perceived that emotional intelligence is an essential element of leadership.

**RQ9.** To what extent do faculty members at a Midwestern state university perceive that ethical behavior is an essential element of leadership?

**H9.** Faculty members at a Midwestern state university perceive that ethical behavior is an essential element of leadership.

A one sample  $t$  test was conducted to test H9. The sample mean was tested against a null value of 3. The level of significance was set at .05. The results of the one sample  $t$  test indicated a statistically significant difference between the two values,

$t = 24.92, df = 109, p = .000$ . The sample mean ( $M = 4.55, SD = .65$ ) was higher than the null value (3). Faculty members at a Midwestern state university perceived that ethical behavior is an essential element of leadership.

**RQ10.** To what extent do faculty members at a Midwestern state university perceive that self-awareness is an essential element of leadership?

**H10.** Faculty members at a Midwestern state university perceive that self-awareness is an essential element of leadership.

A one sample  $t$  test was conducted to test H10. The sample mean was tested against a null value of 3. The level of significance was set at .05. The results of the one sample  $t$  test indicated a statistically significant difference between the two values,  $t = 37.95, df = 108, p = .000$ . The sample mean ( $M = 4.64, SD = .45$ ) was higher than the null value (3). Faculty members at a Midwestern state university perceived that self-awareness is an essential element of leadership.

**RQ11.** To what extent is there a difference in perceptions that influence is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**H11.** There is a difference in perceptions that influence is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations.

A two-factor analysis of variance (ANOVA) was conducted to test H11. The two categorical variables used to group the dependent variable, perception that influence is an essential element of leadership, were generation (Baby Boomer, Generation X, and Millennials) and gender (male, female). The two-factor ANOVA can be used to test

three hypotheses including a main effect for generation, a main effect for gender, and a two-way interaction effect (Generation x Gender). The main effect for generation was used to test H11. The level of significance was set at .05. The results of the analyses indicated a marginally significant difference between at least two of the means,  $F = 2.566$ ,  $df = 2, 104$ ,  $p = .082$ . See Table 8 for descriptive statistics for this hypothesis test. Although the finding was not statistically significant, the "oldest" generation ( $M = 3.293$ ) agreed more strongly than the "youngest" generation ( $M = 3.032$ ) that influence is an essential element of leadership (see Table 8).

Table 8

*Descriptive Statistics for Perceptions of Influence*

Generation	<i>M</i>	<i>SD</i>	<i>N</i>
Baby Boomer	3.293	.613	45
Generation X	3.225	.590	34
Millennial	3.032	.547	31

**RQ12.** To what extent is there a difference in perceptions that promoting teamwork is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**H12.** There is a difference in perceptions that promoting teamwork is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations.

A second two-factor ANOVA was conducted to test H12. The two categorical variables used to group the dependent variable, perceptions that promoting teamwork is an essential element of leadership, were generation (Baby Boomer, Generation X, and

Millennials) and gender (male, female). The two-factor ANOVA can be used to test three hypotheses including a main effect for generation, a main effect for gender, and a two-way interaction effect (Generation x Gender). The main effect for generation was used to test H12. The level of significance was set at .05. The results of the analyses indicated there was not a statistically significant difference between at least two of the means,  $F = 1.342$ ,  $df = 2, 104$ ,  $p = .266$ . See Table 9 for descriptive statistics for this hypothesis test. No post hoc was warranted. The hypothesis that there is a difference in perceptions that promoting teamwork is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations was not supported.

Table 9

*Descriptive Statistics for Perceptions of Promoting Teamwork*

Generation	<i>M</i>	<i>SD</i>	<i>N</i>
Baby Boomer	4.622	0.716	45
Generation X	4.529	0.615	34
Millennial	4.419	0.672	31

**RQ13.** To what extent is there a difference in perceptions that change facilitation is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**H13.** There is a difference in perceptions that change facilitation is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations.

A third two-factor ANOVA was conducted to test H13. The two categorical variables used to group the dependent variable, perceptions that change facilitation is an essential element of leadership, were generation (Baby Boomer, Generation X, and Millennials) and gender (male, female). The two-factor ANOVA can be used to test three hypotheses including a main effect for generation, a main effect for gender, and a two-way interaction effect (Generation x Gender). The main effect for generation was used to test H13. The level of significance was set at .05. The results of the analyses indicated there was not a statistically significant difference between at least two of the means,  $F = .868$ ,  $df = 2, 104$ ,  $p = .423$ . See Table 10 for descriptive statistics for this hypothesis test. No post hoc was warranted. The hypothesis that there is a difference in perceptions that change facilitation is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations was not supported.

Table 10

*Descriptive Statistics for Perceptions of Change Facilitation*

Generation	<i>M</i>	<i>SD</i>	<i>N</i>
Baby Boomer	4.222	0.735	45
Generation X	4.029	0.627	34
Millennial	4.097	0.651	31

**RQ14.** To what extent is there a difference in perceptions that use of authority is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**H14.** There is a difference in perceptions that use of authority is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations.

A fourth two-factor ANOVA was conducted to test H14. The two categorical variables used to group the dependent variable, perceptions that use of authority is an essential element of leadership, were generation (Baby Boomer, Generation X, and Millennials) and gender (male, female). The two-factor ANOVA can be used to test three hypotheses including a main effect for generation, a main effect for gender, and a two-way interaction effect (Generation x Gender). The main effect for generation was used to test H14. The level of significance was set at .05. The results of the analyses indicated there was not a statistically significant difference between at least two of the means,  $F = .111$ ,  $df = 2, 104$ ,  $p = .895$ . See Table 11 for descriptive statistics for this hypothesis test. No post hoc was warranted. The hypothesis that there is a difference in perceptions that use of authority is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations was not supported.

Table 11

*Descriptive Statistics for Perceptions of Use of Authority*

Generation	<i>M</i>	<i>SD</i>	<i>N</i>
Baby Boomer	3.352	0.669	45
Generation X	3.333	0.687	34
Millennial	3.398	0.593	31

**RQ15.** To what extent is there a difference in perceptions that collaborative dialogue is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**H15.** There is a difference in perceptions that collaborative dialogue is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations.

A fifth two-factor analysis of variance (ANOVA) was conducted to test H15. The two categorical variables used to group the dependent variable, perception that collaborative dialogue is an essential element of leadership, were generation (Baby Boomer, Generation X, and Millennials) and gender (male, female). The two-factor ANOVA can be used to test three hypotheses including a main effect for generation, a main effect for gender, and a two-way interaction effect (Generation x Gender). The main effect for generation was used to test H15. The level of significance was set at .05. The results of the analyses indicated a marginally significant difference between at least two of the means,  $F = 1.902$ ,  $df = 2, 104$ ,  $p = .088$ . See Table 12 for descriptive statistics for this hypothesis test. Although the finding was not statistically significant, Baby Boomers ( $M = 4.333$ ) agreed more strongly than Millennials ( $M = 4.032$ ) that collaborative dialogue is an essential element of leadership.

Table 12

*Descriptive Statistics for Perceptions of Collaborative Dialogue*

Generation	<i>M</i>	<i>SD</i>	<i>N</i>
Baby Boomer	4.333	0.694	44
Generation X	4.311	0.880	34
Millennial	4.032	0.790	31

**RQ16.** To what extent is there a difference in perceptions that risk taking is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**H16.** There is a difference in perceptions that risk taking is an essential element of leadership among a Midwestern state university's faculty members of, Baby Boomer, Generation X, and Millennial generations.

A sixth two-factor ANOVA was conducted to test H16. The two categorical variables used to group the dependent variable, perceptions that risk taking is an essential element of leadership, were generation (Baby Boomer, Generation X, and Millennials) and gender (male, female). The two-factor ANOVA can be used to test three hypotheses including a main effect for generation, a main effect for gender, and a two-way interaction effect (Generation x Gender). The main effect for generation was used to test H16. The level of significance was set at .05. The results of the analyses indicated there was not a statistically significant difference between at least two of the means,  $F = .688, df = 2, 103, p = .515$ . See Table 13 for descriptive statistics for this hypothesis test. No post hoc was warranted. The hypothesis that there is a difference in perceptions that risk taking is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations was not supported.

Table 13

*Descriptive Statistics for Perceptions of Risk Taking*

Generation	<i>M</i>	<i>SD</i>	<i>N</i>
Baby Boomer	3.977	0.821	44
Generation X	3.912	0.668	34
Millennial	3.774	0.669	31

**RQ17.** To what extent is there a difference in perceptions that followership is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**H17.** There is a difference in perceptions that followership is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations.

A seventh two-factor ANOVA was conducted to test H17. The two categorical variables used to group the dependent variable, perceptions that followership is an essential element of leadership, were generation (Baby Boomer, Generation X, and Millennials) and gender (male, female). The two-factor ANOVA can be used to test three hypotheses including a main effect for generation, a main effect for gender, and a two-way interaction effect (Generation x Gender). The main effect for generation was used to test H17. The level of significance was set at .05. The results of the analyses indicated there was not a statistically significant difference between at least two of the means,  $F = 1.013$ ,  $df = 2, 104$ ,  $p = .367$ . See Table 14 for descriptive statistics for this hypothesis test. No post hoc was warranted. The hypothesis that there is a difference in perceptions that followership is an essential element of leadership among a Midwestern

state university's faculty members of Baby Boomer, Generation X, and Millennial generations was not supported.

Table 14

*Descriptive Statistics for Perceptions of Followership*

Generation	<i>M</i>	<i>SD</i>	<i>N</i>
Baby Boomer	4.319	0.615	45
Generation X	4.314	0.418	34
Millennial	4.151	0.402	31

**RQ18.** To what extent is there a difference in perceptions that emotional intelligence is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**H18.** There is a difference in perceptions that emotional intelligence is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations.

An eighth two-factor ANOVA was conducted to test H18. The two categorical variables used to group the dependent variable, perceptions that emotional intelligence is an essential element of leadership, were generation (Baby Boomer, Generation X, and Millennials) and gender (male, female). The two-factor ANOVA can be used to test three hypotheses including a main effect for generation, a main effect for gender, and a two-way interaction effect (Generation x Gender). The main effect for generation was used to test H18. The level of significance was set at .05. The results of the analyses indicated there was not a statistically significant difference between at least two of the means,  $F = .873$ ,  $df = 2, 104$ ,  $p = .421$ . See Table 15 for descriptive statistics for this

hypothesis test. No post hoc was warranted. The hypothesis that there is a difference in perceptions that emotional intelligence is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations was not supported.

Table 15

*Descriptive Statistics for Perceptions of Emotional Intelligence*

Generation	<i>M</i>	<i>SD</i>	<i>N</i>
Baby Boomer	4.044	0.737	45
Generation X	4.265	0.580	34
Millennial	4.129	0.428	31

**RQ19.** To what extent is there a difference in perceptions that ethical behavior is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**H19.** There is a difference in perceptions that ethical behavior is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations.

A ninth two-factor ANOVA was conducted to test H19. The two categorical variables used to group the dependent variable, perceptions that ethical behavior is an essential element of leadership, were generation (Baby Boomer, Generation X, and Millennials) and gender (male, female). The two-factor ANOVA can be used to test three hypotheses including a main effect for generation, a main effect for gender, and a two-way interaction effect (Generation x Gender). The main effect for generation was used to test H19. The level of significance was set at .05. The results of the analyses

indicated there was not a statistically significant difference between at least two of the means,  $F = 1.361$ ,  $df = 2, 104$ ,  $p = .261$ . See Table 16 for descriptive statistics for this hypothesis test. No post hoc was warranted. The hypothesis that there is a difference in perceptions that ethical behavior is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations was not supported.

Table 16

*Descriptive Statistics for Perceptions of Ethical Behavior*

Generation	<i>M</i>	<i>SD</i>	<i>N</i>
Baby Boomer	4.644	0.720	45
Generation X	4.603	0.574	34
Millennial	4.371	0.619	31

**RQ20.** To what extent is there a difference in perceptions that self-awareness is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations?

