

2023

Effect of Gender on the Relationship Between Leadership Style and Employee Engagement

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Walden University

College of Management and Human Potential

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Shawana Davis

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Walden University
2023

Abstract

Effect of Gender on the Relationship Between Leadership Style and Employee

Engagement

by

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MA, Webster University, 2012

BS, Florida State University, 2007

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management & Leadership

Walden University

May 2023

Abstract

This study examined the degree to which the views of transformational and transactional leadership style, based on gender, influence leader-follower employee engagement. The study was conducted using a non-experimental quantitative research design, resulting in a proposed theoretical model that defines gender as a moderating variable on leadership style that predicts leader-follower employee engagement. The sample frame was drawn from entry-level front-line employees located in the Southeastern US region. Employing multiple regression analysis, this quantitative investigation analyzed participants utilizing MLQ-5X leadership scores and employees' ISA Engagement Scale scores. Participants (N = 102) completed both survey instruments. The research examined one research question: To what extent does gender moderate the relationship between leadership style and leader-follower employee engagement? The interaction term was statistically significant ($\beta = -0.32$, $t = -2.66$, $p = .009$). When examining both female leaders and male leaders, at the equally highest levels of transformational leadership for both male and female leaders, male leaders had significantly higher leader-follower employee engagement than female leaders. The findings indicate that a more extensive investigative study providing a deeper exploration and analysis into leadership styles of supervisors' and gender could impact employee engagement at all levels. The social or general problem associated with this study was that there may be a disproportional level of a specific gender of a leader resulting in the opposite gender being more successful, which can cause employees to perceive the leadership styles differently and engage at different levels.

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Dedication

This journey has been a long and difficult process. There were so many obstacles and times that I wanted to give up; however, I am thankful that I was able to continue striving toward completion of this goal. I dedicate this to my mother, Emily Jefferson, and father, David Carter. From birth to adulthood, they have always instilled the importance of education and encouraged me to aim beyond the sky when it came to my dreams. I am appreciative of their love and support throughout the years.

My next dedication is to my children, Alonzo and Sha’Naiya. You two are the reason that I work as hard as I do. My love for you is immeasurable. I am grateful for your love, support, and understanding, especially for all of the events missed and times that mom couldn’t be present during this process.

To the love of my life, Taneshia; although you came along in the middle of this journey, I am forever grateful for you. You provided the encouragement and tough love that I needed, directing me to stay on the path and to celebrate every milestone within the process. To my sister, Jade; thank you for the laughs along the journey. Your support was silent but ever so present. I love you always. To my “adopted” niece, LaQuinta, thanks so much for being there in the beginning phases. We definitely were in the trenches trying to understand this format. I am ever so grateful!

Finally, to all of my besties, friends, and family; thank you so much for your support over the last seven years of this doctoral process. Thank you for the encouragement, understanding and love. I love you all beyond words! Guys, we did it! It is PhinishED!

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Chapter 1: Introduction to the Study

Leadership theory is a critical factor in organizational success (Salahuddin, 2010), and it has long been a key factor in identifying not only organizational success, but also employees' work behavior (Samanta & Lamprakis, 2018). Leadership, the most strategic component in the organizational system, is comprised of various characteristics, including organization, goals, relations, incentives, procedures, and organizational rules and regulations. It consistently relies on the need for change depending on outside influences (Kaiser et al., 2008).

Leadership theory research has expanded over time, "attracting the interest of scholars and practitioners worldwide who have transformed the comprehension and application of leadership" (Dinh et al., 2014). Leadership is no longer simply a theory that concentrates on comprehending general processes of management as they transpire over a short period of time. Instead, most experts now regard leadership as a phenomenon that develops over time, sometimes decades, and depends upon the basis by which leaders are examined (Kaiser et al., 2008). The concept of leadership influences more than mere academic study (Dinh et al., 2014). Leadership theories have been linked to job satisfaction and employee engagement (Jha & Malviya, 2017).

According to Landis et al. (2015), organizations are more successful when they have leaders with the ability to effectively engage their followers. Further, the work of Vincent-Hoper et al., (2012) on engagement and occupational success recognizes the need to address underrepresentation of women in workplace leadership positions. Examining how theories of leadership account for, and can be informed by, a better understanding of gender roles is a key step in this process.

To identify the most vital theories of leadership, the major components of the theory and the implications surrounding them must be analyzed and interpreted (Bass, 1990). Two common leadership theories, transformational leadership theory and transactional leadership theory (Thomas, 2015), were reviewed and analyzed to interpret contribution to the proposed dissertation research topic, These theories were selected because research has indicated some conceptual overlap (Banks et al., 2016). Consequently, it is likely that these theories may also have a positive impact on the leader-follower relationship (Gill & Caza, 2018).

The social or general problem associated with this study is that there may be a disproportional level of a leader of a specific gender resulting in the opposite gender being more successful, which can cause employees to perceive the leadership styles differently. This could result in poor employee engagement; thus, leading to negative impacts within an organization.

This chapter includes the background of the study, problem statement, purpose of the study, and significance of the study, along with definitions of variables, research questions, theoretical foundation, and limitations.

Background of the Study

Transformational and transactional theories can both contribute to organizational employee engagement and commitment (Odumeru & Ogbonna, 2013). Each theory consists of a leader-follower relationship, but the level of true engagement ranges based on the style of the leader (Landis et al., 2014). While there are identified strengths and limitations to all the theories discussed; the desired follower outcome may influence the theory that is selected within an organization (Cenkci & Özçelik, 2015). To answer the

research question, transformational leadership theory and transactional leadership theory were examined.

Transformational leadership theory provides meaning for the work the followers perform (Breevaart et al., 2014). Leaders who emulate transformational leadership theory inspire followers to prioritize the needs of the organization over their individual needs (Dartey-Baah, 2015). Transformational leadership theory focuses on changing the followers rather than the organization (Andersen, 2015). Moreover, transformational leadership theory has identified some crucial problems: intangible restrictions; difficulties distinguishing between managerial and political leadership; representation as both a worldwide and as a contingency theory; lack of empirical evidence to support transformational leaders as more effective than transactional ones; and confusing the use of the term “followers” rather than “subordinates” (Andersen, 2015). The theory of transformational leadership has limited application to organizational effectiveness because it is biased toward the leader-follower (Hoffman & Frofst, 2006). According to Yukl (2012), effectiveness is defined through actions rather than outcomes. The transformational leadership theory corresponds to transactional leadership theory and is known to be ineffective without the transactional relationship between the leader and the follower (Odumeru & Ogbonna, 2013).

Transformational leadership theory often promotes followers to become engaged and committed to the organization (Kirkbride, 2006). Leaders focus on followers’ needs, lead by example, and develop a sense of purpose (Kark et al., 2018). As a result, followers feel as if they have a voice in the organization, become actively engaged, and work to achieve organizational goals. Effective transformational leadership inspires

confidence in followers' work, creates a sense of purpose and autonomy, and empowers followers to influence strategic, administrative, or operating outcomes (Andersen, 2015). As a framework, transformational leadership theory allows leaders to build positive relationships with followers, and as a result, can have a higher level of engagement and commitment to the organization (Feng-Cheng, 2016).

Studies have demonstrated that the population gender has become equally balanced in the 21st century. Research has demonstrated that women are more effective leaders than men (Msila, 2017), which could be related to their leadership style. This theory might have utility for studying the relationship of front-line supervisors and call agents (Visvanathan et al., 2018). Additionally, inserting gender as a moderating variable may also allow insight into whether gender of the leader has a significant impact on creating transformational leader-follower relationships.

Problem Statement

The specific study problem was that leaders may have an issue allowing gender to influence leadership styles and leader-follower employee engagement within organizations. The literature on leader-follower employee engagement indicated that leadership style contributes to employee/follower engagement (Nazir & Islam, 2017). The lack of leader-follower employee engagement and satisfaction may create negative impacts within an organization. Employee engagement studies that examine the effects of the gender of the leader and transformational leadership are limited. The influence of leader gender and leadership style have on employee/follower engagement of employees in the United States has not been confirmed in the peer-reviewed research literature (Cox et al., 2014).

Research indicated a gap in the relationship between gendered leadership style and leader-follower employee engagement in the literature. To accurately measure employee satisfaction and engagement, it was important that this gap is explored. The relationship of leadership style based on leader gender has not been confirmed; however, leadership theories have been linked to job satisfaction and leader-follower employee engagement (Jha & Malviya, 2017). According to Landis et al. (2015), organizations are more successful when they have leaders with the ability to effectively engage their followers. The work of Vincent-Hoper et al. (2012) on engagement and occupational success recognizes the need for addressing underrepresentation of women in workplace leadership positions. Examining how theories of leadership account for, and can be informed by, a better understanding of gender roles was a key step in this process.

Purpose of the Study

The purpose of this quantitative study was to investigate the degree to which the views of transformational and transactional leadership style, based on gender, influence employee engagement within call centers in the Southeastern US region. I used the theory of leadership styles, as assessed by the Multifactor Leadership Questionnaire (Bass & Avolio, 1999), to relate leader-follower employee engagement, as assessed by the ISA Engagement Scale (Soanne et al., 2012), with a moderating effect of a leader's gender, as assessed by demographic data obtained from the surveys used for entry-level, front-line team leads or supervisors located within call centers in the Southeastern US region. ISA Engagement Scale Permission documentation is located in Appendix A. A copy of the ISA Engagement Scale is available in Appendix B. The Multifactor

Leadership Questionnaire (MLQ) with permission documentation is available for review in Appendix C.

Research Question(s) and Hypotheses

RQ.1. To what extent does gender moderate the relationship between leadership style and leader-follower employee engagement?

H₀: Gender is not a significant moderator between leadership style and leader-follower employee engagement.

H_a: Gender is a significant moderator between leadership style and leader-follower employee engagement.

Theoretical Foundation

The theoretical contribution for the dissertation topic will expand the field of leadership by evaluating the impact of a leader's gender on the relationship of leadership style and employee engagement (Breevaart et al., 2014). The study indicated that there is a positive correlation between transformational and transactional leadership and leader-follower employee engagement, thus equipping leaders with the visibility to behaviors or characteristics that increase employee engagement and performance. Although there has been research conducted on leadership theories and employee engagement (Cenkci & Özçelik, 2015), gender has never been evaluated in conjunction with transformational leadership theory. This research is guided by the hypothesis that the gender of a leader influences the engagement level of the follower (Saint-Michel, 2018).

The research will contribute to transformational and transactional leadership theories by confirming whether the gender of a leader is a vital factor in establishing relationships with employees and building relationships that result in leader-follower

engagement and commitment to the organization. Chang et al., (2017) proposed that research will give insight on the role of other factors on the relationship between transformational leadership and employee engagement. This research will prove the legitimacy of the leadership field by helping leaders understand how to actively engage front line employees within an organization, and augment current research on transformational, and transactional theories by examining leader-follower relationships in a growing industry (Sosik & Cameron, 2010).

Nature of the Study

The research design utilized was quantitative and non-experimental, resulting in a proposed theoretical model that defines gender as a moderating variable on leadership style predicting leader-follower employee engagement. The variables are transformational leadership style, transactional leadership style, leader-follower employee engagement, and leader gender. Leadership style is the predictor variable, and leader-follower employee engagement is the criterion variable, with leader gender as the moderating variable.

To investigate leadership styles, the Multifactor Leadership Questionnaire instrument was used. The MLQ classifies transformational leader characteristics and aids individuals in identifying how their peers and subordinates view them (Avolio et al., 1999). The instrument's primary goal is to measure leadership styles from the leader and follower point of view (Avolio et al., 1999). The MLQ has been proven to be valid and reliable. (Avolio et al., 1999). To investigate leader-follower employee engagement, the ISA Engagement Scale was used. The ISA engagement scale is based on the view that

engagement has an intellectual, social and an affective dimension. Taken together, these three give an overall level of engagement for each person (Soane et al., 2012).