**H20.** There is a difference in perceptions that self-awareness is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations.

A tenth two-factor analysis of variance (ANOVA) was conducted to test H20. The two categorical variables used to group the dependent variable, perception that self-awareness is an essential element of leadership, were generation (Baby Boomer, Generation X, and Millennials) and gender (male, female). The two-factor ANOVA can be used to test three hypotheses including a main effect for generation, a main effect for

gender, and a two-way interaction effect (Generation x Gender). The main effect for generation was used to test H20. The level of significance was set at .05. The results of the analyses indicated a marginally significant difference between at least two of the means,  $F = 2.545$ ,  $df = 2, 103$ ,  $p = .083$ . See Table 17 for descriptive statistics for this hypothesis test. Although the finding was not statistically significant, Baby Boomers ( $M = 4.727$ ) agreed more strongly than the Millennials ( $M = 4.484$ ) that self-awareness is an essential element of leadership.

Table 17

*Descriptive Statistics for Perceptions of Self-Awareness*

Generation	<i>M</i>	<i>SD</i>	<i>N</i>
Baby Boomer	4.727	0.396	44
Generation X	4.676	0.442	34
Millennial	4.484	0.508	31

**RQ21.** To what extent are the differences in perceptions that influence is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?

**H21.** The differences in perceptions that influence is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender.

The interaction effect (Generation x Gender) from the first ANOVA was used to test H21. The dependent variable was the perceptions that influence is an essential

element of leadership. The level of significance was set at .05. The results of the analyses indicated a marginally significant difference between at least two of the means,  $F = 2.137$ ,  $df = 2, 104$ ,  $p = .123$ . See Table 18 for descriptive statistics for this hypothesis test. Although the finding was not statistically significant, females from the "middle" generation ( $M = 3.121$ ) agreed less strongly than males from the middle generation ( $M = 3.417$ ) that influence is an essential element of leadership. Females from the "youngest" generation ( $M = 3.158$ ) agreed more strongly than males from the "youngest" generation ( $M = 2.833$ ) that influence is an essential element of leadership.

Table 18

*Descriptive Statistics for Gender Perceptions of Influence*

Generation	Gender	<i>M</i>	<i>SD</i>	<i>N</i>
Baby Boomer	Female	3.278	0.710	21
	Male	3.306	0.529	24
Generation X	Female	3.121	0.605	22
	Male	3.417	0.534	12
Millennial	Female	3.158	0.450	19
	Male	2.833	0.644	12

**RQ22.** To what extent are the differences in perceptions that promoting teamwork is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?

**H22.** The differences in perceptions that promoting teamwork is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender.

The interaction effect (Generation x Gender) from the second ANOVA was used to test H22. The dependent variable was the perceptions that promoting teamwork is an essential element of leadership. The level of significance was set at .05. The results of the analyses indicated there was not a statistically significant difference between at least two of the means,  $F = .294$ ,  $df = 2, 104$ ,  $p = .746$ . See Table 19 for descriptive statistics for this hypothesis test. No post hoc was warranted. The hypothesis that the differences in perceptions that promoting teamwork is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender was not supported.

Table 19

*Descriptive Statistics for Gender Perceptions of Promoting Teamwork*

Generation	Gender	<i>M</i>	<i>SD</i>	<i>N</i>
Baby Boomer	Female	4.714	0.902	21
	Male	4.542	0.509	24
Generation X	Female	4.636	0.581	22
	Male	4.333	0.651	12
Millennial	Female	4.579	0.607	19
	Male	4.167	0.718	12

**RQ23.** To what extent are the differences in perceptions that change facilitation is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?

**H23.** The differences in perceptions that change facilitation is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender.

The interaction effect (Generation x Gender) from the third ANOVA was used to test H23. The dependent variable was the perceptions that change facilitation is an essential element of leadership. The level of significance was set at .05. The results of the analyses indicated there was not a statistically significant difference between at least two of the means,  $F = .934$ ,  $df = 2, 104$ ,  $p = .396$ . See Table 20 for descriptive statistics for this hypothesis test. No post hoc was warranted. The hypothesis that the differences in perceptions that change facilitation is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender was not supported.

Table 20

*Descriptive Statistics for Gender Perceptions of Change Facilitation*

Generation	Gender	<i>M</i>	<i>SD</i>	<i>N</i>
Baby Boomer	Female	4.714	0.902	21
	Male	4.542	0.509	24
Generation X	Female	4.636	0.581	22
	Male	4.333	0.651	12
Millennial	Female	4.579	0.607	19
	Male	4.167	0.718	12

**RQ24.** To what extent are the differences in perceptions that use of authority is an essential element of leadership among a Midwestern state university's faculty members

of Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?

**H24.** The differences in perceptions that use of authority is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender.

The interaction effect (Generation x Gender) from the fourth ANOVA was used to test H24. The dependent variable was the perceptions that use of authority is an essential element of leadership. The level of significance was set at .05. The results of the analyses indicated there was not a statistically significant difference between at least two of the means,  $F = .473$ ,  $df = 2, 104$ ,  $p = .624$ . See Table 21 for descriptive statistics for this hypothesis test. No post hoc was warranted. The hypothesis that the differences in perceptions that use of authority is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender was not supported.

Table 21

*Descriptive Statistics for Gender Perceptions of Use of Authority*

Generation	Gender	<i>M</i>	<i>SD</i>	<i>N</i>
Baby Boomer	Female	3.317	0.734	21
	Male	3.382	0.621	24
Generation X	Female	3.409	0.734	22
	Male	3.194	0.594	12
Millennial	Female	3.456	0.558	19
	Male	3.306	0.658	12

**RQ25.** To what extent are the differences in perceptions that collaborative dialogue is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?

**H25.** The differences in perceptions that collaborative dialogue is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender.

The interaction effect (Generation x Gender) from the fifth ANOVA was used to test H25. The dependent variable was the perceptions that collaborative dialogue is an essential element of leadership. The level of significance was set at .05. The results of the analyses indicated there was not a statistically significant difference between at least two of the means,  $F = .312$ ,  $df = 2, 103$ ,  $p = .733$ . See Table 22 for descriptive statistics for this hypothesis test. No post hoc was warranted. The hypothesis that the differences in perceptions that collaborative dialogue is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender was not supported.

Table 22

*Descriptive Statistics for Gender Perceptions of Collaborative Dialogue*

Generation	Gender	<i>M</i>	<i>SD</i>	<i>N</i>
Baby Boomer	Female	4.333	0.733	21
	Male	4.333	0.676	24
Generation X	Female	4.205	1.006	22
	Male	4.417	0.622	12
Millennial	Female	4.105	0.667	19
	Male	3.958	0.965	12

**RQ26.** To what extent are the differences in perceptions that risk taking is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)??

**H26.** The differences in perceptions that risk taking is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender.

The interaction effect (Generation x Gender) from the sixth ANOVA was used to test H26. The dependent variable was the perceptions that risk taking is an essential element of leadership. The level of significance was set at .05. The results of the analyses indicated there was not a statistically significant difference between at least two of the means,  $F = .986$ ,  $df = 2, 103$ ,  $p = .377$ . See Table 23 for descriptive statistics for this hypothesis test. No post hoc was warranted. The hypothesis that the differences in perceptions that risk taking is an essential element of leadership among a Midwestern

state university's faculty members of different generations is affected by gender was not supported.

Table 23

*Descriptive Statistics for Gender Perceptions of Risk Taking*

Generation	Gender	<i>M</i>	<i>SD</i>	<i>N</i>
Baby Boomer	Female	3.857	1.014	21
	Male	4.087	0.596	23
Generation X	Female	4.000	0.690	22
	Male	3.750	0.622	12
Millennial	Female	4.000	0.667	19
	Male	3.750	0.965	12

**RQ27.** To what extent are the differences in perceptions that followership is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?

**H27.** The differences in perceptions that followership is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender.

The interaction effect (Generation x Gender) from the seventh ANOVA was used to test H27. The dependent variable was the perceptions that followership is an essential element of leadership. The level of significance was set at .05. The results of the analyses indicated there was not a statistically significant difference between at least two of the means,  $F = .306$ ,  $df = 2, 104$ ,  $p = .737$ . See Table 24 for descriptive statistics for this hypothesis test. No post hoc was warranted. The hypothesis that the differences in

perceptions that followership is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender was not supported.

Table 24

*Descriptive Statistics for Gender Perceptions of Followership*

Generation	Gender	<i>M</i>	<i>SD</i>	<i>N</i>
Baby Boomer	Female	4.381	0.825	21
	Male	4.264	0.354	24
Generation X	Female	4.333	0.460	22
	Male	4.278	0.343	12
Millennial	Female	4.123	0.474	19
	Male	4.194	0.264	12

**RQ28.** To what extent are the differences in perceptions that emotional intelligence is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?

**H28.** The differences in perceptions that emotional intelligence is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender.

The interaction effect (Generation x Gender) from the eighth ANOVA was used to test H28. The dependent variable was the perceptions that emotional intelligence is an essential element of leadership. The level of significance was set at .05. The results of the analyses indicated there was not a statistically significant difference between at least two of the means,  $F = .540$ ,  $df = 2, 104$ ,  $p = .584$ . See Table 25 for descriptive statistics

for this hypothesis test. No post hoc was warranted. The hypothesis that the differences in perceptions emotional intelligence is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender was not supported.

Table 25

*Descriptive Statistics for Gender Perceptions of Emotional Intelligence*

Generation	Gender	<i>M</i>	<i>SD</i>	<i>N</i>
Baby Boomer	Female	4.000	0.894	21
	Male	4.083	0.584	24
Generation X	Female	4.341	0.605	22
	Male	4.125	0.528	12
Millennial	Female	4.132	0.436	19
	Male	4.125	0.433	12

**RQ29.** To what extent are the differences in perceptions that ethical behavior is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?

**H29.** The differences in perceptions that ethical behavior is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender.

The interaction effect (Generation x Gender) from the ninth ANOVA was used to test H29. The dependent variable was the perceptions that ethical behavior is an essential element of leadership. The level of significance was set at .05. The results of the analyses indicated there was not a statistically significant difference between at least two

of the means,  $F = 1.410$ ,  $df = 2, 104$ ,  $p = .249$ . See Table 26 for descriptive statistics for this hypothesis test. No post hoc was warranted. The hypothesis that the differences in perceptions that ethical behavior is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender was not supported.

Table 26

*Descriptive Statistics for Gender Perceptions of Ethical Behavior*

Generation	Gender	<i>M</i>	<i>SD</i>	<i>N</i>
Baby Boomer	Female	4.595	0.889	21
	Male	4.688	0.548	24
Generation X	Female	4.727	0.550	22
	Male	4.375	0.569	12
Millennial	Female	4.316	0.558	19
	Male	4.458	0.722	12

**RQ30.** To what extent are the differences in perceptions that self-awareness is an essential element of leadership among a Midwestern state university's faculty members of Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?

**H30.** The differences in perceptions that self-awareness is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender.

The interaction effect (Generation x Gender) from the tenth ANOVA was used to test H30. The dependent variable was the perceptions that self-awareness is an essential element of leadership. The level of significance was set at .05. The results of the

analyses indicated there was not a statistically significant difference between at least two of the means,  $F = .961$ ,  $df = 2, 103$ ,  $p = .386$ . See Table 27 for descriptive statistics for this hypothesis test. No post hoc was warranted. The hypothesis that the differences in perceptions that self-awareness is an essential element of leadership among a Midwestern state university's faculty members of different generations is affected by gender was not supported.

Table 27

*Descriptive Statistics for Gender Perceptions of Self-Awareness*

Generation	Gender	<i>M</i>	<i>SD</i>	<i>N</i>
Baby Boomer	Female	4.800	0.377	20
	Male	4.667	0.408	24
Generation X	Female	4.750	0.370	22
	Male	4.542	0.542	12
Millennial	Female	4.447	0.550	19
	Male	4.542	0.450	12

### Summary

Presented in this chapter were the descriptive statistics and results of hypothesis testing. The results of these data analyses confirmed that all ten Essential Elements of Leadership were perceived as essential to leadership by faculty from the three generational cohorts (Baby Boomer, Generation X, Millennial) and both genders of faculty members at a Midwestern state university. The results of these data analyses also identified there was a marginally significant difference in perceptions of both influence and collaborative dialogue as essential elements of leadership between the Baby Boomers and Millennials. Additionally, males and females from both Generation X and Millennial

generations expressed marginally significant different perceptions of influence as an essential element of leadership. Chapter five contains an overview of this study and major findings. Chapter five also includes findings related to literature and conclusions. The conclusions include implications for action and recommendations for future research.

## **Chapter 5**

### **Interpretation and Recommendations**

The first goal of this study was to explore the perceptions of faculty members at a Midwestern state university regarding the essential elements of leadership. Another goal was to examine if there was a difference in perceptions based on generational cohort and gender. Chapter five includes a study summary, overview of the problem, purpose statement and research questions, overview of the methodology, major findings, findings related to the literature, conclusions, implications for action, and recommendations for future research.

#### **Study Summary**

This study focused on the perceptions of full time, domestic, on-campus faculty members at a Midwestern state university regarding the essential elements of leadership. In addition, generational cohort and gender perceptions about essential elements of leadership were examined. The Essential Elements of Leadership include: influence, promoting teamwork, change facilitation, use of authority, collaborative dialogue, risk taking, followership, emotional intelligence, ethical behavior, and self-awareness.

#### **Overview of the problem.**

The challenge of effectively leading followers spanning the generational spectrum is not limited to higher education. Managers in various fields face the challenge of assessing how to most effectively lead employees (Applebaum & Shapiro, 2004). Each generation has different workplace needs. Due to the diverse needs of each generational cohort, the process of leadership is not one that can be packaged for a one size fits all solution. While researchers have investigated perceptions of leadership in business and

industry, there has been little focus on higher education faculty perceptions about leadership. The body of research detailing expectations of leadership across the generational spectrum is considerable, but few studies have focused on the leadership perceptions of higher education faculty members.

**Purpose statement and research questions.**

The purpose of this study was to identify perceptions of essential elements of leadership held by generational cohorts of faculty at a Midwestern state university. Another focus of the study was to examine if gender within each generational cohort of faculty affected perceptions of essential elements of leadership. Effective leadership practices are essential to institutional success (Boleman & Gallos, 2011). As the multi-generational workforce that exists today has as many as four generations currently active, those in leadership roles are presented with an exceptionally difficult challenge (Nelsey et al., 2012). Those in leadership roles must effectively lead a wide variety of people who hold significantly differing experiences and expectations. In order for those in leadership roles to effectively engage their followers, they must understand follower expectations related to leadership (Howell & Costley, 2006).

Thirty research questions guided this study. The first ten research questions were directed at confirming faculty members' perceptions of the essential elements of leadership. The second ten research questions focused on identifying differences in perceptions of the essential elements of leadership across the generational spectrum. The third set of ten research questions examined differences in perceptions about essential elements of leadership of males and females within each generational cohort.

**Review of the methodology.**

A quantitative research design was used to conduct this study. A survey drawing upon major themes from the Association of Leadership Educators (2013) and texts used in the Organizational Leadership major at a Midwestern state university was created to measure perceptions of the ten essential elements of leadership. This survey was sent to 399 full-time, domestic, on-campus faculty members. The data from 110 respondents were input into SPSS for analysis. One sample *t* tests, and two factor ANOVA's were used for the analyses of data and hypothesis testing.

**Major findings.**

The hypothesis testing revealed minimal differences in perceptions of the essential elements of leadership across the generational spectrum, and between faculty members of different genders. There was nearly an equal representation of respondents between males and females in this study. Males were represented by 48 participants, and females were represented by 63 participants. Of the 110 participants, 45 belonged to the Baby Boomer generation, 34 belonged to Generation X, and 31 belonged to the Millennial generation.

The results of the hypothesis testing for RQ1 through RQ10 were consistent: all ten hypotheses were supported. Faculty members of the three generations used in this study agreed that the ten essential elements of leadership were essential to leadership. While all ten of these hypotheses were supported, a number of essential elements of leadership were rated lower than others. Of the ten essential elements of leadership, three received a sample mean below 4.0. Influence, use of authority, and risk taking were the lowest rated essential elements of leadership. The importance of these elements rated a

mean between 3.20 and 3.90 (see Table 28). It is important to note that while these essential elements of leadership were rated lowest of all elements, the perception of being essential to leadership was still rated at an average mean of 3.49.

Table 28

*Sample Means RQ1 through RQ10*

Essential Element of Leadership	<i>M</i>	<i>SD</i>
Influence	3.20	.59
Promoting Teamwork	4.54	.67
Change Facilitation	4.13	.68
Use of Authority	3.36	.65
Collaborative Dialogue	4.15	.80
Risk Taking	3.90	.73
Followership	4.27	.51
Emotional Intelligence	4.14	.62
Ethical Behavior	4.55	.65
Self-Awareness	4.64	.45

There were marginally significant differences in how strongly some essential elements of leadership were rated among the generational cohorts. Faculty members from the Baby Boomer generation rated influence, collaborative dialogue, and self-awareness as being essential elements of leadership more strongly than did faculty members of the Millennial generation. These ratings are presented in Table 29

Table 29

*Differences in Perceptions of EEL between Generations*

EEL	Baby Boomer <i>M</i>	<i>SD</i>	Millennial <i>M</i>	<i>SD</i>
Influence	3.293	.613	3.032	.547
Collaborative Dialogue	4.333	.694	4.032	.790
Self-Awareness	4.727	.396	4.484	.508

Lastly there were marginally significant differences in how strongly faculty members agreed influence was an essential element of leadership between genders within generational cohorts. Female faculty members of Generation X agreed influence was an essential element of leadership less strongly than did males of this generation. In addition, males of the Millennial generation agreed less strongly that influence was an essential element of leadership than did females of this same generation (see Table 30).

Table 30

*Differences in Perceptions of Influence of Gender by Generation*

Generation	Gender	<i>M</i>	<i>SD</i>
Generation X	Female	3.121	.605
	Male	3.417	.534
Millennial	Female	3.158	.450
	Male	2.833	.644

**Findings Related to the Literature**

The results of this study supported previous research which assisted in the establishment of the essential elements of leadership. Additionally, the literature regarding both gender and generation was marginally supported. This section reviews

the literature related to the findings for the ten essential elements of leadership and for differences based on generation and gender.

Rost (1993) defined influence as: “an interactive process in which people attempt to convince other people to believe and/or act in certain ways” (p. 157). Among elements that have been considered by researchers as essential to leadership, influence has risen to the top of social practices deemed key in the leadership process (Sassenberg & Hamstra, 2016). The results of this study aligned with the body of literature which identified influence as being essential to leadership.

The results of this study additionally identified influence as being the most divisive of the ten essential elements of leadership. Influence was one of three essential elements of leadership in which perceptions were marginally different between generational cohorts. Pierro et al. (2012) stated that potentially relevant determinants of influence tactics are followers’ personalities, and the contributing factors that have shaped their personality. As generational cohorts were shaped by different generational markers, their personalities, and perceptions of influence were different.

Influence was also the only essential element of leadership which was perceived differently by males and females within generational cohorts. Research studies have found that males are more susceptible to influence and view its use in leadership as more necessary (Girard, 2010; Vezzosi, 2012). The results of this study both affirmed and contradicted these studies. Females from Generation X perceived influence as less essential to leadership than males from this generation. Conversely, females from the Millennial generation viewed influence as more essential to leadership than Millennial males.

The ability to lead teams and the process of facilitation of teamwork are both imperative aspects of effective leadership (Hackman, 2002). Research has shown that technical skills play a significant role in organizational success, but human factors such as leadership and teamwork have a foundational effect on an organization's ability to function successfully. The body of literature which stated that promoting teamwork is essential to leadership was supported by the results of this study. Faculty members of the three generations which this study focused on agreed that promoting teamwork was essential to leadership.

Change plays a critical role in the leadership process. Simply put, the leadership process is about creating and sustaining change (Crawford et al., 2005). Many contemporary leadership theorists have insisted that managing the change process is the sole purpose of leadership (Barker, 2016; Crawford et al., 2005; Brungardt, 2010). The third research question in this study aimed to identify if faculty members at a Midwestern state university perceived change facilitation as an essential element of leadership. The findings in this study supported the literature that identified change facilitation as essential to leadership.

The results of this study did not support the literature which identified older generations as being more apt to perceive use of authority as essential to leadership. Classical leadership that was prevalent essentially from the enlightenment to the mid-1970s focused on efficiency, profit, and production. Stability rather than disruptive change was the hallmark of this era of leadership (Crawford et al., 2005). Kapoor and Solomon (2011) stated that members of the older generations are comfortable with top-down management and rarely question authority. The results of this study contradicted

this literature as there were no significant differences in perceptions of use of authority among the population studied. It is important to note that while there were no differences in perceptions of use of authority as it pertains to leadership, Baby Boomers, Generation X'ers, and Millennials to some extent agreed that it was an essential element of leadership.

The literature relating to collaborative dialogue is clear in stating that it has many benefits to the leadership process. The body of literature which identified collaborative dialogue as essential to leadership is strongly supported by the findings of this study. Participative, democratic leadership which includes the process of collaborative dialogue encourages the leadership process in growing new ideas, finding new opportunities, and generating new information (Sagnak, 2016). Literature specifically related to generational perceptions of collaborative dialogue is scarce. However, the findings about collaboration in this study supported a marginally significant difference in generational perceptions of this essential element of leadership. Members of the Baby Boomer generation agreed more strongly that collaborative dialogue was an essential element of leadership than members of the Millennial generation.

There is an extensive body of literature which has identified risk taking as a major component of leadership (Brungardt & Crawford, 1999; Maxfield & Shapiro, 2010; Ridenour & Twale, 2005). The findings from the current study aligned with this literature. Faculty members who participated in this study agreed that risk taking was an essential element of leadership.

Effective followership has an essential role in all leadership situations (Howell & Costley, 2006). For the leadership process to function, the emphasis cannot solely be on

the effectiveness of the leader. Crawford et al. (2005) suggested that leaders must be good followers. The findings of the current study supported both the research done by Howell and Costley (2006) and Crawford et al. (2005). In this study, all three generations agreed that followership was an essential element of leadership.

Emotional Intelligence describes the ability, capacity, or skill to identify, assess, manage, and control the emotions of oneself, others, and groups (Ealais & George, 2012). Research has demonstrated that a high level of emotional intelligence is associated with transformational leadership (Fitzgerald & Schutte, 2010). Those who fail to understand the emotional climate of the organization's which they are leading will fail to understand the true nature of the state of their leadership effectiveness (Crawford et al., 2005). The results of this study were aligned with findings of previous research. In this study, there was no significant difference in the perceptions of the different generational cohorts regarding the importance of emotional intelligence as an essential element of leadership. All three generations agreed emotional intelligence was an essential element of leadership.

Obeying the law and adhering to rules and regulations is the easy part of leadership. Humans are conditioned from a young age to simply obey rules (Crawford et al. 2005). It is the gray area in which many decisions lie, and the complexity of leadership responsibilities, that contributes to the challenges of effective leadership. These facets of human behavior and decision making are examples of why ethics are a vitally important aspect of leadership (Plinio, 2009). Research question nine aimed to identify whether faculty members' perceived ethical behavior as an essential element of leadership. The findings from this research concurred with the literature regarding

ethical behavior. There was no significant difference in perceptions of ethical behavior as being essential to leadership across the generational spectrum.