The research philosophy of this study was positivism, as it is based on the measurements and outcomes from the data of this study (Crowther & Lancaster, 2009). The ontological assumption, also known as the quantitative paradigm, was that there is only one truth, an objective reality that exists independent of human perception; this is the gap of gender on transformational leadership style and leader-follower employee engagement. These data were measurable. The epistemological assumption, or the knowledge of proving the hypotheses, was finding leadership style and leader-follower employee engagement to be valid or invalid. The axiological assumption, or the value of the research, is that the data can be observed and measured appropriately. The methodological assumption regards the research design and steps that were used to measure and quantify (Ahmad et al., 2015). The statistical model used for the study is multiple linear regression, which is appropriate when evaluating more than one quantitative variable (Nathans et al., 2012).

Definitions

Predictor Variable

Transformational Leadership: A transformational leader encourages one to perform at a higher level than expected. This is achieved by increasing the level of cognizance about the importance of organizational goals (Bass, 2012).

Transactional Leadership: A transactional leader motivates their followers by promoting the reward of winning the game. They instill a high level of commitment in their followers (Bass & Avolio, 1999).

Transformational and transactional leadership style was measured using the Multifactor Leadership Questionnaire (Bass & Avolio, 1999).

Criterion Variable

Employee Engagement: Employee engagement is described as follows”

How to achieve a company’s strategic goals by creating the conditions for human resources to thrive and, for each staff member, manager and executive to be fully switched on in their jobs so as to deliver their best efforts in the best interest of the business. (Zhang et al., 2014, p. 268)

Leader-Follower Engagement: Leader-follower engagement is the interaction between leaders and followers and their commitment to their organization and goals (Swails, 2022).

To investigate employee engagement, the ISA Engagement Scale was used. The ISA engagement scale depicts engagement by examining social skills and intelligence. (Soane et al, 2012). The reliability of engagement coefficient is 0.91.

Moderating Variable

Leader Gender: Gender consists of culturally assigned sexual characteristics based on attitudes, feelings, and behaviors (Cregan, 2009). To determine leader gender, demographic information received in surveys was used.

Limitations

There were several limitations identified in this study. The first limitation was the small, though acceptable, sample population for the study (N = 102). Even though the number of participants met the recommended minimum sample population of 100, it was marginalized because of the inclusion criteria; participants were employed in the

customer service industry, belonged to a specific age group, and held a specific job title. These limitations yielded a low external validity with the variable of transactional leadership; preventing the study from having more expansive access to the survey database, which could have yielded a more robust sample population; this would have potentially increased the generalizability of the results of the study. Additional limitations for the study were ensuring that participants feel secure in providing honest and valid answers to the survey when expressing feelings and thoughts.

Significance of the Study

The study is significant to the field of leadership by confirming whether the gender of a leader is a vital factor in establishing relationships with employees and building relationships that result in engagement and commitment to the organization. Chang et al., (2017) proposed that research of this type will give insight on the role of other factors on the relationship between transformational leadership and employee engagement. The findings of this study may improve the legitimacy of the leadership field by providing a study that may assist leaders in the understanding of how to actively engage call center employees within an organization, as well as augment current research on transformational and transactional theories by examining leader-follower relationships in a growing industry (Sosik & Cameron, 2010).

Summary and Transition

Transformational and transactional theories can all contribute to organizational leader-follower employee engagement and commitment (Odumeru & Ogbonna, 2013). Each theory consists of a leader-follower relationship, but the level of true engagement ranges based on the style of the leader (Landis et al., 2014). In an effort to answer the

research question, transformational leadership theory and transactional leadership theory were examined. While there are identified strengths and limitations for all of the theories discussed, the desired follower outcome may influence the theory that is selected within an organization (Cenkci & Özçelik, 2015).

Chapter 1 consisted of an introduction to the study, complete with a summary of the background, problem statement, purpose of the study, and significance of the study. Definitions of variables, research questions, theoretical foundation, and limitations were also noted. Chapter 2 will present a literature review consisting of peer reviewed articles, scholarly literature, and books examining the theoretical framework and the research problem. Chapter 3 includes details of the research design and methodology for data collection. Chapter 4 consists of quantitative statistical data results and findings, and Chapter 5 provides recommendations for future research.

Chapter 2: Literature Review

Chapter 2 introduces the theoretical foundation, review the scholarly literature related to leadership style, gender and leader-follower employee engagement in the service industry. A synthesis of findings will be discussed as well as an explanation of the proposed research design with ethical requirements. The constructs of the research were leader-follower employee engagement, leadership style, and gender of leaders.

Transformational and transactional leadership theory provided the theoretical foundation to support the leadership style construct. The review of literature included an exploration of transformational, transactional, and authentic leadership theory and turnover leader-follower employee engagement as it relates to the gender of a leader in the workforce. A review of research findings provides evaluation and synthesis of what is known about the topic and gives a description of the research methods previously utilized in research on the study's constructs. The chapter concludes with a brief summary of literature findings on leadership style, leader-follower employee engagement, and gender of leaders.

Methods of Searching

The literature search for scholarly and peer-reviewed articles in this study was started within the Walden University library and Business Source Complete, EBSCOhost, ProQuest, PsycInfo, PsycARTICLES Summons, and Google Scholar. Articles located in Google Scholar were cross referenced in the Walden University library to ensure the capture of scholarly peer-reviewed literature. The reference lists of retrieved articles were reviewed for additional articles. The following keywords facilitated the literature search: *leader-follower employee engagement, transactional leadership, transformational leadership, leadership, and gender.*

Review of the Literature

In today's workplace, employee engagement is important to organizational success (Cossin & Caballero, 2013). Leadership style and employee engagement are two key components of organizational culture. Hoffman and Frofst (2006) noted that transformational leadership is a style that can ignite positivity in those who follow. An effective transformational leader normally displays energy, enthusiasm, and passion (Feng-Cheng, 2016). In these studies, however, the potential significance of the leader's gender was not examined. Central to the relationship between transformational and transactional leadership styles and employee engagement is the moderating factor of gender (Rothmann & Welsh, 2013). Although researchers have studied many factors that impact employee engagement, there is a gap in understanding whether a leader's gender affects the way leadership style drives employee engagement (Cenkci & Özçelik, 2015). What remains to be explored is the moderating impact of a leader's gender on the workplace engagement levels of their direct reports.

Transformational Leadership Theory

Transformational leadership theory explains the influence of the leader-follower relationship (Price & Weiss, 2013). It provides a viable framework for investigating relationships between a leader's behavior and follower's outcomes (Price & Weiss, 2013). According to Chang et al. (2017) organizations transformational leadership creates change in individuals within, improving employee morale and performance, and encouraging followers to grow into leadership roles (Bass, 1998). According to Hoffman and Frost (2006), leaders who utilize transformational leadership can ignite positivity in

those who follow. Transformational leaders normally display energy, enthusiasm, and passion (Feng-Cheng, 2016). The primary goal of transformational leadership is to ensure employee success (Jha & Malviya, 2017). It allows the leader the ability to foster and develop employee motivation, because they provide meaning and sustenance for their followers' work (Price & Weiss, 2013).

Historical Foundation

The theory of transformational leadership was initially explored by Burns (1978), who visualized the theories of transformational leadership and transactional leadership being relatively different in comparison (Bass, 1985). Bass (1985) defined transformational leadership as a process where “leaders and their followers raise one another to higher levels of morality and motivation” (p.26). Five years later, the theory was further developed, as Bass (1990) outlined the style of transformational leadership and its theoretical foundation to identify its vital role within the organization (Yaslioglu & Selenay Erden, 2018).

Components

According to Odumeru and Ogbonna (2013), there are four components of transformational leadership theory that are utilized in conjunction with followers: intellectual stimulation, inspirational motivation, idealized influence, and individualized consideration.

Intellectual Stimulation. Intellectual stimulation inspires innovation and creativity (Chang et al., 2017). Followers are encouraged to think outside of the box; thus, critical thinking and problem-solving skills are strengthened (Samanta &

Lamprakis, 2018). Intellectual stimulation involves stimulating followers' thoughts and imagination, as well as encouraging intelligence and logic (Bass, 1998).

Inspirational Motivation. Inspirational motivation is visible in a leader who is an effective communicator and works with honesty and integrity (Feng-Cheng, 2016). The primary focus is the employee or the established goals (Humphreys & Einstein, 2003). Great leaders are those who can self-reflect and lead based on previous experiences (Yaslioglu & Selenay Erden, 2018).

Idealized Influence. Idealized influence results from leaders who are so transformational that they become role models for their followers (Epitropaki & Martin, 2005). When leaders behave in ways that exemplify their own ideals, organizational missions and values become more than mere abstract concepts (Samanta & Lamprakis, 2018). Idealized influence develops a sense of respect and trust and strengthens the leader-follower relational bond (Kirkbride, 2006).

Individualized Consideration. Individualized consideration develops followers through coaching, mentoring, and teaching as the main indicators of leadership (Kirkbride, 2006). Individualized consideration was the first concept of transformational leadership theory. Leaders who display individualized consideration exhibit a high level of concern for their followers, treat them as individuals, and actively listen to their interests, concerns, and suggestions (Hoffman & Frofst, 2006).

Transformational leadership theory provides meaning for the work the followers perform (Breevaart et al., 2014). Leaders who model transformational leadership theory inspire followers to select the needs of the organization over their individual needs

(Dartey-Baah, 2015). Transformational leadership theory focuses on changing the followers rather than the organization (Andersen, 2015).

Still, transformational leadership theory has faces some crucial problems: intangible restrictions; difficulties distinguishing between managerial and political leadership; representation as both a worldwide and as a contingency theory; lack of empirical evidence to support transformational leaders as more effective than transactional ones; and confusing the use of the term “followers” rather than “subordinates” (Andersen, 2015). Transformational leadership theory has limited application to organizational effectiveness because it is biased toward the leader-follower (Hoffman & Frofst, 2006). According to Yukl (2012), effectiveness within transformational leadership theory is defined through actions rather than outcomes. The transformational leadership theory corresponds to transactional leadership theory and is known to be ineffective without the transactional relationship between the leader and the follower (Odumeru & Ogbonna, 2013).

Transformational Theory and Leader-Follower Employee Engagement

The distinguishing theoretical perspective of transformational leadership is the leader’s commitment to trigger employees’ higher order needs (Jensen, et al., 2019). According to Sosik and Cameron (2010), leaders who utilize transformational leadership theory aim to ensure that all staff members are fully engaged and are committed to their jobs. Transformational leaders often convert their followers into passionately engaged employees who are ready to voluntarily put in extra work to support the vision and mission of the organization. Thus, employee engagement is a natural corollary to transformational leadership (Jha & Malviya, 2017).

Framework

Transformational leadership theory often promotes followers to become engaged and committed to the organization (Kirkbride, 2006). Leaders focus on followers needs; they lead by example and develop a sense of purpose (Kark et al., 2018). As a result, followers feel as if they have a voice in the organization, becoming actively engaged and working to achieve organizational goals. Effective transformational leadership inspires confidence in followers' work, creates a sense of purpose and autonomy, and empowers followers to influence strategic, administrative, or operating outcomes (Andersen, 2015). Transformational leadership theory, when used as a framework, allows leaders to build positive relationships with followers who, as a result, are able to have a higher level of engagement and commitment to the organization (Feng-Cheng, 2016). Additionally, inserting gender as a moderating variable will also allow insight into whether the gender of the leader has a significant impact on creating transformational leader-follower relationships. This theory has utility for studying the relationship of front-line supervisors and call agents, where studies have demonstrated that the population gender has become equally balanced in the 21st century (Visvanathan et al., 2018).

Transformational Leadership vs. Transactional Leadership

The concepts of transformational and transactional leadership theories have been linked to employee well-being and performance in multiple studies (Jensen et al., 2016). Research has demonstrated that transformational and transactional leadership can increase organizational goal attainment (Bellé, 2014). Further, both emphasize how leaders can influence the behavior of followers, for the betterment of the organization (Hamstra et al., 2014).

However, while both can increase organizational goal attainment, they differ in some fundamental ways. Transformational leadership has a macro-level focus, as leaders seek to change the organizational culture for the better by inspiring followers to become more engaged and committed to the overall mission (Feng-Cheng, 2016). In contrast, transactional leadership has a more micro-level focus, with leaders seeking to maintain the existing organizational culture by exchanging rewards for compliant employee behavior (Hamstra et al., 2014).

Transactional Leadership Theory

The theory of transactional leadership primarily focuses on leader-follower exchanges (Zareen et al., 2015). Transactional leadership theory is based on human behavior and focuses on the transactional analysis of personality and personal growth (Saad et al., 2018). Transactional leadership encompasses encouraging and guiding followers, mainly through appealing to their self-interest. The influence of transactional leadership derives from the leader's title and responsibilities within the organization (Hamstra, et al., 2014). The primary goal of the follower is to follow the direction of the leader. Followers are driven by the reward concept, which can ultimately be negative or positive based on performance (Zhu et al., 2012).

According to Epitropaki and Martin (2005), transactional leadership inspires followers to achieve organizational goals with the expectation of some type of reward. When leaders propose rewards and monitor performance for corrective action, this results in establishing a relationship between the leader and follower that allows for additional learning opportunities and a clear concise understanding of expected job responsibilities

within the organization (Dinh et al., 2014). Transactional leadership depends on self-motivated people who thrive in a structured, guided environment (Feng-Cheng, 2016).

Historical Foundation of Transactional Leadership

Weber (1947) initially conceptualized the theory of transactional leadership. Transactional theory was advanced by Burns (1978) and described the theory as consisting of traits that displayed honesty, fairness, responsibility, and honoring commitments. In 1981, Bass expanded the study of transactional leadership theory (Dartey-Baah, 2015). Bass (1981) noted the dimensions of transactional leadership as contingent reward, passive management by exception, and active management by exception. Berne (2016) defined transactional leadership theory as a theory “that presumes that perception is based on unconscious assumptions about a person’s environment” (p.27).

Components

There are three main components of transactional leadership: contingent reward, passive management by exception, and active management by exception (Visvanathan et al., 2018).

Contingent Rewards. Contingent rewards focus on the concept of payment or incentive as reward in exchange for following instructions or completing a directive (Samanta & Lamprakis, 2018). The follower is rewarded positively for good performance and negatively for poor performance. Common examples are bonuses and corrective action plans (Jensen et al., 2019).

Management by Exception (Active). Management by exception (active) focuses on the leader consistently guiding the follower (Feng-Cheng, 2016). This practice

eliminates any room for error and ensures that there is no deviation from original instructions (Hamstra et al., 2014).

Management by Exception (Passive). Management by exception (passive) focuses on leaders who intervene when crisis or extreme circumstances arise (Dartey-Baah, 2015). If a follower does not abide by policies and procedures, the leader provides guidance in order to remain on task. Transactional leadership successfully aids in accomplishing individual goals and tasks by clearly defining the roles and expectations from the leader to the followers (Breevaart et al., 2014). The theory also focuses on lower level needs by stressing specific task performance (Saad et al., 2018). When it is necessary to quickly change an organizational goal in order to respond to unexpected change, transactional leadership theory is more effective than transformational leadership theory (Dartey-Baah, 2015).

Challenges of Transactional Leadership

Transactional leadership has been criticized for its flaws. It tends to decrease teamwork because it often focuses on individual goals instead of shared goals (Hamstra et al., 2014). Transactional leadership also creates a dependency on the leader, thus discouraging followers from becoming self-sufficient or independently problem solving (Kark et al., 2018). In the instance that followers become non-compliant of organizational policies and procedures, leaders must assume control to avoid deviation (Lin et al., 2016).

Though notably different from transformational leadership theory, transactional leadership theory has been found to demonstrate a positive correlation between the relationship of employee behavior and employee engagement (Breevaart et al., 2014).

Feng-Cheng (2016) also indicates that the relationship between an employee and a transactional leader is mutually beneficial.

Transactional Theory and Leader-Follower Employee Engagement

Berne (2016) proposes that although many components of transactional leadership theory may ineffectively stimulate followers' work engagement, it is less effective than transformational leadership theory. Conversely, the contingent reward component of transactional leadership theory is less inspirational than transformational leadership theory, but it still motivates followers (Hamstra et al, 2014). Leaders who use contingent rewards set clear goals and communicate detailed outcomes for meeting those goals, which motivates followers (Bass & Avolio, 1995). The results of Judge and Piccolo's (2004) meta-analysis showed that contingent reward contributes motivation within the organization. Tims et al. (2014) noted that transactional leaders lack the inability to influence followers' work engagement, however. Breevaart et al. (2014) proposed that some transactional leadership characteristics are able to inspire followers' work engagement.

Framework

According to Bass and Avolio (2004), transactional leaders use rewards to ensure that followers perform assigned tasks and meet goals established within the organization. The main goal of the transactional leader is not to build a relationship with the follower but is to exchange a reward for performing a specific task (Harms & Crede, 2010); however, followers become engaged and committed to work to obtain the reward or incentive that is being offered.

While the relationship and level of leader-follower engagement may not be genuine or authentic, transactional leadership theory as a framework allows insight into determining whether rewards or monetary incentives actively engage followers within an organization (Odumeru & Ogbonna, 2013). The outcomes will assist leaders in understanding steps necessary to engage employees and whether spot bonus or compensation packages need to be implemented or adjusted in order to receive desired results (Kirkbride, 2006). Moreover, inserting gender as a moderating variable will also allow insight into whether gender of the leader has a significant impact on developing transactional leader-follower relationships (Jones & Swiss, 2014). This theory can be useful for examining the leader-follower relationship between frontline supervisors and call agents, in which the pressure for daily results can induce supervisors into using transactional behaviors like reward incentives (Zareen et al., 2015).

Transformational Theory and Leader-Follower Employee Engagement

The research study focused on the relationship of transformational and transactional leadership and leader-follower employee engagement with a moderating effect of leader gender. The distinguishing theoretical perspective of transformational leadership is the leader's commitment to trigger employees' higher order needs (Jensen, et al., 2019). According to Sosik and Cameron (2010), leaders who utilize transformational leadership theory aim to ensure that all staff members are fully engaged and are committed to their jobs. Transformational leaders often convert their followers into passionately engaged employees who are ready to voluntarily put in extra work to support the vision and mission of the organization. Thus, employee engagement is a natural corollary to transformational leadership (Jha & Malviya, 2017).

Transformational Leadership and Employee Engagement

In a study to examine the relationship between service orientation, leader-follower employee engagement and leadership style, Popli and Rizvii (2015) noted a positive correlation between transformational leadership style and employee engagement. Additionally, Olcer (2015) proposed that transformational leadership and job satisfaction also have a positive relationship. Jones and Swiss (2014) conducted a study on leadership gender, reviewing variations in leadership style; additional research is needed to determine whether this significantly and reliably impacts employee engagement. There is a dearth of research analyzing a potential correlation between employee engagement levels and leader gender; thus, creating a knowledge gap (Lewis, 2014). Although there is sufficient research on each variable individually, there is a lack of research on the interaction between the two variables (Love, 2012).

Baumruk (2004) noted that employees demonstrate trust and commitment when they are properly engaged in their work environment, because engaged employees perform their roles efficiently and effectively. The importance of engagement and organizational trust should be acknowledged (Macey et al., 2009, Rich et al., 2010) and is necessary for further realistic confirmation within the organization. Employee engagement has a significant level of importance among leaders worldwide as it has become a recognized belief that meaningful work engagement connects employees to their organization by fostering a sense of ownership and loyalty (Macey & Schneider, 2008; Jena & Pradhan, 2017). By understanding the role gender plays in this aspect of transformational leadership, leaders will be able to engage employees even more effectively (Jones & Swiss, 2014).

Leadership, Employee Engagement and Gender

According to analysis of research by Poddar et al. (2012), a majority of leaders exhibit transformational leadership style. This is noteworthy because in studying how leadership style adoption improves employee engagement, it is clear that supervisor/employee relationships affect employee performance (Sunday, 2016). Although there is a knowledge gap on how gender affects transformational leadership's results, according to Kark (2004), women in management use a style of leadership that encourages and enforces co-worker engagement. Kark also noted that employees are more engaged under female leaders who use transformational styles. Chang et al., (2017) proposed that followers of transformational leaders are more willing to put additional effort into finishing special projects or meetings approaching due dates. Meanwhile Anderson et al., (2015), stated that women are able to be effective guides for their

subordinates, based on previous research that emphasized the idea that female leaders are better equipped for applying transformational styles. Cossin and Caballero (2013) explained that transformational leadership provides better treatment of employees including giving extra attention, providing detailed guidance and direction, and active listening.

Leadership and leader-follower employee engagement are arguably important in every business; however, analysis of employee engagement in the service industry can be especially important to understanding how leadership and gender influence the workforce (Kao et al., 2015).

Leadership, Gender, and Employee Engagement in the Service Industry

Service industry employees are indispensable to innovating success because of their vital role in delivering exceptional customer service to the general public (Lin, 2013). Research in the service industry has demonstrated that transformational leaders are essential to the creation and maintenance of organizational culture (Liao & Chuang, 2007; Bowen & Schneider, 2014). Leaders who utilize transformational leadership “influence employees’ perceptions of the organizational climate for innovation, which refers to the degree of support and encouragement an organization provides to employees to increase their willingness to take initiative and explore innovative approaches” (Kao et al., 2015, p.454).

In a study to investigate leadership style, gender, and leader-follower employee engagement, Ghani, et al. (2018) concluded that female transformational leaders generate the most significant levels of employee optimism regardless of the gender of the subordinate, and that the most frustrated employees were identified when male

subordinates were paired with male transformational leaders. Similarly, male subordinates with female leaders had the highest self-esteem levels (Jones & Swiss, 2014). The highest levels of commitment were noted when female and male subordinates were paired with female leaders (Ghani, et al., 2018). This research provides a foundation from which to build upon. What remains to be investigated, as the proposed dissertation is intended to do, is study how both genders affect employee engagement (Saint-Michel, 2018).

Synthesis of the Research Findings

A review of the literature on leadership style and leader-follower employee engagement reveals common themes of integrity, authenticity, and ethical communication as key factors in transformational leader-follower and transactional leader relationships. These attributes are vital for increasing the level of employee engagement within the organization (Liao & Chuang, 2007). These findings assisted the current study in identifying the behavior patterns associated with transformational leadership and leader-follower employee engagement.

Integrity in Transformational Leadership

Consistently adhering to strong principles is an important trait for leaders who seek to establish trust among their direct reports, as it indicates integrity on the part of the leader (Feng-Cheng, 2016). Whether it be motivational inspiration or idealized influence, an organizationally successful leader-follower relationship within the transformational leadership theory depends on the follower having confidence in the leader's judgment. Bass (1998) noted that transformational leaders possess personal values that promote justice, moral character, virtue, and integrity.

According to Verissimo and Lacerda (2015), research indicates that integrity is a predictor of transformational leadership behavior. It was also noted that leaders rated with higher integrity have a higher engagement level with followers, because they exhibit more transformational leadership behaviors (Mozammel & Haan, 2016). Trapero and De Lozada (2018) found that both transformational leadership and transactional relationship are directly related to integrity and concluded that the relationship of transformational leadership with integrity is stronger than the relationship of leadership with transactional integrity. These findings add to the extant literature by demonstrating that integrity is important as leaders engage more actively in ‘responsible’ behaviors (Verissimo & Lacerda, 2015).

Authenticity in Leadership Styles

The emphasis on inspiration and role modeling assumes a relationship in which the leader’s words and actions are perceived as “real” to the follower (Rothmann & Welsh, 2013). A leader whose actions are perceived as being congruent with their words is more likely to inspire their followers, and provide behaviors deemed worthy of modeling (Sunday, 2016). Johnson et al., (2014) proposed that the transformational leader provides increasing levels of support, empowerment, authenticity, and reciprocity so that the leader-follower relationship “feels” more egalitarian, interdependent, and collaborative; thus, increasing levels of commitment and employee engagement within the organization (p. 1075).

Ethical Communication in Leadership Styles

The bond between leader and follower is grounded in mutual respect that helps the leader be perceived as a positive role model, one from whom the followers are

inspired (Kirkbride, 2006). The effect of paternalistic leadership on an ethical workplace climate has been studied, specifically the role of the leader in instilling respect for organizational policies and procedures (Otken & Cenkci, 2012). In order to be successfully maintained, this power dyad, in which the leader's authority is directed toward modifying the behavior of followers, requires that the leader be perceived as trustworthy by followers and respectful of their dignity (Ribeiro et al., 2018).