A growing body of research has suggested that self-awareness is strongly associated with successful leadership (Ashley & Reiter-Palmon, 2012). Leadership can't be practiced the same for everyone because it is different for every person (Maxwell, 2002). For those taking on the leadership relationship, there must be a heightened level of self-awareness. Understanding individual strengths and weaknesses in self is every bit as important as understanding them in others (Rath & Conchie, 2008). The findings from this study supported the literature which identified self-awareness as essential to leadership. However, the results of this study contradicted research findings that younger generations focus more on self-awareness (Angeline, 2011). Analysis of data showed that faculty members belonging to the Baby Boomer generation more strongly agreed that self-awareness was an essential element of leadership than did faculty members of the Millennial generation.

Leaders can benefit from understanding the perceptions their workforce holds in regard to effective leadership. Knowing how faculty members perceive the essential elements of leadership is a beneficial first step in grasping this knowledge for leaders in higher education. Literature is somewhat inconclusive as to the impact of generation and gender on perceptions of the essential elements of leadership. This notwithstanding, leaders' knowledge of follower perceptions can nearly always strengthen leadership effectiveness.

## Conclusions

Through the analysis of the results of testing for the first ten hypotheses it was found that perceptions of the essential elements of leadership were fully embraced by faculty members at a Midwestern state university. While the elements of influence, use of authority, and risk taking, averaged a lower rating than other elements, the hypotheses stating that all ten elements were essential to leadership were supported. The essential element of leadership, influence, was perceived with the greatest amount of diverse perspectives across the generational spectrum, as well across gender lines. Noting this dissention in perceptions is important, but the marginal nature of difference is vital in communicating results of this study in a realistic manner. Collectively, the essential elements of leadership were affirmed by the population studied. It was additionally found that neither gender, nor generational cohort, played a principle role in perceptions of what is an essential element of leadership.

**Implications for action.** Multiple studies have confirmed that leadership is a multifaceted construct that is highly contextual and dependent on numerous situational factors (Arbinger Institute, 2010; Blanchard & Miller, 2009; Crawford et al., 2005; Kotter, 2012; Kouzes & Posner, 2007; Northouse, 2010). The results from this study can assist in helping frame how administrators in higher education are trained as it relates to follower interaction. This can include onboarding, professional development workshops, and mentorship programs specifically in the context of the essential elements of leadership.

Engaging faculty, staff, and administration in conversations about how to effectively model essential elements of leadership can benefit the institution as a whole.

While the results of this study are representative of the faculty perceptions, staff and administrators at all institutional levels interact with faculty on a regular basis. Leaders in all branches of the institution can benefit from a construct of elements of leadership perceived as important by a significant segment of the institution.

Results of this study affirmed that while marginally significant differences existed between faculty members, their generational cohorts, and the different genders within generational cohorts, all perceived leadership in a comparable way. These results can provide institutional trainers, current leaders, and mentors within institutions with insight into the population they are teaching, training, and mentoring. The application of this knowledge can assist in the continued pursuit of institutional effectiveness.

The practices of the most successful leaders involve gaining an in-depth understanding of their followers (Howell & Costley, 2006). Information gained from this study can assist in the leadership education process within the walls of higher education. Sharing the results of this study with the Kansas Board of Regents (KBOR) could work to benefit all Kansas Regents schools. The structure of the academic arm of institutions of higher education is in many cases similar. Faculty report to departmental chairs, deans, the provost, and then the president. Leaders can benefit from awareness of leadership elements faculty perceive as important.

**Recommendations for future research.** This study added to the research related to understanding perceptions of full time, domestic, on-campus faculty members at a Midwestern state university regarding essential elements of leadership across different genders and the generational spectrum. These perceptions were measured through the identification of the essential elements of leadership, and the corresponding *Essential*

*Elements of Leadership Survey*. No single study can adequately investigate all facets of this topic. Therefore, recommendations for future research include the following:

- 1) Further develop the *Essential Elements of Leadership Survey* to improve the reliability of essential elements of leadership measured by scales composed of multiple survey items.
- 2) Replicate this study at the Midwestern state university in the future to gauge if the leadership climate at the time the study was conducted impacted faculty members perceptions of the essential elements of leadership.
- 3) Replicate this study at an institution of the same Carnegie Classification in order to compare faculty perceptions from different institutions.
- 4) Adjust the *Essential Elements of Leadership Survey* to allow for qualitative responses to provide more in depth analysis of faculty perceptions of essential leadership elements.
- 5) Replicate and extend the study to include online, international, and adjunct faculty.
- 6) Replicate this study and differentiate between educational levels of faculty members (Master's Degree vs. Terminal Degree).
- 7) Replicate this study differentiating between tenured faculty and non-tenured faculty.

**Concluding remarks.** Leadership is one of the most observed, but least understood of all human behaviors (Burns, 1987). This assertion has been supported by numerous studies on leadership traits, behaviors, and contingencies. The discipline of leadership studies is one that will likely never be associated with black and white context.

Effective leadership is contingent upon many situational factors (Fiedler, 1965). Generational cohort, gender, as well as education level, and industry of employment can have an impact on perceptions of leadership. Therefore, the results of this study must be considered within the context of the population that was studied. Collectively the three generations of faculty members studied asserted congruent perceptions affirming the essential elements of leadership. In addition, there were minimal gender differences concerning the essential elements of leadership. The population for this study represented a small contingent of the larger population of higher education faculty members. While the results of this study reflected similar perceptions about the importance of essential elements of leadership across generational cohorts as well as for males and females, it is important that conclusions from the study be viewed within the context in which they were studied.

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## Appendices

**Appendix A: Essential Elements of Leadership Survey**

2. Please use the 5-point Likert-type scale to convey your perception through selecting Strongly Disagree, Disagree, Neither Disagree nor Agree, Agree, or Strongly Agree that the following are essential elements of leadership.

The Following Is An Essential Element of Leadership:

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
1) Facilitating change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Behaving in a moral manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Taking risks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Controlling followers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Regulating emotions (self and others)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Engaging followers in decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Promoting teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Acting with honor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Adhering to rules and regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) Creating standardized procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) Acting with courage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) Using pressure to gain commitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) Willing to challenge power	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14) Using rational arguments and factual evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15) Arousing emotions to gain commitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16) Engaging in interactive relationships with followers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17) Willing to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
18) Understanding personal strengths and weaknesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19) Being socially aware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20) Engaging in personal reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. My date of birth is between the years:

1993-2000

1977-1992

1965-1976

1946-1964

1937-1945

1936-1907

4. My gender is:

Male

Female

5. I have served in the military:

Yes

No

6. My race/ethnicity is best described as:

Caucasian

African American

Hispanic

Pacific Islander

Other

**Appendix B: Research Question/Instrument Item Alignment**

### Research Question/Instrument Item Alignment

Research Question	Survey Item
<p><b>RQ1.</b> To what extent do faculty members at a Midwestern state university perceive that influence is an essential element of leadership?</p>	<p><b>Survey Item 2) 12:</b> Using pressure to gain commitment</p> <p><b>Survey Item 2) 14:</b> Using rational arguments and factual evidence</p> <p><b>Survey Item 2) 15:</b> Arousing emotions to gain commitment</p>
<p><b>RQ2.</b> To what extent do faculty members at a Midwestern state university perceive that promoting teamwork is an essential element of leadership?</p>	<p><b>Survey Item 2) 7:</b> Promoting teamwork</p>
<p><b>RQ3.</b> To what extent do faculty members at a Midwestern state university perceive that change facilitation is an essential element of leadership?</p>	<p><b>Survey Item 2) 1:</b> Facilitating change</p>
<p><b>RQ4.</b> To what extent do faculty members at a Midwestern state university perceive that use of authority is an essential element of leadership?</p>	<p><b>Survey Item 2) 4:</b> Controlling followers</p> <p><b>Survey Item 2) 9:</b> Adhering to rules and regulations</p> <p><b>Survey Item 2) 10:</b> Creating standardized procedures</p>
<p><b>RQ5.</b> To what extent do faculty members</p>	<p><b>Survey Item 2) 6:</b> Engaging Followers in</p>

<p>at a Midwestern state university perceive that collaborative dialogue is an essential element of leadership?</p>	<p>collaborative dialogue</p> <p><b>Survey Item 2) 16:</b> Engaging in interactive communication with followers</p>
<p><b>RQ6.</b> To what extent do faculty members at a Midwestern state university perceive that risk taking is an essential element of leadership?</p>	<p><b>Survey Item 2) 3:</b> Taking Risks</p>
<p><b>RQ7.</b> To what extent do faculty members at a Midwestern state university perceive that followership is an essential element of leadership?</p>	<p><b>Survey Item 2) 11:</b> Courage</p> <p><b>Survey Items 2) 13:</b> Willing to challenge power</p> <p><b>Survey Item 2) 17:</b> Willing to learn</p>
<p><b>RQ8.</b> To what extent do faculty members at a Midwestern state university perceive that emotional intelligence is an essential element of leadership?</p>	<p><b>Survey Item 2) 5:</b> Regulating emotions (self and others)</p> <p><b>Survey Item 2) 19:</b> Being socially aware</p>
<p><b>RQ9.</b> To what extent do faculty members at a Midwestern state university perceive that ethical behavior is an essential element of leadership?</p>	<p><b>Survey Item 2) 2:</b> Morality</p> <p><b>Survey Item 2) 8:</b> Acting with honor</p>
<p><b>RQ10.</b> To what extent do faculty members at a Midwestern state university perceive that self-awareness is an essential element of leadership?</p>	<p><b>Survey Item 2) 18:</b> Understanding personal strengths and weaknesses</p> <p><b>Survey Item 2) 20:</b> Engaging in personal reflection</p>

<p><b>RQ11.</b> To what extent is there a difference in perceptions that influence is an essential element of leadership among a Midwestern state university's faculty members of The Silent Generation, Baby Boomer, Generation X, and Millennial generations?</p>	<p><b>Survey Items 2) 12, 2) 14, 2) 15:</b> Rates perceptions of need for influence as being an essential element of leadership.</p> <p><b>Survey Item 3:</b> Identifies participant Generation (The Silent Generation, Baby Boomers, Generation X, Millennial).</p>
<p><b>RQ12.</b> To what extent is there a difference in perceptions that promoting teamwork is an essential element of leadership among a Midwestern state university's faculty members of The Silent Generation, Baby Boomer, Generation X, and Millennial generations?</p>	<p><b>Survey Item 2) 7:</b> Rates perceptions of need for promoting teamwork as being an essential element of leadership.</p> <p><b>Survey Item 3:</b> Identifies participant Generation (The Silent Generation, Baby Boomers, Generation X, Millennial).</p>
<p><b>RQ13.</b> To what extent is there a difference in perceptions that change facilitation is an essential element of leadership among a Midwestern state university's faculty members of The Silent Generation, Baby Boomer, Generation X, and Millennial generations?</p>	<p><b>Survey Item 2) 1:</b> Rates perceptions of need for change facilitation as being an essential element of leadership.</p> <p><b>Survey Item 3:</b> Identifies participant Generation (The Silent Generation, Baby Boomers, Generation X, Millennial).</p>
<p><b>RQ14.</b> To what extent is there a difference in perceptions that use of authority is an essential element of leadership among a</p>	<p><b>Survey Items 2) 4, 2) 9, &amp; 2) 10:</b> Rates perceptions of need for use of authority as being an essential element of leadership.</p>

<p>Midwestern state university's faculty members of The Silent Generation, Baby Boomer, Generation X, and Millennial generations?</p>	<p><b>Survey Item 3:</b> Identifies participant Generation (The Silent Generation, Baby Boomers, Generation X, Millennial).</p>
<p><b>RQ15.</b> To what extent is there a difference in perceptions that collaborative dialogue is an essential element of leadership among a Midwestern state university's faculty members of The Silent Generation, Baby Boomer, Generation X, and Millennial generations?</p>	<p><b>Survey Items 2) 6, 2) 16:</b> Rates perceptions of need for collaborative dialogue as being an essential element of leadership.</p> <p><b>Survey Item 3:</b> Identifies participant Generation (The Silent Generation, Baby Boomers, Generation X, Millennial).</p>
<p><b>RQ16.</b> To what extent is there a difference in perceptions that risk taking is an essential element of leadership among a Midwestern state university's faculty members of The Silent Generation, Baby Boomer, Generation X, and Millennial generations?</p>	<p><b>Survey Item 2) 3:</b> Rates perceptions of need for risk taking as being an essential element of leadership.</p> <p><b>Survey Item 3:</b> Identifies participant Generation (The Silent Generation, Baby Boomers, Generation X, Millennial).</p>
<p><b>RQ17.</b> To what extent is there a difference in perceptions that followership is an essential element of leadership among a Midwestern state university's faculty members of The Silent Generation, Baby</p>	<p><b>Survey Items 2)11, 2) 13, &amp; 2) 17:</b> Rates perceptions of need for followership as being an essential element of leadership.</p> <p><b>Survey Item 3:</b> Identifies participant Generation (The Silent Generation, Baby</p>

Boomer, Generation X, and Millennial generations?	Boomers, Generation X, Millennial).
<p><b>RQ18.</b> To what extent is there a difference in perceptions that emotional intelligence is an essential element of leadership among a Midwestern state university's faculty members of The Silent Generation, Baby Boomer, Generation X, and Millennial generations?</p>	<p><b>Survey Item 2) 5, 2) 19:</b> Rates perceptions of need for emotional intelligence as being an essential element of leadership.</p> <p><b>Survey Item 3:</b> Identifies participant Generation (The Silent Generation, Baby Boomers, Generation X, Millennial).</p>
<p><b>RQ19.</b> To what extent is there a difference in perceptions that ethical behavior is an essential element of leadership among a Midwestern state university's faculty members of The Silent Generation, Baby Boomer, Generation X, and Millennial generations?</p>	<p><b>Survey Item 2) 2, 2) 8:</b> Rates perceptions of need for ethical behavior as being an essential element of leadership.</p> <p><b>Survey Item 3:</b> Identifies participant Generation (The Silent Generation, Baby Boomers, Generation X, Millennial).</p>
<p><b>RQ20.</b> To what extent is there a difference in perceptions that self-awareness is an essential element of leadership among a Midwestern state university's faculty members of The Silent Generation, Baby Boomer, Generation X, and Millennial generations?</p>	<p><b>Survey Items 2) 18, 2) 20:</b> Rates perceptions of need for self-awareness as being an essential element of leadership.</p> <p><b>Survey Item 3:</b> Identifies participant Generation (The Silent Generation, Baby Boomers, Generation X, Millennial).</p>

<p><b>RQ21.</b> To what extent are the differences in perceptions that influence is an essential element of leadership among a Midwestern state university's faculty members of The Silent Generation, Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?</p>	<p><b>Survey Items 2) 12, 2) 14, &amp; 2) 15:</b> Rates perceptions of need for influence as being an essential element of leadership.</p> <p><b>Survey Item 3:</b> Identifies participant Generation (The Silent Generation, Baby Boomers, Generation X, Millennial).</p> <p><b>Survey Item 4:</b> Identifies participant Gender (male, female)</p>
<p><b>RQ22.</b> To what extent are the differences in perceptions that promoting teamwork is an essential element of leadership among a Midwestern state university's faculty members of The Silent Generation, Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?</p>	<p><b>Survey Item 2) 7:</b> Rates perceptions of need for promoting teamwork as being an essential element of leadership.</p> <p><b>Survey Item 3:</b> Identifies participant Generation (The Silent Generation, Baby Boomers, Generation X, Millennial).</p> <p><b>Survey Item 4:</b> Identifies participant Gender (male, female)</p>
<p><b>RQ23.</b> To what extent are the differences in perceptions that change facilitation is an essential element of leadership among a Midwestern state university's faculty members of The Silent Generation, Baby Boomer, Generation X, and Millennial</p>	<p><b>Survey Item 2) 1:</b> Rates perceptions of need for change facilitation as being an essential element of leadership.</p> <p><b>Survey Item 3:</b> Identifies participant Generation (The Silent Generation, Baby Boomers, Generation X, Millennial).</p>

<p>generations affected by gender (male, female)?</p>	<p><b>Survey Item 4:</b> Identifies participant Gender (male, female)</p>
<p><b>RQ24.</b> To what extent are the differences in perceptions that use of authority is an essential element of leadership among a Midwestern state university's faculty members of The Silent Generation, Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?</p>	<p><b>Survey Items 2) 4, 2) 9, &amp; 2) 10:</b> Rates perceptions of need for use of authority as being an essential element of leadership.</p> <p><b>Survey Item 3:</b> Identifies participant Generation (The Silent Generation, Baby Boomers, Generation X, Millennial).</p> <p><b>Survey Item 4:</b> Identifies participant Gender (male, female)</p>
<p><b>RQ25.</b> To what extent are the differences in perceptions that collaborative dialogue making is an essential element of leadership among a Midwestern state university's faculty members of The Silent Generation, Baby Boomers, Generation X, Millennial generations affected by gender (male, female)?</p>	<p><b>Survey Item 2) 6, &amp; 2) 16:</b> Rates perceptions of need for collaborative dialogue as being an essential element of leadership.</p> <p><b>Survey Item 3:</b> Identifies participant Generation (The Silent Generation, Baby Boomers, Generation X, Millennial).</p> <p><b>Survey Item 4:</b> Identifies participant Gender (male, female)</p>
<p><b>RQ26.</b> To what extent are the differences in perceptions that risk taking is an essential element of leadership among a Midwestern state university's faculty</p>	<p><b>Survey Item 2) 3:</b> Rates perceptions of need for risk taking as being an essential element of leadership.</p> <p><b>Survey Item 3:</b> Identifies participant</p>

<p>members of The Silent Generation, Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?</p>	<p>Generation (The Silent Generation, Baby Boomers, Generation X, Millennial).</p> <p><b>Survey Item 4:</b> Identifies participant Gender (male, female)</p>
<p><b>RQ27.</b> To what extent are the differences in perceptions that followership is an essential element of leadership among a Midwestern state university's faculty members of The Silent Generation, Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?</p>	<p><b>Survey Items 2) 11, 2) 13, &amp; 2) 18:</b> Rates perceptions of need for followership as being an essential element of leadership.</p> <p><b>Survey Item 3:</b> Identifies participant Generation (The Silent Generation, Baby Boomers, Generation X, Millennial).</p> <p><b>Survey Item 4:</b> Identifies participant Gender (male, female)</p>
<p><b>RQ28.</b> To what extent are the differences in perceptions that emotional intelligence is an essential element of leadership among a Midwestern state university's faculty members of The Silent Generation, Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?</p>	<p><b>Survey Item 2) 5, 2) 19:</b> Rates perceptions of need for emotional intelligence as being an essential element of leadership.</p> <p><b>Survey Item 3:</b> Identifies participant Generation (The Silent Generation, Baby Boomers, Generation X, Millennial).</p> <p><b>Survey Item 4:</b> Identifies participant Gender (male, female)</p>
<p><b>RQ29.</b> To what extent are the differences in perceptions that ethical behavior is an</p>	<p><b>Survey Item 2) 2, 2) 8:</b> Rates perceptions of need for ethical behaviors as being an</p>

<p>essential element of leadership among a Midwestern state university's faculty members of The Silent Generation, Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?</p>	<p>essential element of leadership.</p> <p><b>Survey Item 3:</b> Identifies participant Generation (The Silent Generation, Baby Boomers, Generation X, Millennial).</p> <p><b>Survey Item 4:</b> Identifies participant Gender (male, female)</p>
<p><b>RQ30.</b> To what extent are the differences in perceptions that self-awareness is an essential element of leadership among a Midwestern state university's faculty members of The Silent Generation, Baby Boomer, Generation X, and Millennial generations affected by gender (male, female)?</p>	<p><b>Survey Items 2) 18, 2) 20:</b> Rates perceptions of need for self-awareness as being an essential element of leadership.</p> <p><b>Survey Item 3:</b> Identifies participant Generation (The Silent Generation, Baby Boomers, Generation X, Millennial).</p> <p><b>Survey Item 4:</b> Identifies participant Gender (male, female)</p>

**Appendix C: Establishing Essential Elements of Leadership Validity**

**Seth Kastle**

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**From:** Seth Kastle  
**Sent:** Friday, November 04, 2016 7:25 PM  
**To:** [REDACTED]  
**Subject:** Essential Elements of Leadership

Colleagues,

As you are aware I am in the process of working on my dissertation. As a part of this research I have identified 10 elements of leadership that I will be measuring against generational cohort perceptions. To assist in the validity of my instrument I want to vet these themes through you. If you feel I am missing something that you see as essential to leadership please let me know. Please understand I know this list could go on forever. I am looking to stay in the neighborhood of 10. If you would like to know more about the study I am more than happy to set up a meeting with you to discuss it. Thank you for your time and support.

Influence  
Team work  
Emotional Intelligence  
Autocratic Leadership Behaviors (this will be scored backwards)  
Democratic Leadership Behaviors  
Risk taking  
Self-Awareness  
Change facilitation  
Followership  
Ethical Behaviors

\*\*\*\*\*  
Seth Kastle  
Instructor  
Department of Leadership Studies



**Appendix D: Baker IRB Request**

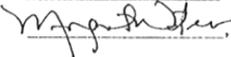


Date: December 14, 2016  
IRB PROTOCOL NUMBER \_\_\_\_\_  
(IRB USE ONLY)

IRB REQUEST  
Proposal for Research  
Submitted to the Baker University Institutional Review Board

I. Research Investigator(s) (Students must list faculty sponsor first)

Department(s) School of Education Graduate Department

Name	Signature	
1. Dr. Tes Mehring	<u>Tes Mehring</u>	Major Advisor
2. Dr. Margaret Waterman		Research Analyst
3.		University Committee Member

Principal Investigator: Seth Kastle  
Phone: 785.743.8655  
Email: SethDKastle.stu@bakeru.edu  
Mailing address: 700 Easter Ave  
Wakeeney, KS 67672

Faculty sponsor: Dr. Tes Mehring  
Phone: 913.344.1236  
Email: Tes.Mehring@bakeru.edu

Expected Category of Review: \_\_\_ Exempt X Expedited \_\_\_ Full

II: Protocol: (Type the title of your study)

Perceptions of Essential Elements of Leadership Across the Generation Spectrum of Domestic, On-Campus Faculty at a Midwestern State University

### Summary

**In a sentence or two, please describe the background and purpose of the research.**

The purpose of this quantitative study is to identify faculty member's perceptions of essential elements of leadership across different genders within the generational spectrum. This study is designed to determine perceptions of essential elements of leadership held by each of the identified generations and genders.

Generations will be defined by the following age groups based upon research conducted by Zickurh (2010):

- 1977 to 1992 Generation Y/Millennials
- 1965 to 1976 Generation X
- 1946 to 1964 Baby Boomers
- 1937 to 1945 Silent Generation

A link to a survey through the online assessment tool Survey Monkey will be sent to all potential participants. Questions will be focused on the essential elements of leadership based on the National Leadership Education Research Agenda (NLERA) and cross referenced by the texts used for major required classes by the Department of Leadership Studies at [REDACTED]. This survey will take approximately 10 minutes to complete.

References:

Zickurh, K. (2010). *Generations 2010*. Washington D.C.: Pew Research Center.

**Briefly describe each condition or manipulation to be included within the study.**

There are no conditions or manipulations in this study.

**What measures or observations will be taken in the study? If any questionnaire or other instruments are used, provide a brief description and attach a copy.**

The Essential Elements of Leadership Survey will be used as an instrument in this study. This instrument will use a five-point Likert-type scale to measure participant's perceptions of essential elements of leadership.

See Essential Elements of Leadership Survey (Appendix A)

**Will the subjects encounter the risk of psychological, social, physical, or legal risk? If so, please describe the nature of the risk and any measures designed to mitigate that risk.**

The subjects will not encounter the risk of psychological, social, physical, or legal risk

**Will any stress to subjects be involved? If so, please describe.**

The subjects will not encounter any stress in this study.