Interwoven throughout these themes is a consistent emphasis on the relationship between leaders and followers (Tims et al., 2014). Integrity, authenticity, and ethical communication are subjective attributes, in the sense that the follower must judge the leader as having these qualities in order for the leader to be credited with them (Mozammel & Haan, 2016). Any leader deemed to lack integrity, authenticity, or to be less than ethical in their interactions with their employees will be incapable of idealized influence or motivational inspiration (Ribeiro et al., 2018). How the words and actions of leaders are perceived by their followers is crucial to employee engagement (Liao & Chuang, 2007). Given this importance on shared understanding and accurate perceptions, it is very likely that the leader's gender, and perceived gender roles, can influence the leader-follower relationship (Tims et al., 2014).

Theoretical Contributions

The theoretical contribution for this research study will expand the field of leadership by evaluating the impact of a leader's gender on the relationship of leadership styles and leader-follower employee engagement (Breevaart et al., 2014).

Transformational and transactional leadership styles were selected because research has shown that this theory has become more popular and the most common leadership style

within the 21st century (Jensen et al., 2019). The study may show that there is a positive correlation between transformational and transactional leadership and leader-follower employee engagement, thus equipping leaders with the visibility to behaviors or characteristics that increase leader-follower employee engagement and performance. Although there has been research conducted on leadership theories and employee engagement (Cenkci & Özçelik, 2015), gender has never been evaluated in conjunction with leadership theory. This study is guided by the hypothesis that the gender of a leader influences the engagement level of the follower (Saint-Michel, 2018).

Summary

Leadership style establishes the tone for employee engagement. Leaders may not be cognizant of the impact of their leadership style and how leader-follower engagement levels are affected. The primary focus of researchers was focused on leadership theories such as transformational and transactional leadership. There is a need to understand the impact of gender of leader, leadership style and leader-follower employee engagement. The limited scope of research on the gender of a leader, leadership style, and leader-follower employee engagement provided evidence for a gap in the literature, which this study was conducted to identify.

Chapter 3: Methodology

This quantitative research study may contribute to the body of knowledge on understanding how leadership styles impact employees' desire to engage, participate, and become involved in the organization. Specifically, the study could augment the body of knowledge on how front-line employees perceive their respective supervisors' leadership styles correlated to gender and leader-follower employee engagement. Chapter 3 reiterates the purpose of the study and provides a detailed review of the research design. The chapter provides a section reviewing the procedural outline of the study (i.e., participants in the study, selection method, details of data collection and analyses) and instruments (i.e., surveys and test apparatuses used to collect data and pertinent demographic questions). The chapter concludes with an explanation of the practices considered and to be implemented to protect the anonymity of participants and ensure that the ethical integrity of the research will not be compromised.

Purpose of the Study

The objective of this quantitative research study was to apply the theory of leadership styles as measured by Multifactor Leadership Questionnaire (Bass & Avolio, 1999) that relates leader-follower employee engagement, which are measured by the ISA Engagement Scale (Soanne et al., 2012). The moderating effect is a leader's gender as measured by demographic data received from the surveys utilized for entry-level, front-line team leads or supervisors located within call centers in the Southeastern US region.

I investigated the degree to which the views of leadership style, as measured by front line staff participants, influence leader-follower employee engagement within call centers in the Southeastern US region. The purpose of this study was to investigate

whether there was a significant relationship among transformational and transactional leadership results, based on gender and leader-follower employee engagement results. According to Ng'ethe et al. (2012), employee engagement is a measurement of satisfaction found in a person's work ethic that inspires them to succeed in a role out of loyalty to the company over monetary reward.

Research Questions and Hypotheses

There is one research question and associated hypotheses that guided this study.

RQ1: To what extent does gender moderate the relationship between leadership style and leader-follower employee engagement?

H₀: Gender is not a significant moderator between leadership style and leader-follower employee engagement.

H_a: Gender is a significant moderator between leadership style and leader-follower employee engagement.

Research Design

The research design was a quantitative, non-experimental predictive model. A predictive approach is employed when the scholar wants to provide evidence whether the independent variable alters the dependent variable with predictor variables (Helm & Mark, 2012). The nonexperimental predictive design is used when the variables are not manipulated to establish a connection or relationship amongst variables (Gutiérrez-Santiuste et al., 2015; Reio, 2016). The researcher proposed a theoretical model that defines gender as a moderating variable on leadership style, which in turn, predicts leader-follower employee engagement. The variables measured were transformational leadership style, transactional leadership style, leader-follower employee engagement,

and leader gender. Leadership style is the predictor variable, and leader-follower employee engagement is the criterion variable with leader gender as the moderating variable.

A survey approach was utilized to examine the influence of leadership styles based on gender and leader-follower employee engagement of front-line staff.

Transformational and transactional leadership style represented the predictor variable in this study, and gender of leader and front-line staff represent the nominal control variables. A cross-sectional survey was employed to collect data for the study. To investigate leadership styles, the Multifactor Leadership Questionnaire (MLQ) instrument was used. The MLQ classifies transformational leader characteristics and aids individuals in identifying how their peers and subordinates view them (Avolio et al., 1999). The instrument's primary goal is to measure leadership styles from the leader and follower point of view (Avolio et al., 1999).

The MLQ has been proven to be valid and reliable. (Avolio et al., 1999). The MLQ instrument was validated through research conducted by Bass and Avolio (1995). The original confirmatory factor analysis conducted in 1995 consisted of 1,394 subjects from multiple sample populations; the analysis revealed the initial validation of the instrument. Bothma and Roodt (2013) tested the reliability and the validity of this instrument further by ensuring that employees had been employed with the organizations for a substantial amount of time.

To investigate leader-follower employee engagement, the Intellectual Social and Affective ISA Engagement Scale was used. The ISA engagement scale is based on the view that engagement has an intellectual, social and an affective dimension. Taken

together, these three give an overall level of engagement for each person (Soane et al., 2012). To quantify the reliability and validity of the instrument, a study was conducted based on employee engagement (Phuangthuean et al., 2018). The results showed that all sub-scales of the latent variable (employee engagement) had a high level of reliability using Cronbach Alpha. The measurement models of the three dimensions (intellectual engagement, social engagement, and affective engagement) was a good fit with empirical data.

Qualtrics, an online survey tool, socialized the surveys utilizing a random sampling method. Anonymity was provided to the targeted population through the recruitment strategy of Qualtrics. Initializing Qualtrics to provide the sample recruitment resulted in reducing researcher bias and conflicts of interest related to the data collection process. Demographic data such as gender and job position were identified via Qualtrics. Once the targeted number of respondents had completed the online survey, data were transferred into SPSS 28 software for statistical analysis (Baysak & Yener, 2015). The method of analysis was multiple regression analysis, which assisted in identifying the purpose of the study. Multiple regression analysis assessed the predictability of leadership style in employee turnover intention among front line staff and leaders. The outcomes of the multiple regression analysis revealed whether a significant relationship exists between leadership style, gender, and leader-follower employee engagement.

Target Population and Sample

This section reviews the targeted population and sample for the current study. The study included front line employees within the United States only. The sample frame is from entry-level front-line employees located in the Southeastern US region. This study

used a stratified random sampling of a specified number of participants stratified from various departments of an organization, based on employment class and level. The sample size was computed by using G*Power 3 (Faul et al., 2009) for multiple regression analysis, based on a confidence interval of 95%, error probability of .05, and a medium effect size of .15 (Shieh, 2009). According to the results, a multiple regression analysis with one independent variable requires a minimum of 100 participants, equally divided among employees and managers.

Procedures

This section of Chapter 3 provides an outline of the procedures used to perform the study. The outline includes participant selection, protection of the participants, data collection, and data analysis.

Participant Selection

The chosen sampling design was stratified random sampling via Qualtrics used to recruit participants for the study (Cohen & Xu, 2015). The population for this survey was entry-level front-line team leads or supervisors located within call centers in the Southeastern US region. Utilizing this industry allowed the sample size requirements to be met. Online survey panel companies procured recruitment. The secondary source of recruitment was social media groups such as LinkedIn. Invitations for research study participation with my email contact information included for questions were sent randomly. The invitation provided the general purpose of the research, identified any associated risks, and explained the benefit of the research. The invitation also included the estimated time to complete (20 minutes), as well as any incentives that were offered.

In addition, participants that expressed initial interest were provided the option to agree to continue or decline participation. Upon agreement, participants were required to answer inclusion criteria questions to ensure that they qualify. The inclusion criteria were having a high school diploma or higher, five or more years employed with the organization, and they must be older than 25 years. The participants not selected were mailed a letter explaining why they were not selected and thanking them for their willingness to participate.

Protection of Participants

Participant protection is based on the three principles discussed in the Belmont Report (U.S. Department of Health and Human Services, 1979): justice, respect of persons, and beneficence. Participants received information about the study and were provided with an informed consent form prior to participation (Ateudjieu et al., 2019). The informed consent form outlined minimum risk to the participant and noted that if the participant had any concerns or discomfort, the participant could discontinue at any time. The information provided participants with an overview of the study, including the purpose. The consent form also identified concerns participants might have about the data they provide, and if there were any potential harmful concerns. Data were collected through a third-party online company, which will provide complete anonymity, and the I did not provide or allow access to personal identifying information of the participants. All data collected from the participants were secured to prevent leakage.

Data Collection

Qualtrics, a third-party online survey company, facilitated the data collection process and participant recruitment/selection process. The collection of data and recruitment of prospective participants began after receipt of Institutional Review Board (IRB) approval from Walden University; IRB approval number 12-22-22-0379207. Qualtrics sent emails to individuals, based on researcher-identified criteria, inviting them to participate in the study. The emails consisted of a link routing the participant to the survey site. Once the site had been accessed, participants were directed to an informed consent document that provided specific details of the study, including the following: a general overview of the study; the length of the survey and approximately how long it would take to complete it; assurance the survey will be utilized in complete anonymity and confidentiality; minimal risks involved, directly or indirectly, which might occur as a result of participating in the study; and the option to withdraw from the survey at any time without consequence. Once participants clicked “Agree to Participate,” they progressed to the next page where they were asked to complete the following demographic questions:

1. What is your gender?
2. What is your race/ethnicity?
3. What year were you born?
4. What is your current position at the organization?
5. How long have you been employed by the organization?
6. What characteristics best describe your leader?

These questions allowed the principle investigator to provide a characterizing description of the people involved in the study. After completing the demographic assessment of the survey, participants were directed to the survey itself.

Data were stored with the online survey tool until such a time when the data could be downloaded. Data collected did not include any personal identification information. Only survey responses were downloaded. Data were stored on a flash drive and external hard drive before being locked in a home safe and locked filing cabinet, respectfully. The online survey tool removed all data associated with the survey for this study. After the required seven-year timeframe outlined by Walden University's IRB requirements, all data collected will be destroyed by reformatting the hard drive and flash drive, thus erasing the data.

Data Analysis

The quantitative research design was non-experimental and used multiple linear regression to test hypotheses. After the surveys were completed and a required minimum number of participants were confirmed, all subsequent data collected from both the demographic assessment and the survey were exported from Qualtrics into an Excel spreadsheet located in a secure and private folder accessible only by the principal investigator. The data was analyzed in order to identify outliers, aberrations, incompleteness, and participants who did not meet any of the inclusion criteria. After auditing for inclusion criteria and extracting surveys that did not meet these standards, the total participants for qualifying surveys were identified.

Descriptive Statistics

An analysis of the demographics was summarized to provide a descriptive optic of the participants. The total number of participants by age, job position, generational class, and ethnicity were outlined in order to obtain an overall score for each subcategory of the MLQ-5X. The MLQ-5X has a trichotomous categorical score based on Transformational Leadership (TFL) and Transactional Leadership (TRN). From this assessment, demographics that highlighted the average categorical MLQ5X primary category scores were noted. An examination of the descriptive statistics was performed utilizing SPSS 28 prior to analyzing the collected data. The central tendency, including mean, standard deviation, maximum, minimum, and variances, for each variable was also examined. Conducting a statistical analysis prior to hypothesis testing validated the assumptions of the multiple regression analysis. SPSS analysis provided graphs to represent the normality presented by the data and to assess the Durbin-Watson value, standard deviation, mean, minimum, and maximum pertaining to the assumptions of a multiple regression analysis.