**Will the subjects be deceived or misled in any way? If so, include an outline or script of the debriefing.**

The subjects will not be deceived or misled in any way in this study.

**Will there be a request for information which subjects might consider to be personal or sensitive? If so, please include a description.**

Participants will be asked to identify their generational cohort by their date of birth in addition to their gender. Participants will also be asked to rate their personal perceptions of essential elements of leadership. Some participants might consider these items to be personal, but the data will remain anonymous.

**Will the subjects be presented with materials which might be considered to be offensive, threatening, or degrading? If so, please describe.**

The subjects will not encounter any offensive, threatening, or degrading materials.

**Approximately how much time will be demanded of each subject?**

Each participant will be asked to complete a survey via e-mail that will take approximately 10 minutes.

**Who will be the subjects in this study? How will they be solicited or contacted? Provide an outline or script of the information which will be provided to subjects prior to their volunteering to participate. Include a copy of any written solicitation as well as an outline of any oral solicitation.**

The subjects in this study will be full-time, domestic, on campus faculty members at [REDACTED]. The researcher will use the list of faculty from the [REDACTED] personnel office which meet the criteria of teaching on the domestic [REDACTED] campus a minimum of one face to face class during the Spring 17 semester.

See recruitment email (Appendix B)

**What steps will be taken to insure that each subject's participation is voluntary? What if any inducements will be offered to the subjects for their participation?**

All communication to the subjects will underscore the voluntary nature of their participation. Additionally, subjects will be required to acknowledge their voluntary participation prior to being allowed to access the survey. No inducements will be offered to the subjects for their

participation. It is specifically stated in the recruitment email that participation is voluntary.

**How will you insure that the subjects give their consent prior to participating? Will a written consent form be used? If so, include the form. If not, explain why not.**

Prior to entering the survey, participants will be required to check a block in the Survey Monkey form stating their informed consent.

See Informed Consent form in Appendix A

**Will any aspect of the data be made a part of any permanent record that can be identified with the subject? If so, please explain the necessity.**

No identifiable information will be collected during this study. Participation will be anonymous, no data will be made part of any permanent record.

**Will the fact that a subject did or did not participate in a specific experiment or study be made part of any permanent record available to a supervisor, teacher or employer? If so, explain.**

No, in the recruitment email it specifically states that the purpose of this study is for a doctoral dissertation through an institution other than [REDACTED]. The recruitment email additionally states that whether or not potential participants elect to participate in this study there will be no effect on their relationship with [REDACTED] as a faculty member. The fact that a subject did or did not participate in the study will not be made part of any permanent record to a supervisor, teacher, or employer.

**What steps will be taken to insure the confidentiality of the data? Where will it be stored? How long will it be stored? What will be done with it after the study is completed?**

The data will be stored in the researcher's password protected Survey Monkey and Dropbox account files during the study which will not be made public. The Survey Monkey survey is designed to ensure anonymity and will not collect personal e-mail or IP addresses of participants. Three years after the study is complete, the researcher will destroy the collected survey data.

**If there are any risks involved in the study, are there any offsetting benefits that might accrue to either the subjects or society?**

Only minimal risk is involved in this study. Risk is no greater than every day working conditions as a faculty member.

**Will any data from files or archival data be used? If so, please describe.**

No data from files or archival data will be used in this study.

**Appendix E: Baker IRB Approval**



*Baker University Institutional Review Board*

December 15, 2016

Dear Seth Kastle and Dr. Mehring:

The Baker University IRB has reviewed your research project application and approved this project under Expedited Status Review. As described, the project complies with all the requirements and policies established by the University for protection of human subjects in research. Unless renewed, approval lapses one year after approval date.

Please be aware of the following:

1. Any significant change in the research protocol as described should be reviewed by this Committee prior to altering the project.
2. Notify the IRB about any new investigators not named in original application.
3. When signed consent documents are required, the primary investigator must retain the signed consent documents of the research activity.
4. If this is a funded project, keep a copy of this approval letter with your proposal/grant file.
5. If the results of the research are used to prepare papers for publication or oral presentation at professional conferences, manuscripts or abstracts are requested for IRB as part of the project record.

Please inform this Committee or myself when this project is terminated or completed. As noted above, you must also provide IRB with an annual status report and receive approval for maintaining your status. If you have any questions, please contact me at [EMorris@BakerU.edu](mailto:EMorris@BakerU.edu) or 785.594.7881.

Sincerely,



*Erin Morris PhD*  
Chair, Baker University IRB

Baker University IRB Committee  
Joe Watson PhD  
Nate Poell MA  
Susan Rogers PhD  
Scott Crenshaw

**Appendix F: Midwestern State University IRB Request**

**INSTITUTIONAL REVIEW BOARD  
FOR HUMAN SUBJECTS RESEARCH**

**APPLICATION**

Proposals for review by the IRB may be submitted at any time. With the exception of expedited reviews, complete proposals submitted no later than ten (10) business days prior to a scheduled meeting will be reviewed at that meeting. Late proposals will be reviewed at the next scheduled meeting. The IRB meeting schedule is posted on the [website](#). Incomplete proposals will not be reviewed until the researcher supplies the missing information. Be sure to respond to all sections.

**Type of Request:**

- Full Review**  
Complete Application and Relevant Forms
- Expedited Review**  
Complete Application and Expedited Review Attachment
- Exempt from Review**  
Complete Application and Exempt Review Attachment

All materials related to this study must be uploaded into your [IRBNet](#) study workspace. Instructions for using IRBNet are located at [the \[REDACTED\] IRB website](#).  
Required materials include:

- Completed application (including relevant parts of section IX if a vulnerable population is involved)
- A completed form requesting Exemption, Expedited or Full Review.
- Copies of all recruiting materials, including scripts, emails, letters, posters, advertising, etc.
- Copies of all measurements, instruments, surveys, interview questions being used, etc.
- All consent forms and assent forms or scripts (for children).
- Debriefing materials.

### I. Certifications:

I am familiar with the policies and procedures of [REDACTED] regarding human subjects in research. I subscribe to the university standards and applicable state and federal standards and will adhere to the policies and procedures of the Institutional Review Board for the Protection of Human Subjects. I will comply with all instructions from the IRB at the beginning and during the project or will stop the project.

AND

I am familiar with the published guidelines for the ethical treatment of human subjects associated with my particular field of study.

### **Statement of Agreement:**

By electronically signing and submitting this application package, I certify that I am willing to conduct and /or supervise these activities in accordance with the guidelines for human subjects in research. Further, I certify that any changes in procedures from those outlined above or in the attached proposal will be cleared through the IRB.

*If the Principal Investigator is a student, the electronic signature of the Faculty Advisor certifies: 1) Agreement to supervise the student research; and, 2) This application is ready for IRB review. The Student is the "Principal Investigator". The Faculty Research Advisor is the "Advisor". Designees may not sign the package. It is the student's responsibility to contact their Faculty Research Advisor when the study is ready for his/her signature.*

I certify the information provided in this application is complete and correct  
I understand that I have ultimate responsibility for the conduct of the study, the ethical performance of the project, the protection of the rights and welfare of human subjects and strict adherence to any stipulations imposed by the IRB.

I agree to comply with all [REDACTED] policies, as well as all federal, state and local laws on the protection of human subjects in research, including:

- Ensuring all study personnel satisfactorily complete human subjects in research training
- Performing the study according to the approved protocol
- Implementing no changes in the approved study without IRB approval
- Obtaining informed consent from subjects using only the currently approved consent form
- Protecting identifiable health information in accordance with HIPAA Privacy rule
- Promptly reporting significant or untoward adverse effects to the IRB



Graduate Research Paper

Independent Study

Class Project (Course Number and Course Title):

Other (Please Explain):

C. Other than faculty, staff, or student at [REDACTED] (Unaffiliated with [REDACTED]).

**V. Human Subjects Research Ethics Training:** The IRB will not review submissions without verification of appropriate CITI training. The Principal Investigator and all members of the research team must complete the appropriate CITI training modules. Faculty Research Advisors, when listed above, must also complete CITI training. If the PI is not affiliated with [REDACTED], documentation of CITI or other comparable training must be provided.

Date completed [REDACTED] CITI training: 11/18/16

## VI. Description of Project

Completely describe the research project below. Provide sufficient information for effective review, and define abbreviations and technical terms. Do NOT attach a thesis, prospectus, grant proposal, etc. If an item is not applicable, please provide justification.

A. Project purpose(s):

The purpose of this quantitative study is to identify faculty member's perceptions of essential elements of leadership across different genders and the generational spectrum (The Silent Generation, Baby Boomers, Generation X, and Millennials). This study is designed to determine perceptions of essential elements of leadership held by each of the identified generations and genders.

Generations will be defined by the following age groups based upon research conducted by Zickurh (2010):

- Millennials – 1977 to 1992
- Generation X – 1965 to 1976
- Boomers – 1946 to 1964
- The Silent Generation – 1937 to 1945

A link to a survey through the online assessment tool Survey Monkey will be sent to all potential participants. Questions will be focused on the essential elements of leadership based on the National Leadership Education Research Agenda (NLERA) and cross referenced by the texts used for major required classes by the Department of Leadership Studies at [REDACTED]. This survey will take approximately 10 minutes to complete.

After the date window for the survey has passed data will be analyzed using One Sample T-Tests, and Two-factor ANOVAS in order to determine themes among each generation and gender.

## References:

Zickurh, K. (2010). *Generations 2010*. Retrieved from Washington D.C.:  
<http://www.pewinternet.org/2010/12/16/generations-2010/>

## B. Describe the proposed participants (number, age, gender, ethnicity, etc)

Full time, English speaking domestic on campus faculty who teach at least one face to face class during the spring semester 2017. There are approximately 400 eligible participants on the █████ campus.

All participation in this study will be voluntary.

## C. What are the criteria for including or excluding subjects? Are any criteria based on age, gender, race, ethnicity, sexual orientation, or origin? If so, justify.

Subjects must be full time as defined by the 2017-2019 MOA between █████ and AAUP, and have a primary place of employment on the █████ domestic campus. All subjects must teach at least one face to face class during the spring semester 2017. To participate in this study subjects must have date of birth between 1937 and 1992.

## D. Population from which the participants will be obtained:

General Populations:

Adult students (18-65 years) on-campus  
 Adults (18-65 years) off-campus (Subjects will be on campus faculty members)

Wards of the State  
 Pregnant Women  
 Fetuses  
 Mentally disabled  
 Children (under the age of 18)

## Other vulnerable groups:

Vulnerable to influence or coercion (may include █████ students or employees)  
 Economically disadvantaged  
 Educationally disadvantaged  
 Decisionally impaired  
 Non English speakers  
 International research

*See Section IX for additional information
--

Protected or Vulnerable Populations\*:

Elderly (65+ Years)  
 Prisoners

D. Recruitment Procedures: Describe in detail the process to be used to recruit participants. Upload scripts, emails, letters, advertising and all marketing materials with your application. Provide a step-by-step description of how potential participants will be recruited for the study.

The subjects in this study will be full-time, English speaking domestic, on campus faculty at [REDACTED]. The researcher will use the list of faculty drawn from the [REDACTED] personnel office which meet the criteria of teaching on the domestic [REDACTED] campus a minimum of one face to face class during the Spring 17 semester.

Each faculty will be sent an email using the university email system. The recruitment email will read as follows:

Dear Faculty Member,

My name is Seth Kastle, I am currently a faculty member in the Department of Leadership Studies here at [REDACTED]. I am in the process of working on my doctoral dissertation through Baker University. The purpose of my dissertation is to identify how gender and generation affects faculty perceptions of essential elements of leadership.

You are eligible for this study if you are a full time faculty member and teach at least one face to face class on the domestic [REDACTED] campus. In order to participate in this study you must additionally have a date of birth between 1937 and 1992. This survey will take you approximately 10 minutes to complete.

It is important to know that this email is not to tell you to join this study, it is your decision. Your participation is voluntary. Whether or not you participate in this study will have no effect on your relationship with [REDACTED] as a faculty member.