Hypothesis Testing

Data analysis included multiple regression analysis to process the data collected in SPSS 28 (Hoyt et al., 2008). Data collected from the surveys included the items on the MLQ-5X rater form, as well as items selected from the ISA Engagement Scale. Since the focus of the study was to determine the relationship between leadership style, gender, and employee engagement among front line staff, a multiple regression analysis was conducted to show if there is a significant relationship between the variables. Assumptions that were tested for during data analysis included continuous dependent and

independent variables, independence of residuals, linearity, homoscedasticity, multicollinearity, normality, and a check for unusual points (Laerd Statistics, 2018a). The independent variables for the study are transformational leadership and transactional leadership. The dependent variables are leader-follower employee engagement and leader gender. Substantiation of multiple linear regression assumptions included the following: (a) existence of at least two continuous independent variables, (b) one continuous dependent variable, (c) testing for linearity, (d) testing for homoscedasticity, (e) testing for multicollinearity, (f) independence of residuals, (g) checking for unusual points, and (h) checking for normality (Laerd Statistics, 2018a). coefficients and statistical significance.

Ethical Considerations

The principle ethical considerations in this study were to fully inform, safeguard the identity, ensure safety, and protect the rights of each participant in terms of the acquisition, evaluation, and dissemination of information gained from the study. To accomplish this, I fully complied with the Belmont Report (U.S. Department of Health and Human Services, 1979), which identifies the three basic principles of beneficence: justice, and respect for persons for safeguarding participants. When conducting research involving the inclusion and participation of human subjects, respect of a person is not only an ethical principle but is paramount throughout the course of the research (Adashi et al., 2018). To ensure that ethics codes are not breached, all data obtained were anonymous and in compliance with Walden's rules and regulations and IRB. According to Creswell (2014), "Researchers need to protect their research participants; develop a

trust with them; promote the integrity against research; and guard against misconduct or impropriety that might reflect on their organizations” (p. 92).

There was no coercion in recruiting. All participants were advised via informed consent that participation was voluntary, and that confidentiality will be maintained by utilizing a third-party survey company. Participants were protected by obtaining anonymous submissions; demographic data obtained was limited. Ethical considerations were minimal, as the focus of the study was on transformational and transactional leadership, gender, and employee engagement; only specific information from the call center population such as leadership styles, gender of leader, and level of engagement were required.

Summary

Chapter 3 included the purpose of the study and the methodological process. The research questions were provided, and the research design was explained in explicit detail. Also included in this chapter were methods to protect the participants, me as the researcher, and Walden University.

Chapter 4: Results

The purpose of this quantitative study was to investigate the degree to which the views of transformational and transactional leadership style, based on the gender of the leader, influence employee engagement within call centers in the Southeastern US region. The research may expand the field of leadership by confirming whether the gender of a leader is a vital factor in establishing relationships with employees and building relationships that result in engagement and commitment to the organization. Chang et al. (2017) proposed that research will give insight on the role of other factors on the relationship of transformational leadership and employee engagement.

Background

The principle directive of this quantitative research endeavor was to explore how perceived leadership styles and leader gender have an impact on employees' desires to want to engage with their organization. Central to this query was to ascertain whether the gender of a leader was an additional controlling factor on leader-follower employee engagement scores. Hierarchical multiple linear regression analysis addressed the objectives of this study. The following research question and hypothesis directed this study:

RQ 1: To what extent does gender moderate the relationship between leadership style and employee engagement?

H_0 : Gender is not a significant moderator between leadership style and employee engagement.

H_a : Gender is a significant moderator between leadership style and employee engagement.

Chapter four is organized into four main sections. The first section provides the introduction and background of the study. The second section offers a discussion of the sample population. The third section provides the results of the hypothesis testing, including the discoveries from the reliability analysis, descriptive statistics, data screening, and multiple regression analysis. The fourth section provides a chapter summarization of the study's results.

Description of the Sample

Data were collected from February 18, 2023 to March 6, 2023, through an online survey company, Qualtrics. The data were exported from Qualtrics directly to SPSS. One hundred and seventeen (117) participants entered the survey. Six participants did not answer any of the survey questions on either the Intellectual Social and Affective ISA Engagement Scale (ISA) or the Multifactor Leadership Questionnaire (MLQ). Therefore, they were deleted from the dataset. An additional eight participants only answered questions on the ISA but none for the MLQ. They were also deleted from the dataset. This left a sample size of 103. One case was deleted because there were an insufficient number of items completed for a score to be computed for transformational leadership. This left a sample size of 102.

Four demographic questions were asked. The largest group of participants were 35-44 years old (40.2%, $n = 41$). The second largest group was 25-34 years old (31.4%, $n = 32$), and the third largest group was 45-54 years old (16.7%, $n = 17$). The smallest age groups represented were respondents 18-24 years old (2.9%, $n = 3$), and those who were 55-64 years of age (8.8%, $n = 9$). Most participants were females (71.6%, $n = 73$), whereas 27.5% ($n = 28$) were males. Also, 1.0% ($n = 1$) did not identify as a specific

gender. Regarding current position within the organization, 73.3% ($n = 74$) were customer service representatives, 14.9% ($n = 15$) were managers, and 11.9% ($n = 12$) were supervisors. Finally, participants were asked about the gender of their leader. Most respondents (53.9%, $n = 55$) had female leaders, whereas 46.1% ($n = 47$) reported having male leaders. Sample demographics are summarized in Table 1.

Table 1

Sample Demographics

Variable	Description	<i>N</i>	%
Age	18-24 years old	3	2.9
	25-34 years old	32	31.4
	35-44 years old	41	40.2
	45-54 years old	17	16.7
	55-64 years old	9	8.8
Participant Gender	Male	28	27.5
	Female	73	71.6
	I do not identify as a specific gender.	1	1.0
Current Position in Organization	Customer Service Representative	74	73.3
	Manager	15	14.9
	Supervisor	12	11.9
Gender of Leader	Male	47	46.1
	Female	55	53.9

Note. Percentage = valid percent and valid percent represents the percentage of participants who fall into each category relative to the number of participants who answered the question

Results

To facilitate ease of computing the scores for the variables of interest, survey item numbers in the SPSS dataset were changed to match the instrument item numbers on the original instruments. For instance, items on the Intellectual Social and Affective Engagement Scale (ISA) were renumbered ISA_1 to ISA_6. Items on the

Multifactor Leadership Questionnaire (MLQ) were renumbered in accordance with the underlying dimension for each leadership style. For instance, if an item corresponded to the Individual Consideration (IC) dimension on the MLQ, which is associated with the transformational leadership variable, it was renumbered according to its number in the scoring manual (i.e., IC_15). Other items were derived from the Idealized Behaviors (IB) dimension, Contingent Reward (CR), Idealized Attributes (IA), and Management-by-Exception Active (MBEA). Thus, transactional leadership was represented by two items on the survey (CR_1, MBEA_4). Transformational leadership was represented by five items on the survey (IB_6, IC_15, IA_21, IA_13, IC_21). The reliability was computed for the variables of interest. Scores were then computed for the variables of interest.

Instrument Reliability for Sample

The reliability of the sample was tested with Cronbach's alpha. The internal consistency for leader-follower engagement was excellent ($\alpha = .913$) based on generally accepted criteria (DeVellis, 2012); however, for transactional leadership, the internal consistency was unacceptable ($\alpha = .164$). Nevertheless, the internal consistency for the transformational leadership style was acceptable ($\alpha = .735$). Reliability coefficients are presented in Table 2. A decision was made to drop it from further analysis due to the unacceptably low reliability rating for transactional leadership in this study.

Table 2*Reliability Coefficients*

Variable	<i>N</i> of Items	Cronbach's alpha	Interpretation
Leader-Follower Engagement	6	.913	Excellent
Transactional Leadership	2	.164	Unacceptable
Transformational Leadership	5	.735	Acceptable

Note. Reliability interpretations were based on generally accepted criteria (DeVellis, 2012)

Descriptive Statistics

Scores for leader-follower engagement ranged from 1.00 to 4.00 ($M = 1.69$, $SD = 0.78$). Scores for transformational leadership ranged from 1.00 to 4.40 ($M = 2.46$, $SD = 0.67$) Descriptive statistics are presented in Table 3.

Table 3*Descriptive Statistics*

Variable	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>M</i>	<i>SD</i>
Leader-Follower Engagement	102	1.00	4.00	1.69	0.78
Transformational Leadership	102	1.00	4.40	2.46	0.67

Research Question/Hypothesis Testing

The research question asked, “To what extent does gender moderate the relationship between leadership style and employee engagement?” The research question was tested with moderation analysis. Specifically, hierarchical multiple linear regression was conducted. In Step 1 of the model, the transformational leadership style was entered. Leader gender, the moderator variable, was also entered. In Step 2 of the model, the interaction term (leader gender * transformational leadership style) was added. Prior to adding the interaction term, the continuous variable, transformational leadership style was mean centered to reduce the possibility of collinearity. Mean centering the variable was accomplished by subtracting the mean of transformational leadership ($M = 2.46$)

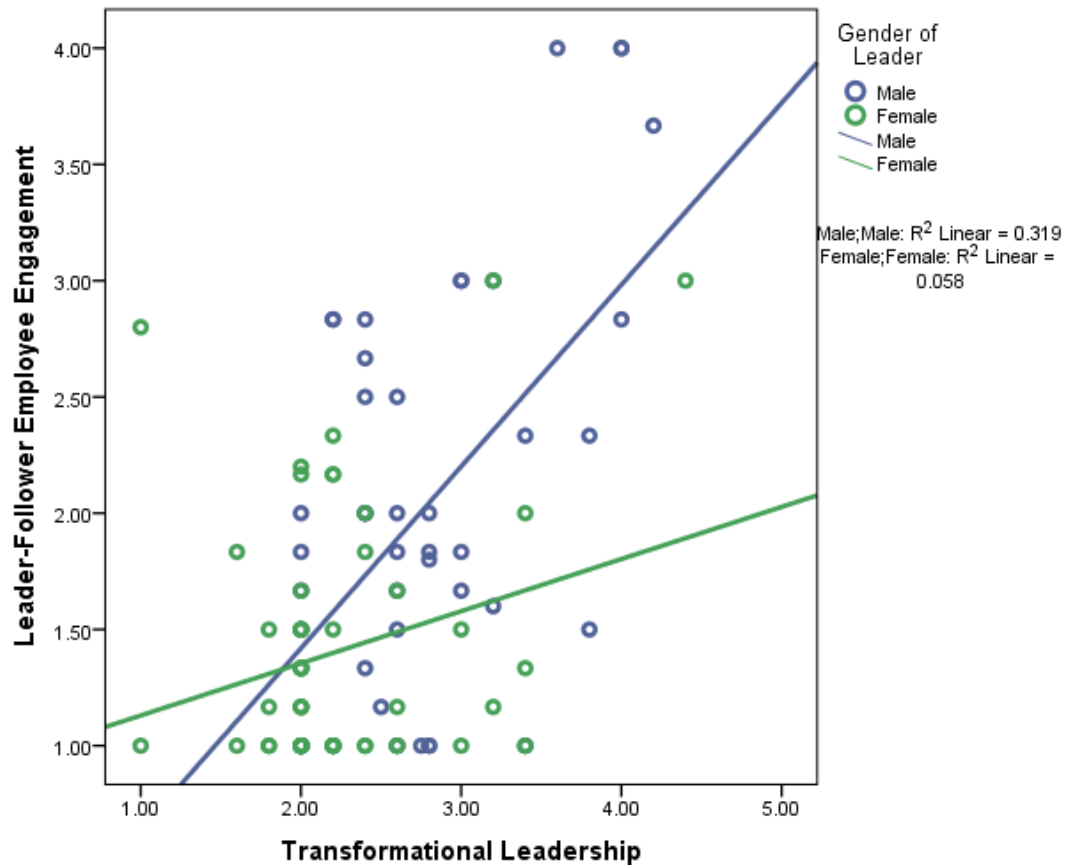
from each raw score for transformational leadership, and then multiplying the difference by the dichotomous variable of gender. Gender was dummy coded “1” for female and “0” for male. In addition, the assumptions of multiple linear regression were tested.

Testing for Linearity

An assumption of multiple linear regression is that the collective independent variables are linearly related to the dependent variable and also that each independent variable is linearly related to the dependent variable. This assumption was tested by plotting a grouped scatterplot of the dependent variable (employee engagement) against the independent variable (transformational leadership), grouped by the moderator (gender). Based on the scatterplot generated, there is strong enough evidence to suggest the relationship between the independent and dependent variables is linear for each group of the moderator variable. The lines of best fit were superimposed to illustrate the linearity. Additionally, the relationship appears to be positive; that is, larger values of the independent variable (transformational leadership) are associated with larger values of the dependent variable (employee engagement) for both groups of the moderator variable. To summarize, linearity was established by visual inspection of a scatterplot. See Figure 1.

Figure 1

Scatterplot of Transformational Leadership and Employee Engagement by Gender to Illustrate Linearity Assumption



Testing for Multicollinearity

Multiple linear regression assumes that there is no multicollinearity among the independent variables. Multicollinearity occurs when the independent and moderator variables are highly correlated with each other. This leads to problems with understanding which variable contribute to the variance explained, as well as technical issues in calculating a multiple regression model. Multicollinearity reduces the precision of the estimate coefficients, which then weakens the statistical power of the regression

model (Bastin, 2020). If multicollinearity is present, the p-values to identify independent variables that are statistically significant might be questionable. Multicollinearity was tested using the variance inflation factor (VIF). VIF values should be well below 10. VIF values ranged from 1.17 to 2.33. Therefore, there was no evidence of multicollinearity. VIF values are presented in Table 4.

Table 4

Collinearity Statistics

	Variable	VIF
1	(Constant)	
	Leader Gender	1.17
	Transformational Leadership	1.17
2	(Constant)	
	Leader Gender	1.17
	Transformational Leadership	2.33
	Interaction	2.12

Note. Dependent variable = Leader-follower engagement. Gender: Male = 0, Female = 1. $N = 101$

Testing for Outliers

Multiple linear regression assumes that there are no multivariate outliers. This was tested by analyzing the residuals. A residual is the difference between the observed and the model predicted values of the dependent variable. Any cases that exceeded ± 3 standard deviations from the mean were candidates for exclusion. Standardized residuals ranged from -2.39 to 2.64 and were therefore within normal limits. Therefore, no multivariate outliers were detected. See Table 5.

Table 5*Residuals Statistics*

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.13	3.14	1.68	0.46	101
Residual	-1.51	1.67	.00	0.62	101
Std. Predicted Value	-1.20	3.19	.00	1.00	101
Std. Residual	-2.39	2.64	.00	0.98	101

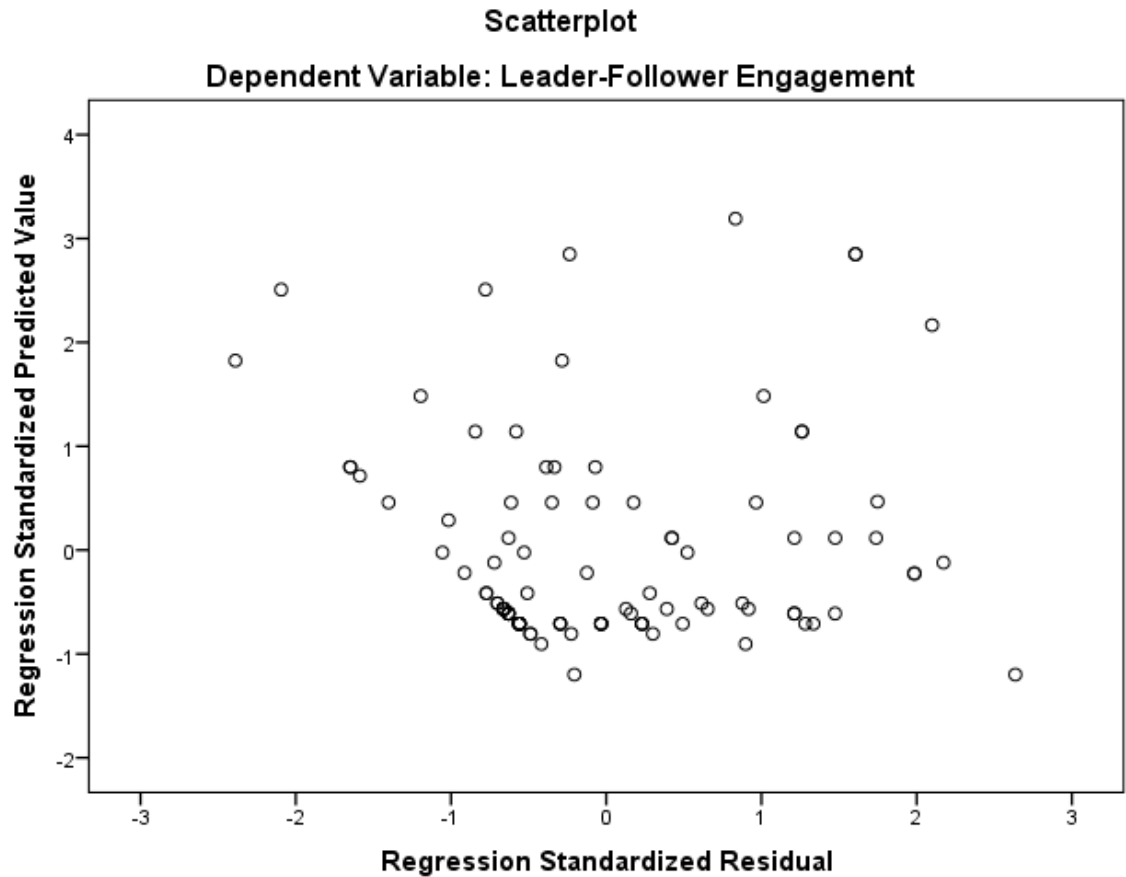
Note: Dependent Variable: Leader-Follower Engagement

Testing for Homoscedasticity

Multiple linear regression assumes that all sets of values of the independent variables are the same or constant across all levels of the independent variables. This is known as the homoscedasticity assumption. To test the assumption of homoscedasticity, a scatterplot of regression standardized residuals by standardized predicted values was generated. If there is no homoscedasticity, the points of the plot will exhibit no pattern and will be approximately constantly spread (in the y-axis) across the predicted values (x-axis) for both groups (male and female leaders). There was homoscedasticity, as assessed by visual inspection of the standardized residuals plotted against the standardized predicted values for male and female leaders. See Figure 2.

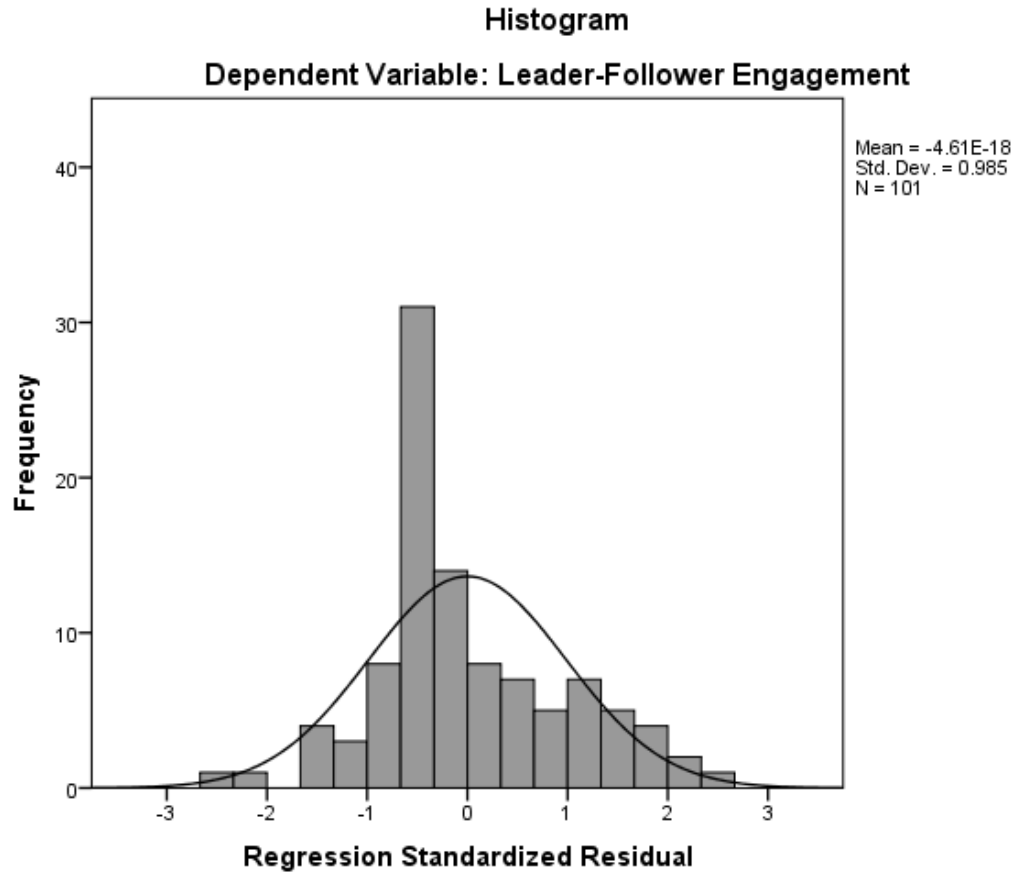
Figure 2

Regression Standardized Residuals by Standardized Predicted Values



Testing for Normality

Multiple linear regression assumes that the residuals are normally distributed. This assumption was tested by generating a histogram of the residuals and also a P-P Plot. Visual inspection of a histogram revealed that the residuals were approximately normally distributed. See Figure 3.

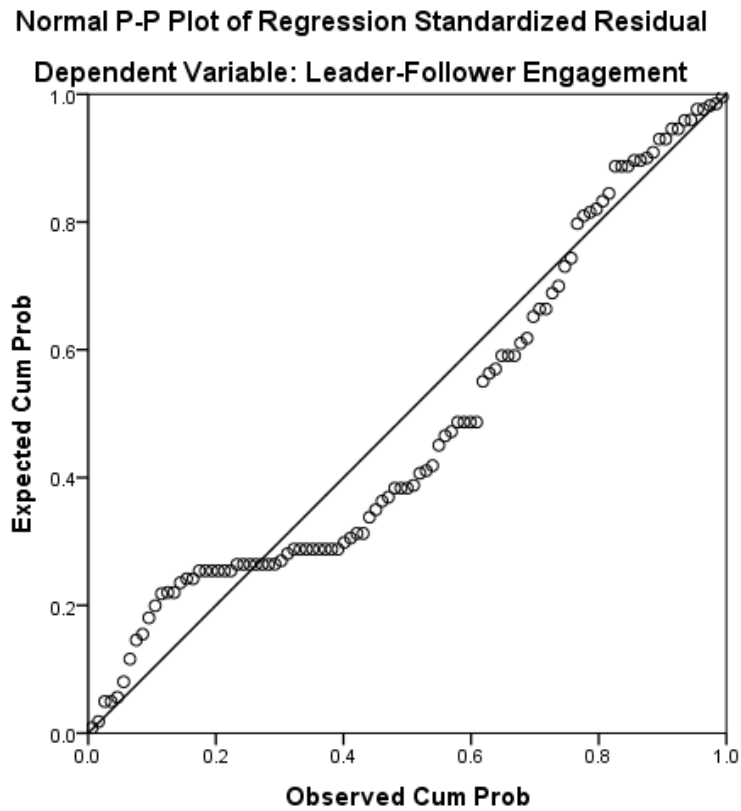
Figure 3*Histogram of Residuals*

Normality of the residuals was further assessed with a Normal P-P Plot. In looking at the P-P plot for the model, the closer the dots lie to the diagonal line, the closer to normal the residuals are distributed. Examination of the Normal P-P Plot suggested that there could be a possible problem with normality, as most of the dots are not touching the line; however, the assumption of normality is the least important assumption of multiple linear regression, and moderate violations of this assumption have little effect on the analysis (Knief & Forstmeier, 2021). Moreover, as previously mentioned, there

were no multivariate outliers detected, which in this case makes a stronger argument for proceeding with the analysis. See Figure 4.