If you would like to participate in this study, please click the following link to the Survey Monkey survey before February 2, 2017.

<https://www.surveymonkey.com/r/P63M7GF>

If you would like to talk to me directly regarding any part of this study, please call me at 785.[REDACTED].4693.

I will be sending a follow up email regarding this study to all potential participants who have not specifically declined participation in this study on January 26<sup>th</sup>, 2017. This follow up message will be for the sole purposes of reminding potential participants of the study, and reiterating the participation deadline of February 2, 2017.

Thank you for your time and consideration.

Sincerely,

Seth Kastle

F. Describe the benefits to the participants, discipline/field, and/or society for completing the research project. This description is necessary for determining if the risks are reasonable in relationship to anticipated benefits. Research that provides no benefit or potential for benefit will not be approved.

There are no benefits for the participants in this study. The discipline will benefit because there is very little literature about this topic available, and this study may prompt further research into this or a related area.

G. Describe the potential risks to participants for completing the research project. A risk is a potential harm that a reasonable person would consider important in deciding whether to participate in research. Risk categories include physical, psychological, social, economic and legal, and include pain, stress, and invasion of privacy, embarrassment, or exposure of sensitive or confidential information. All potential risks and discomforts must be minimized to the greatest extent possible by using appropriate monitoring, safety devices and withdrawal of a subject if there is evidence of a specific adverse event.

There is minimal foreseeable risk to participants. All participants will be given a recruitment email explaining the study prior to the data collection, and will be free to terminate the survey at any time. Participants will also acknowledge informed consent prior to participation in this study.

Minimal Risk: the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.

More than minimal risk

H. Describe the follow up efforts that will be made to detect any harm to subjects, and how the IRB will be kept informed. Serious adverse or unexpected reactions or injuries must be reported to the IRB within 48 hours. Other adverse events should be reported within 10 days.

Through the informed consent statement, participants will be instructed to email the principle researcher with any questions or concerns that they may have following the survey. Additionally, participants will be given the contact information for The Kelley Center and encouraged to contact them in addition to the primary researcher if they feel

they have been harmed in any way during this study. Upon any notice of harm, the primary researcher for this study will contact the IRB within 48 hours.

I. Describe in detail the procedures to be used in the research project. What will all participants experience during the research project?

See Essential Elements of Leadership Survey Attachment (Appendix A)

J. List all measures/instruments to be used in the project, include citations and permission to use (if measure/instrument is copyrighted) if needed or if it will be changed for this study. Attach copies of all measures, such as surveys, interview questions, instruments, etc. to the package.

See Essential Elements of Leadership Survey Attachment (Appendix A)

K. Describe in detail how confidentiality will be protected or how anonymity will be ensured before, during, and after information has been collected? Please note the difference between confidentiality (researcher knows identity of subjects and keeps information secret) and anonymity (researcher does not know identity of participants).

The Essential Elements of Leadership Survey used in this study collects no personally identifiable data. All responses will be completely anonymous. In addition, the survey was constructed using the anonymity option in the Survey Monkey assessment program to specifically not record IP addresses of any participants.

L. Data Management: How will the data be stored? When will the data be destroyed? Who will have access to the data? If audio or video recordings are used, how will they be kept confidential?

All data will be housed in the primary researchers secure username/password protected account with Survey Monkey. When data are pulled from the Survey Monkey account it will be stored on the primary researchers secure username/password protected [REDACTED] laptop. No audio recordings will be used as a part of this study.

M. Informed Consent: Describe in detail the **process** for obtaining consent. *If non-English speaking subjects are involved, describe how consent will be obtained.*

Prior to entering the survey, participants will be required to select an option in the Survey Monkey form stating their informed consent, and they agree to voluntarily participate in the study.

The informed consent statement will read as follows:

**Investigator:** There is one primary investigator for this research project, Seth Kastle, Instructor, Department of Leadership Studies at [REDACTED].

Additionally, Mr. Kastle is a doctoral student at Baker University. This research will be used for his doctoral dissertation.

**Purpose and Description of the Study:**

The purpose of this quantitative study is to identify faculty member's perceptions of essential elements of leadership across different genders the generational spectrum.

Generations will be defined by the following age groups based upon research conducted by Zickurh (2010):

- 1977 to 1992
- 1965 to 1976
- 1946 to 1964
- 1937 to 1945

Questions will be focused on the essential elements of leadership based on the National Leadership Education Research Agenda (NLERA) and cross referenced by the texts used for major required classes by the Department of Leadership Studies at [REDACTED]. This survey will take approximately 10 minutes to complete.

References:

Zickurh, K. (2010). *Generations 2010*. Retrieved from Washington D.C.:  
<http://www.pewinternet.org/2010/12/16/generations-2010/>

**Risks or Discomforts:** I think you will enjoy participating in this survey, but some people feel uncomfortable sharing their perceptions with others. If at any time you feel uncomfortable, you may discontinue participation in this survey.

If you feel at any time during your participation in this survey that you have been harmed please contact the primary investigator at 785.[REDACTED].4693. Additionally, The Kelly Center is available at 785.[REDACTED].4401 to assist with any emotional distress caused by completion of the survey.

**Confidentiality:** The survey used in this study collects no personally identifiable data. All responses will be recorded completely anonymously. In addition, the survey was constructed using Survey Monkey to specifically not record IP addresses of any participants.

All data will be housed in the primary researchers secure username/password protected account with Survey Monkey. When data are aggregated from the Survey Monkey account they will be stored on the primary researchers secure username/password protected [REDACTED] laptop.

**Voluntary Nature of Participation:**

Your participation in this survey is strictly voluntary. If you would like to end the survey at any time during the process of its completion you are free to do so. Whether or not you participate in this study will have no effect on your relationship with [REDACTED] as a faculty member.

If you wish to participate in this voluntary study please check the “I Agree” option at the bottom of this page. If you do not wish to participate in this study simply close this browser window, or select "I Disagree.”

Completing this survey acknowledges your voluntary consent to participate.

**Questions about the Study:** If you have any questions that come to mind about this research project you may contact the primary researcher in charge of the study at 785-[REDACTED]-4693 or email via email at [sdkastle@\[REDACTED\]](mailto:sdkastle@[REDACTED]).

N. If informed consent is to be waived or altered, complete Supplemental: Consent Waiver Form

No informed consent is to be waived in this study.

O. If written documentation of consent is to be waived, complete Supplemental: Documentation Waiver Form

Each participant will check the “I Agree” option at the bottom of the informed consent page of the survey. If they do not wish to participate in this study they may simply close the browser window, or select "I Disagree.” Selecting “I Disagree” will eliminate them from participating in the survey. Completing this survey acknowledges subject’s voluntary consent to participate.

P. Explain Debriefing procedures/end of study information that will be given to all participants.

Any participants that wish to see results of the study will have access to the finished dissertation through the [REDACTED] Scholars Repository in [REDACTED] Library by August 2017.

Q. Emergencies. How will emergencies or unanticipated adverse events related to the research be handled if they arise? Please note that this refers to an emergency situation associated with the research activity, not an emergency such as a fire alarm.

The Kelly Center is available at 785.[REDACTED].4401 to assist with any emotional distress caused by this survey. Participants are made aware of this information in the informed consent document they must read prior to participating in the survey.

R. Will information about the research purpose and design be held from subjects? If yes, justify the deception.

No information about the study will be withheld from participants.

VII. If the research involves protected health information, it must comply with the HIPAA Privacy Rule.

Select one:

The research does not involve protected health information

Do you plan to use or disclose identifiable health information outside [REDACTED]?  
*If yes, the consent form must include a release of protected health information.*

The IRB may make a waiver of authorization for disclosure if criteria are met under the HIPAA Privacy Rule. *If a waiver of authorization is being requested, the researcher must contact the IRB chair prior to submitting this application.*

Will the protected health information to be used or disclosed be de identified or will a limited data set be used or disclosed? *Please describe:*

VIII. Conflict of Interest: Each individual with a personal financial interest or relationship that in the individual's judgment **could reasonably appear to affect or be affected by the proposed study** involving human subjects is required to disclose the existence of financial interests. It is unnecessary to report any financial interests or relationships that do **not** reasonably appear to affect or be affected by the proposed study.

#### **Definitions:**

*"Conflict of interest"* occurs when an independent observer may reasonably question whether an individual's professional actions or decisions are influenced by considerations of the individual's private interests, financial or otherwise.

Conflicting financial interests do not include:

- Salary and benefits from [REDACTED];
- Income from seminars, lectures, teaching engagements, or publishing sponsored by federal, state, or local entities, or from non-profit academic institutions, when the funds do not originate from corporate sources;
- Income from service on advisory committees or review panels for governmental or non-profit entities;
- Investments in publicly-traded mutual funds;
- Gifts and promotional items of nominal value; and
- Meals and lodging for participation in professional meetings.

“Principal investigator or other key personnel” means the principal investigator and any other person, including students, who are responsible for the design, conduct, analysis, or reporting of research involving human subjects.

Select one:

There is no conflict of interest

I need to disclose financial interests in any external entity that is related to the work to be conducted under the proposed project or is interested in the results of the project. (*If this is checked, you will be contacted by the Office of Scholarship and Sponsored Projects and asked to complete a disclosure form*).

### **IX. Special Considerations for Vulnerable Participants**

Vulnerable participants are generally regarded as those who are relatively or absolutely unable to protect their own interests. The National Bioethics Advisory Committee describes the following factors to consider that would impair prospective subjects’ ability to protect themselves:

- Cognitive or communicative (unable to comprehend, think, or make decisions)
- Institutional (students, prisoners)
- Deferential (patient/doctor, student/teacher)
- Medical (desire for a cure)
- Economic
- Social

Studies that involve protected or vulnerable populations will need to explicitly address the strategies that will be used to provide protection for these groups. Studies involving vulnerable populations will receive a Full Review, and there must be considerable justification provided if there is more than minimal risk involved.

When using a vulnerable population, additional consents and debriefings need to be conducted. The researcher must recruit a site or location; consent from the head of these locations must give permission to use the facilities. In addition, the guardians, parents, etc. of young, elderly, or cognitively impaired participants must also give permission. Finally, the actual participant must give assent to participate.

Additional considerations include:

How will the research location/site, parent/guardian/etc., participant be contacted? Attach copies of the 1) recruitment letter and consent for each location/site that will be used during this research project; 2) recruitment letters and consent forms for parent/guardians/etc.; and 3) participant assent forms and/or process used to obtain and document assent.

Upon completion of the research project, how will the site/location, parents/guardians/etc., and participants be debriefed and notified of the termination of the project.

Complete and include with the application package.

Vulnerable populations are listed below. Those with \* have additional information or may require the Principal Investigator to answer additional questions. Click on the links to go to those sections:

Elderly (65+ Years)

Prisoners  
 Wards of the State  
 Pregnant Women  
 Fetuses  
 Mentally disabled

Children (under the age of 18)\*

Researchers also should describe safeguards for populations that are:

Vulnerable to influence or coercion (includes FHSU students or employees)\*

Economically disadvantaged

Educationally disadvantaged (includes illiterate)\*

Decisionally impaired\*Non English speakers

International research\*

### **Children**

Additional protections are required by 45 CFR part 46 subparts B, C, & D for children (Less than 18 Years of age).

Complete the following if you will be conducting research with children.

#### **1. What is the age range of the children in this research?**

#### **2. Where will the children participate?**

Home    School                  College                  lab/office/clinic                  Other- Specify:

#### **3. Will any of the research take place in school settings?**

Yes                  No

If yes, have you obtained the necessary permission from the school district? Attach documentation of permission

If no, explain or attach a draft of the letter you plan to use:

#### **4. Are any of the children wards of the State or any other agency, institution, or entity?**

Yes                  No.

If yes, provide details:

#### **5. Designation Risk / Benefit:**

*Minimal risk* means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests. [45 CFR 46.102(i)]

#### **Check the risk designation you believe appropriate:**

Research not involving greater than minimal risk. [45 CFR 46.404]

*Permission of only one parent is necessary*

Research involving greater than minimal risk but presenting the prospect of direct benefit.