Figure 4

Normal P-P Plot of Regression Standardized Residuals



The model summary is provided in Table 6. Regression coefficients are presented in Table 7.

Table 6*Model Summary*

Model	<i>R</i>	<i>R</i> ²	Adjusted <i>R</i> ²	Std. Error of the Estimate	<i>R</i> ² Δ	Change Statistics			Sig. <i>F</i> Δ
						<i>F</i> Δ	df1	df2	
1	.550 ^a	.302	.288	0.65	.302	21.23	2	98	.000
2	.591 ^b	.350	.330	0.63	.047	7.09	1	97	.009

Note: a. Predictors (Constant), Transformational Leadership, Leader Gender; b. Predictors (Constant), Transformational Leadership, Leader Gender, Interaction; c. Dependent Variable: Leader-Follower Engagement

Table 7*Regression Coefficients*

Variable		<i>B</i>	SE <i>B</i>	β	<i>t</i>	<i>p</i>
1	(Constant)	0.62	0.31		1.98	.050
	Leader Gender*	-0.34	0.14	-0.22	-2.41	.018
	Transformational Leadership***	0.50	0.11	0.43	4.67	.000
2	(Constant)	-0.14	0.42		-0.35	.730
	Leader Gender*	-0.32	0.14	-0.21	-2.34	.021
	Transformational Leadership***	0.78	0.15	0.66	5.29	.000
	Interaction**	-0.56	0.21	-0.32	-2.66	.009

Note. Dependent variable = Leader-follower engagement; Gender: Male = 0, Female = 1; *N* = 101; **p* < .05, ***p* < .01, ****p* < .001

The regression model at step 1 was statistically significant, $F(2, 98) = 21.23$, $p < .001$, $R^2 = .302$. With an R^2 value of .302, 30.2% of the variance in leader-follower engagement can be explained by step 1 of the model with leader gender and transformational leadership collectively. However, when the interaction term was added to the model, it resulted in a significant $R\Delta$ of .047 making the total R^2 of .350, which means that the full model explained 35.0% of the variance in leader-follower engagement, $p = .009$. This also means that gender moderated the relationship between transformational leadership and leader-follower engagement.

Examination of the univariate statistics at step 1 of the model revealed that there was a significant, negative relationship between gender and leader-follower engagement ($\beta = -0.22, t = -2.41, p = .018$). Based on the variable coding, this means that female leaders had significantly lower leader-follower engagement than male leaders. At step 1, there was also a significant, positive relationship between transformational leadership and leader-follower engagement ($\beta = 0.43, t = 4.67, p < .001$). As transformational leadership increased by one standard deviation, leader-follower engagement increased by 0.43 standard deviations.

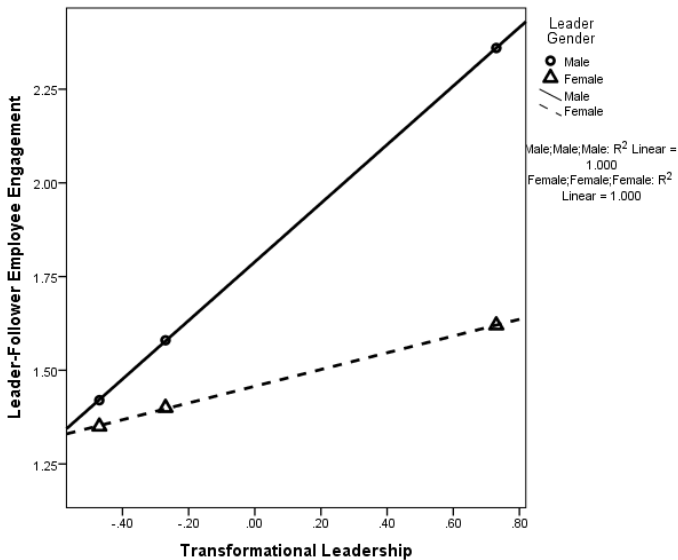
In Step 2 of the model, when the interaction term was added, there was a significant, negative relationship between leader gender and leader-follower employee engagement ($\beta = -0.21, t = -2.34, p = .021$). Again, based on the variable coding, this means that female leaders had significantly lower leader-follower engagement than male leaders. There was also a significant, positive relationship between transformational leadership and leader-follower employee engagement ($\beta = 0.66, t = 5.29, p < .001$). As transformational leadership increased by one standard deviation, leader-follower engagement increased by 0.66 standard deviations. Moreover, the interaction term was statistically significant ($\beta = -0.32, t = -2.66, p = .009$). This means that gender moderated the relationship between transformational leadership and leader-follower employee engagement.

Moderation analysis was also conducted using the Hayes Process Macro. The Hayes Process Macro can generate the syntax for visualizing the interaction. For both female and male leaders who scored low on transformational leadership, they appeared to score equally low on leader-follower employee engagement. For both female leaders and

male leaders, a higher score on transformational leadership was associated with a higher score on leader-follower employee engagement: however, at the equally highest levels of transformational leadership for both male and female leaders, male leaders had significantly higher leader-follower employee engagement than female leaders. This is illustrated in Figure 5.

Figure 5

Interaction of Leader Gender and Transformational Leadership in Relation to Leader-Follow Employee Engagement



H_0 stated that gender is not a significant moderator between leadership style and employee engagement. The interaction term was statistically significant ($\beta = -0.32, t = -2.66, p = .009$). This means that gender moderated the relationship between transformational leadership and leader-follower employee engagement. Therefore, the null hypothesis was rejected.

Summary

It was determined that the selected survey items transferred to the online platform, Qualtrics, were reliable for leader-follower employee engagement and the transformational leadership style, but not reliable for the transactional leadership style, which was represented by two items. As a result, transactional leadership was excluded from further analysis. One research question and one associated hypothesis were formulated for investigation. It was determined that male leaders had significantly higher leader-follower engagement than female leaders. Gender moderated the relationship between the transformational leadership style and leader-follower employee engagement. For both female and male leaders who scored low on transformational leadership, they appeared to score equally low on leader-follower employee engagement. For both female leaders and male leaders, a higher score on transformational leadership was associated with a higher score on leader-follower employee engagement; however, at the equally highest levels of transformational leadership for both male and female leaders, male leaders had significantly higher leader-follower employee engagement than female leaders. Implications and recommendations will be discussed in Chapter Five.

Chapter 5: Discussion, Conclusions, and Recommendations

Chapter 5 is the summary of the results from the analysis of data collected to examine the effect of gender on the relationship between leadership style and employee engagement. The chapter includes a more in-depth description of the population sample, a summary and interpretation of the findings, limitations, and implications of the study. The recommendations for future research and summary conclude the study.

Interpretation of the Findings

The results of the study and data analysis should be examined with appropriate value in relation to the research question that directed the study. The research methodology was statistically symmetric; the research question examined independent, dependent, and moderating variables. In addition, the research question, analyzed via a multiple regression analysis with a significance value of $p < .05$, investigated to what extent did gender moderate the relationship between leadership style and leader-follower employee engagement. The reliability of the sample was tested with Cronbach's alpha. The internal consistency for leader-follower engagement was excellent ($\alpha = .913$) based on generally accepted criteria (DeVellis, 2012). However, for transactional leadership, the internal consistency was unacceptable ($\alpha = .164$). Due to the unacceptably low reliability rating for transactional leadership in this study, a decision was made to drop it from further analysis. The regression model at step 1 (Table 7) was statistically significant, $F(2, 98) = 21.23, p < .001, R^2 = .302$. With an R^2 value of .302, 30.2% of the variance in leader-follower engagement can be explained by step 1 of the model with leader gender and transformational leadership collectively; however, when the interaction term was added to the model, it resulted in a significant $R\Delta$ of .047 making the total R^2 of

.350, which means that the full model explained 35.0% of the variance in leader-follower engagement, $p = .009$. This also means that gender moderated the relationship between transformational leadership and leader-follower engagement.

Examination of the univariate statistics at step 1 of the model revealed that there was a significant, negative relationship between gender and leader-follower engagement ($\beta = -0.22$, $t = -2.41$, $p = .018$). Based on the variable coding, this means that female leaders had significantly lower leader-follower engagement than male leaders. At step 1, there was also a significant, positive relationship between transformational leadership and leader-follower engagement ($\beta = 0.43$, $t = 4.67$, $p < .001$). As transformational leadership increased by one standard deviation, leader-follower engagement increased by 0.43 standard deviations.

In Step 2 of the model, when the interaction term was added, there was a significant, negative relationship between leader gender and leader-follower employee engagement ($\beta = -0.21$, $t = -2.34$, $p = .021$). Again, based on the variable coding, this means that female leaders had significantly lower leader-follower engagement than male leaders. There was also a significant, positive relationship between transformational leadership and leader-follower employee engagement ($\beta = 0.66$, $t = 5.29$, $p < .001$). As transformational leadership increased by one standard deviation, leader-follower engagement increased by 0.66 standard deviations. Moreover, the interaction term was statistically significant ($\beta = -0.32$, $t = -2.66$, $p = .009$). This means that gender moderated the relationship between transformational leadership and leader-follower employee engagement.

Limitations of the Study

There were several limitations identified in this study. The first limitation was the small, though acceptable, sample population for the study (N = 102). Even though the number of participants met the recommended minimum sample population of 100, it was marginalized because of the inclusion criteria. Specifically, participants were employed in the customer service industry and belonged to a specific age group with a specific job title. These limitations yielded a low external validity with the variable of transactional leadership. This prevented the study from having more expansive access to the survey database, which could have yielded a more robust sample population, potentially increasing the generalizability of the study.

Recommendations for Future Research

The limitations exposed in the study led to several considerations for further research. While the results were valid, there was low external validity with the variable transactional leadership. Addressing the limitation of occupational industry, the first consideration for further research would be to include participants from other occupational industries rather than limiting studies to a single industry. This consideration would allow researchers to have a more expansive sample population, and the results could be more generalized across multiple industries. Another consideration for the study would be to replicate the study but examine each leadership style independently and exclusively. The study examined leaders' perceived leadership from the transactional and transformational leadership subsets of the MLQ-5X. The findings indicated a low external validity relationship existed with transactional leadership; this suggests that a study focused exclusively on a single leadership style may yield similar

results. Another consideration would be to explore how leaders' perceived leadership styles impact other levels of employees, rather than limiting the sample to front-line employees in one industry. Performing a study to examine other industries and working classes would allow a more robust analysis of how other populations interpret gendered leadership, as well as how that perception impacts employee engagement.

Implications

The findings from this quantitative study present implications from both a leadership and social perspective. From a social problem perspective, the most apparent implication of the study resides in that there are disproportional levels of a specific gender of a leader, resulting in the opposite gender being more successful, which can cause employees to perceive the leadership styles differently. With respect to leadership within an organization, an implicating force exposed in the study was employee engagement, and turnover is impacted by leadership style and gender of the leader.

Leaders who use transformational leadership's tactics of motivation, stimulation, consideration, and idealized influence positively change individual personnel (Tyssen et al., 2014). Even though the findings in this study yielded no significant relationships between generational age leadership perceptions and turnover intention, the findings do not necessarily conclude such relationships cannot exist. The results of this study could provide greater clarity of what variables (e.g., generational age and the specific leadership qualities attributed to their leadership style) could make leaders more competent and effective, which leaders may not have previously considered.

Conclusion

In order to identify the most vital theories of leadership, the major components of the theory and the implications surrounding them must be analyzed and interpreted (Bass, 1990). Two common leadership theories, transformational leadership theory and transactional leadership theory (Thomas, 2015), were examined. The primary focus of this study was to investigate the degree to which the views of transformational and transactional leadership style, based on gender, influence employee engagement within call centers in the Southeastern US region.