[45 CFR 46.405]

The IRB must determine that:

a) the risk is justified by the anticipated benefit to the subjects;

b) the relation of the anticipated benefits to the risk is at least as favorable to the subjects as that presented by available alternative approaches.

*Permission of only one parent is necessary*

\_\_\_\_\_ Research involving greater than minimal risk and no prospect of direct benefit to individual participants, but likely to yield generalizable knowledge about the subjects' disorder or condition. [45 CFR 46.406]

The IRB must determine;

- a) the risk represents a minor increase over minimal risk;
- b) the intervention or procedure presents experiences to participants that are reasonably commensurate with those inherent in their actual or expected medical, dental, psychological, social or educational situations;
- c) the intervention or procedure is likely to yield generalizable knowledge about the subjects' disorder or condition, which is of vital importance for the understanding of the participant's condition.

*Permission of both parents is necessary. If the research is designated 46.406 or 46.407, both parents should give their permission, unless one parent is deceased, unknown, incompetent, or not reasonably available, or when only one parent has legal responsibility for the care and custody of the child.*

*Permission of one parent only for research designated 46.406 or 46.407, when one parent is deceased, unknown, incompetent, or not reasonably available, or when only one parent has legal responsibility for the care and custody of the child.*

\_\_\_\_\_ Research not otherwise approvable which presents an opportunity to understand, prevent, or alleviate a serious problem affecting the health or welfare of children.

[45 CFR 46.407]

- a) the IRB finds that the research presents a reasonable opportunity to further the understanding, prevention, or alleviation of a significant problem affecting the health and welfare of children; and
- b) the panel of experts must also find that the research will be conducted in accordance with sound ethical principles.

*Permission of both parents is necessary. If the research is designated 46.406 or 46.407, both parents should give their permission, unless one parent is deceased, unknown, incompetent, or not reasonably available, or when only one parent has legal responsibility for the care and custody of the child.*

*Permission of one parent only for research designated 46.406 or 46.407, when one parent is deceased, unknown, incompetent, or not reasonably available, or when only one parent has legal responsibility for the care and custody of the child.*

***Alteration or waiver of parental permission. Complete appropriate supplemental form (in IRBNet document list) to request alteration or waiver of the consent process.***

**6. If the research is being conducted in a group setting (e.g., a classroom), explain what provisions have been made for children whose parents have not given permission for them to participate:**

**7. Assent by children** - In determining whether children are capable of providing assent, you should take into account the ages, maturity, and psychological state of each child who will be involved. If the IRB determines that the research holds out a prospect of direct benefit to individuals, assent of the children may not be a necessary requirement.

It is important to include each child in the discussion of the research as appropriate for his or her maturity level. A signature line for assent may be included on the consent form when children may be enrolled. The nature of the study, however, determines if a child's signature should be obtained in connection with an assent to study participation. Please indicate below your judgments about including a signature in the assent process:

\_\_\_\_\_ Assent signature obtained: This study does not involve interventions likely to directly benefit the health or welfare of individual children. They are likely, however, to comprehend and appreciate what it means to be a volunteer for the benefit of others.

\_\_\_\_\_ Assent signature **not** obtained: Children will be included in the discussions about research participation. The children who will participate in the study, however, either have the prospect of an important and direct benefit to the health or well-being of each child or are unlikely to understand research participation sufficiently to provide meaningful assent.

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Vulnerable to coercion or undue influence must be minimized 45 CFR 46.116, CFR 50. 46.111 (b)/21 CFR 56.111(b) states, "When some or all of the subjects are likely to be vulnerable to coercion or undue influence, such as children, prisoners, pregnant women, mentally disabled persons, or economically or educationally disadvantaged persons, additional safeguards have been included in the study to protect the rights and welfare of these subjects."

Students and employees may be vulnerable to "subtle inducements to participate". The researcher who plans to recruit either population must define clearly the participants to be enrolled and the rationale for their participation. In addition, the mode and timing of recruitment must be explained. The researcher needs to clearly describe how recruitment and data collection procedures will avoid undue influence or coercion. Sign up or general announcements are less coercive than direct invitations to particular students or employees.

Another special consideration for employee and student populations is the issue of confidentiality of research data. Depending on the nature of the research and the data collected, a break of confidentiality could affect a person's employment, career path, educational plans, or social relationship with the academic community. Therefore, the researcher should document carefully the methods to protect the subjects' identity and research data (e.g., coding, storage of research files, limits of accessibility to research data, etc.). For example, the Researcher/Instructor should arrange for another person to observe, administer or carry out the research activities.

█ Students- Please note that some college students are minors, for whom parental consent is still needed. Researchers should be careful to not unduly influence student participation. The use of one's own students as research subjects is discouraged because of the inherent risk of coercion. Although student participation in research may have educational benefit, participation for course credit may be viewed as coercive unless alternative activities that are comparable in time, effort and credit are offered. If alternatives are not available, students could be given a choice of studies in which to participate. Please note that subjects must be allowed to withdraw from a study at any time and without penalty. This means that they must still receive full credit for research participation, even if they withdraw. Additionally, the consent form should include two additional elements: 1) There must be a statement that the student's grade or grades will not be impacted by the student's decision to participate or not participate. 2) The students must be informed that the Researcher/Instructor will not examine any data until the semester's grades have been submitted to the Office of the Registrar.



**2. Local Issues.** If research is to be conducted abroad, the [REDACTED] IRB requires that research protocols address local issues. Researchers should refer to the *International Compilation of Human Research Protections* (Office for Human Research Protections, US Department of Health and Human Services), which is a listing of the laws, regulations, and guidelines that govern human subjects research in many countries around the world. The compilation is posted at [http://www.\[REDACTED\]/academic/gradschl/ossip/irb/](http://www.[REDACTED]/academic/gradschl/ossip/irb/)

The following items should be completed via communication/collaboration with the host PI and/or Ethics Committee:

- a) Discuss how the risks are acceptable within the social context of the host country:
- b) Describe how informed consent will be obtained:
- c) If compensation is being offered, describe its appropriateness for the setting:
- d) Describe resources available to conduct the research (e.g. will research staff have appropriate training):
- e) Describe resources available to monitor the research:
- f) Explain if adequate provisions will be available to continue if the research or health care intervention proves effective:
- g) How will the results of the research be used at the host site?
- h) If applicable: Describe the local standards for health care:
- i) If applicable: Describe how the research is responsive to the health needs of the host site:

**Appendix G: Midwestern state university IRB Approval**

## OFFICE OF SCHOLARSHIP AND SPONSORED PROJECTS

DATE: December 5, 2016

TO: Seth Kastle, MS

FROM: [REDACTED] IRB

STUDY TITLE: [994448-1] Perceptions of Essential Elements of Leadership Across the Generation Spectrum of Domestic, On-Campus Faculty at a Midwestern State University

IRB REFERENCE #: 17-057

SUBMISSION TYPE: New Project

ACTION: DETERMINATION OF EXEMPT STATUS

DECISION DATE: December 5, 2016

REVIEW CATEGORY: Exemption category # 2

Thank you for your submission of New Project materials for this research study. The departmental human subjects research committee and/or the [REDACTED] IRB/IRB Administrator has determined that this project is EXEMPT FROM IRB REVIEW according to federal regulations.

Please note that any changes to this study may result in a change in exempt status. Any changes must be submitted to the IRB for review prior to implementation. In the event of a change, please follow the Instructions for Revisions at [http://www.\[REDACTED\]academic/gradschl/irb/](http://www.[REDACTED]academic/gradschl/irb/).

The IRB administrator should be notified of adverse events or circumstances that meet the definition of unanticipated problems involving risks to subjects. See <http://www.hhs.gov/ohrp/policy/AdvEvtGuid.htm>.

We will put a copy of this correspondence on file in our office. Exempt studies are not subject to continuing review.

If you have any questions, please contact [REDACTED] at [REDACTED]. Please include your study title and reference number in all correspondence with this office.

**Appendix H: Recruitment Email**

**Seth Kastle**

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**From:** Seth Kastle  
**Sent:** Thursday, January 19, 2017 3:25 PM  
**To:** Faculty  
**Subject:** Generation and Gender Effects on Faculty Perceptions of Leadership

Dear Faculty Member,

My name is Seth Kastle, I am currently a faculty member in the Department of Leadership Studies here at ██████████. I am in the process of working on my doctoral dissertation through Baker University. The purpose of my dissertation is to identify how gender and generation affects faculty perceptions of essential elements of leadership.

You are eligible for this study if you are a full time faculty member who teaches at least one face to face class on the domestic ██████████ campus during the Spring 2017 semester. In order to participate in this study you must additionally have a date of birth between 1937 and 1992. This survey will take you approximately 10 minutes to complete.

Your participation is voluntary. Whether or not you participate in this study will have no effect on your relationship with ██████████ as a faculty member.

If you would like to participate in this study, please click the following link to the online assessment tool Survey Monkey.

<https://www.surveymonkey.com/r/P63M7GF>

If you would like to talk to me directly regarding any part of this study, please call me at 785 ██████████ 4693.

I will be sending a follow up email regarding this study to all potential participants who have not specifically declined participation in this study on January 26<sup>th</sup>, 2017. This follow up message will be for the sole purposes of reminding potential participants of the study.

Thank you for your time and consideration.

Sincerely,

Seth Kastle

\*\*\*\*\*  
Seth Kastle  
Instructor  
Department of Leadership Studies



**Appendix I: Informed Consent Form**

**Investigators:** There is one primary investigator for this research project, Seth Kastle, Instructor, Department of Leadership Studies at [REDACTED]

**Purpose and Description of the Study:**

The purpose of this quantitative study is to identify faculty member's perceptions of essential elements of leadership across different genders the generational spectrum.

Generations will be defined by the following age groups based upon research conducted by Zickurh (2010):

- 1977 to 1992
- 1965 to 1976
- 1946 to 1964
- 1937 to 1945

Questions will be focused on the essential elements of leadership based on the National Leadership Education Research Agenda (NLERA) and cross referenced by the texts used for major required classes by the Department of Leadership Studies at [REDACTED]. This survey will take approximately 10 minutes to complete.

References:

Zickurh, K. (2010). *Generations 2010*. Retrieved from Washington D.C.:  
<http://www.pewinternet.org/2010/12/16/generations-2010/>

**Risks or Discomforts:** We think you will enjoy participating in this survey, but some people feel uncomfortable sharing their perceptions with others. If at any time you feel uncomfortable, you may discontinue the process of completing the survey.

If you feel at any time during your participation in this survey that you have been harmed please contact the primary investigator at 785. [REDACTED] 693. Additionally, The Kelly Center is available at 785. [REDACTED] 4401 to assist with any emotional distress caused by this survey.

**Confidentiality:** The survey used in this study collects no personally identifiable data. All responses will be given completely anonymously. In addition, the survey was constructed using the option in Survey Monkey to specifically not record IP addresses of any participants. All data will be housed in the primary searchers secure username/password protected account with Survey Monkey. When data is pulled from the Survey Monkey account it will be stored on the primary researchers secure username/password protected [REDACTED] laptop.

**Voluntary Nature of Participation:**

Your participation in this survey is strictly voluntary. If you would like to end the survey at any time during the process of its completion you are free to do so. Whether or not you participate in

this study will have no effect on your relationship with [REDACTED] as a faculty member.

If you wish to participate in this voluntary study please check the "I Agree" option at the bottom of this page. If you do not wish to participate in this study simply close this browser window, or select "I Disagree."

Completing this survey acknowledges your voluntary consent to participate.

**Questions about the Study:** If you have any questions that come to mind about this research project you may contact the primary researcher in charge of the study at 785-[REDACTED]693 or email via email at [sdkastle@\[REDACTED\]](mailto:sdkastle@[REDACTED])

1. My participation in this study is completely voluntary.
  - Agree
  - Disagree