This study was a quantitative investigation with a multiple regression analysis, with participants utilizing MLQ-5X leadership scores and employees' ISA Engagement Scale scores. Participants (N = 102) completed both survey instruments. H_0 stated that gender is not a significant moderator between leadership style and employee engagement. The interaction term was statistically significant ($\beta = -0.32$, $t = -2.66$, $p = .009$). This means that gender moderated the relationship between transformational leadership and leader-follower employee engagement. Therefore, the null hypothesis was rejected. When examining both female leaders and male leaders, a higher score on transformational leadership was associated with a higher score on leader-follower employee engagement. However, at the equally highest levels of transformational leadership for both male and female leaders, male leaders had significantly higher leader-follower employee engagement than female leaders. The rational assumption, which can be affirmed from these results, is that a robust, extensive investigative study providing a deeper exploration and analysis into leadership styles of supervisors' and gender could impact employee engagement at all levels.

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Appendix A: ISA Engagement Scale Permission



Shawana Davis <shawanadavis@gmail.com>

Fwd: ISA Engagement scale Permissions

1 message

shawana davis <shdavis77@hotmail.com>
To: "shawanadavis@gmail.com" <shawanadavis@gmail.com>

Mon, Dec 12, 2022 at 3:27 PM

Sent from my iPhone

Begin forwarded message:

From: "Soane,EC" <E.C.Soane@lse.ac.uk>
Date: December 12, 2022 at 3:55:42 AM EST
To: shawana davis <shdavis77@hotmail.com>
Subject: RE: ISA Engagement scale Permissions

Hello Shawana,

Thank you for your interest in the ISA Engagement Scale. You are welcome to use it in your research, we just ask that you cite our paper.

Good luck with your project.

Best wishes,

Emma

Emma Soane

Assistant Professor | Department of Management

The London School of Economics and Political Science

Pronouns she/her

lse.ac.uk/management



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OF ECONOMICS AND
POLITICAL SCIENCE ■

Appendix B: The ISA Engagement Scale

In order to evaluate the strength of engagement, employees answer the following questions. This will give an overall engagement score, and a score for each of three facets of engagement as follows:

Intellectual engagement (questions 1-3): this measures the extent to which people are intellectually absorbed in their work or think hard about the work they are doing. Calculate the average score for the three questions.

Social engagement (questions 4-6): this measures the degree to which individuals feel socially connected in their work environment and share the values of their colleagues. Calculate the average score for the three questions.

Affective engagement (questions 7-9): this measures the extent to which individuals experience positive and energizing feelings about their work. Calculate the average score for the three questions.

Overall engagement (questions 1-9): calculate the average score overall for the nine questions.

The maximum average score for each facet and for the scale overall is 7. Employers will generally aim for a score of 6-7 for each facet and overall. Very low scores of 1-2 suggest a lack of engagement.

	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
I focus hard on my work	1	2	3	4	5	6	7
I concentrate on my work	1	2	3	4	5	6	7
I pay a lot of attention to my work	1	2	3	4	5	6	7
I share the same work values as my colleagues	1	2	3	4	5	6	7
I share the same work goals as my colleagues	1	2	3	4	5	6	7
I share the same work attitudes as my colleagues	1	2	3	4	5	6	7
I feel positive about my work	1	2	3	4	5	6	7
I feel energetic in my work	1	2	3	4	5	6	7
I am enthusiastic in my work	1	2	3	4	5	6	7

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Note. Soane, E., Truss, C., Alfes, K., Shantz, A., Rees, C. and Gatenby, M., 2012. Development and application of a new measure of employee engagement: The ISA Engagement Scale. *Human Resource Development International*, 15(5), 529-547

Appendix C: Multifactor Leadership Questionnaire TM

For use by Shawana Davis only. Received from Mind Garden, Inc. on November 28, 2022

MLQ Multifactor Leadership QuestionnaireTM Leader Form (5x-Short)

My Name: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

This questionnaire is to describe your leadership style as you perceive it. Please answer all items on this answer sheet. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.**

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The word "others" may mean your peers, clients, direct reports, supervisors, and/or all of these individuals.

Use the following rating scale:

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

1.	I provide others with assistance in exchange for their efforts	0	1	2	3	4
2.	I re-examine critical assumptions to question whether they are appropriate.....	0	1	2	3	4
3.	I fail to interfere until problems become serious.....	0	1	2	3	4
4.	I focus attention on irregularities, mistakes, exceptions, and deviations from standards.....	0	1	2	3	4
5.	I avoid getting involved when important issues arise	0	1	2	3	4
6.	I talk about my most important values and beliefs.....	0	1	2	3	4
7.	I am absent when needed	0	1	2	3	4
8.	I seek differing perspectives when solving problems	0	1	2	3	4
9.	I talk optimistically about the future	0	1	2	3	4
10.	I instill pride in others for being associated with me	0	1	2	3	4
11.	I discuss in specific terms who is responsible for achieving performance targets	0	1	2	3	4
12.	I wait for things to go wrong before taking action	0	1	2	3	4
13.	I talk enthusiastically about what needs to be accomplished	0	1	2	3	4
14.	I specify the importance of having a strong sense of purpose.....	0	1	2	3	4
15.	I spend time teaching and coaching	0	1	2	3	4

Continued =>

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	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
	0	1	2	3	4
16. I make clear what one can expect to receive when performance goals are achieved	0	1	2	3	4
17. I show that I am a firm believer in "If it ain't broke, don't fix it."	0	1	2	3	4
18. I go beyond self-interest for the good of the group	0	1	2	3	4
19. I treat others as individuals rather than just as a member of a group	0	1	2	3	4
20. I demonstrate that problems must become chronic before I take action	0	1	2	3	4
21. I act in ways that build others' respect for me	0	1	2	3	4
22. I concentrate my full attention on dealing with mistakes, complaints, and failures.....	0	1	2	3	4
23. I consider the moral and ethical consequences of decisions	0	1	2	3	4
24. I keep track of all mistakes.....	0	1	2	3	4
25. I display a sense of power and confidence	0	1	2	3	4
26. I articulate a compelling vision of the future	0	1	2	3	4
27. I direct my attention toward failures to meet standards	0	1	2	3	4
28. I avoid making decisions.....	0	1	2	3	4
29. I consider an individual as having different needs, abilities, and aspirations from others	0	1	2	3	4
30. I get others to look at problems from many different angles	0	1	2	3	4
31. I help others to develop their strengths	0	1	2	3	4
32. I suggest new ways of looking at how to complete assignments	0	1	2	3	4
33. I delay responding to urgent questions.....	0	1	2	3	4
34. I emphasize the importance of having a collective sense of mission	0	1	2	3	4
35. I express satisfaction when others meet expectations	0	1	2	3	4
36. I express confidence that goals will be achieved	0	1	2	3	4
37. I am effective in meeting others' job-related needs	0	1	2	3	4
38. I use methods of leadership that are satisfying.....	0	1	2	3	4
39. I get others to do more than they expected to do.....	0	1	2	3	4
40. I am effective in representing others to higher authority	0	1	2	3	4
41. I work with others in a satisfactory way	0	1	2	3	4
42. I heighten others' desire to succeed	0	1	2	3	4
43. I am effective in meeting organizational requirements.....	0	1	2	3	4
44. I increase others' willingness to try harder	0	1	2	3	4
45. I lead a group that is effective.....	0	1	2	3	4

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MLQ Multifactor Leadership Questionnaire Rater Form (5x-Short)

Name of Leader: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

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

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

I am at a higher organizational level than the person I am rating.

The person I am rating is at my organizational level.

I am at a lower organizational level than the person I am rating.

I do not wish my organizational level to be known.

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

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

THE PERSON I AM RATING. . .

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

Continued =>

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MLQ Multifactor Leadership Questionnaire Rater Form (5x-Short)

Name of Leader: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

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

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

- I am at a higher organizational level than the person I am rating.
 The person I am rating is at my organizational level.
 I am at a lower organizational level than the person I am rating.
 I do not wish my organizational level to be known.

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

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

THE PERSON I AM RATING. . .

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

Continued =>

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

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MLQ Multifactor Leadership Questionnaire Scoring Key (5x) Short

My Name: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

Scoring: The MLQ scale scores are average scores for the items on the scale. The score can be derived by summing the items and dividing by the number of items that make up the scale. All of the leadership style scales have four items, Extra Effort has three items, Effectiveness has four items, and Satisfaction has two items.

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

Idealized Influence (Attributed) total/4 =	Management-by-Exception (Active) total/4 =
Idealized Influence (Behavior) total/4 =	Management-by-Exception (Passive) total/4 =
Inspirational Motivation total/4 =	Laissez-faire Leadership total/4 =
Intellectual Stimulation total/4 =	Extra Effort total/3 =
Individualized Consideration total/4 =	Effectiveness total/4 =
Contingent Reward total/4 =	Satisfaction total/2 =

1.	Contingent Reward	0	1	2	3	4
2.	Intellectual Stimulation	0	1	2	3	4
3.	Management-by-Exception (Passive)	0	1	2	3	4
4.	Management-by-Exception (Active)	0	1	2	3	4
5.	Laissez-faire	0	1	2	3	4
6.	Idealized Influence (Behavior)	0	1	2	3	4
7.	Laissez-faire	0	1	2	3	4
8.	Intellectual Stimulation	0	1	2	3	4
9.	Inspirational Motivation	0	1	2	3	4
10.	Idealized Influence (Attributed)	0	1	2	3	4
11.	Contingent Reward	0	1	2	3	4
12.	Management-by-Exception (Passive)	0	1	2	3	4
13.	Inspirational Motivation	0	1	2	3	4
14.	Idealized Influence (Behavior)	0	1	2	3	4
15.	Individualized Consideration	0	1	2	3	4

Continued =>

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	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
	0	1	2	3	4
16.					
17.					
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The MLQ – I've finished my data collection... Now what?

Step 1: Acquire the Manual for the MLQ

If you need to order the manual, you may go online and with a credit card order a PDF/electronic copy to be delivered same day. <http://www.mindgarden.com/multifactor-leadership-questionnaire/238-mlq-manual.html>

Step 2: Group the MLQ Items

Use the MLQ Scoring Key to group items by scale (See below for classification of items and scales).

Step 3: Calculation of Averages

Calculate an average by scale. (Example: the items which are included in the Idealized Influence (Attributes) are Items 10,18,21,25. Add the scores for all responses to these items and divide by the total number of responses for that item. Blank answers should not be included in the calculation). Note: you may find a spreadsheet tool such as MS Excel to be helpful in recording, organizing and calculating averages.

Step 4: Analysis

The MLQ is not designed to encourage the labeling of a leader as Transformational or Transactional. Rather, it is more appropriate to identify a leader or group of leaders as (for example) "more transformational than the norm" or "less transactional than the norm".

One option for analysis is to compare the average for each scale to the norm tables in Appendix B of the MLQ Manual. Example: by looking at Appendix B Percentiles for Individual Scores table in the back of the Manual, you will see that a score of 2.75 for Idealized Attributes [also known as Idealized Influence (Attributes)] is at the 40th percentile, meaning 40% of the normed population scored lower, and 60% scored higher than 2.75.

See next page

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Characteristic	Scale Name	Scale Abbrev	Items
Transformational	Idealized Attributes or Idealized Influence (Attributes)	IA or II(A)	10,18,21,25
Transformational	Idealized Behaviors or Idealized Influence (Behaviors)	IB or II(B)	6,14,23,34
Transformational	Inspirational Motivation	IM	9,13,26,36
Transformational	Intellectual Stimulation	IS	2,8,30,32
Transformational	Individual Consideration	IC	15,19,29,31
Transactional	Contingent Reward	CR	1,11,16,35
Transactional	Mgmt by Exception (Active)	MBEA	4,22,24,27
Passive Avoidant	Mgmt by Exception (Passive)	MBEP	3,12,17,20
Passive Avoidant	Laissez-Faire	LF	5,7,28,33

Characteristic	Scale Name	Scale Abbrev	Items
*Outcomes of Leadership	Extra Effort	EE	39,42,44
Outcomes of Leadership	Effectiveness	EFF	37,40,43,45
Outcomes of Leadership	Satisfaction	SAT	38,41

*As the term connotes, the Outcomes of Leadership are not Leadership styles, rather they are outcomes or results of leadership behavior.

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Sample Items:

As a leader ...

- I talk optimistically about the future.
- I spend time teaching and coaching.
- I avoid making decisions.

The person I am rating...

- Talks optimistically about the future.
- Spends time teaching and coaching.
- Avoids making decisions

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Sincerely,

Robert Most
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