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# Leadership Styles, Multigenerational Providers, Motivation, and Satisfaction in Mental Health Workplace Settings

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This is to certify that the doctoral dissertation by

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Walden University
2025

Abstract

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M.Ed., Prairie View A&M University, 1993

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Dissertation Submitted in Partial Fulfillment

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Doctor of Philosophy

Organizational Psychology

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## Abstract

A problem confronting organizations, including mental health organizations, is how leadership will address motivation and satisfaction in a diverse, multigenerational workforce. The purpose of this quantitative, cross-sectional correlational study was to examine the relationship between multigenerational licensed clinician providers and perceptions of their supervisors' leadership style to predict their motivation and job satisfaction in mental health workplace settings. Transformational leadership theory grounded this study. The participants comprised 93 licensed clinician providers from mental health organizations in three generational cohorts, Baby Boomer, Generation X, and Millennial, in the Middle Atlantic, Pacific, South Atlantic, West-South Central, and East-North Central regions of the United States. They completed the job satisfaction survey, the work extrinsic and intrinsic motivation scale, and the multifactor leadership questionnaire. The multiple linear regression results were statistically significant, $F(2,84) = 32.69$, $p < .001$, $R^2 = .424$, showing that generational cohort and leadership perceptions accounted for approximately 42.4% of the variance in motivation. Results also indicated $F(3,76) = 44.83$, $p < .001$, $R^2 = .625$, revealing that the variables significantly relate to job satisfaction, accounting for approximately 62.5% of its variance. Understanding these relationships may help mental health organizational leaders address systemic barriers such as educational and socioeconomic inequalities, financial constraints, and cultural challenges to improve multigenerational licensed clinician providers' motivation and job satisfaction. The implications for positive social change include the potential for mental health industry leaders to build trust and collaboration among multigenerational licensed clinician providers and supervisors to impact the industry's sustainable competitiveness.

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# Dedication

I must give honor to whom honor is due, and that is no other than my Lord and Savior, Jesus Christ. I dedicate this dissertation to the one and only who strengthened me to continue this journey when there were so many times I wanted to give up. Thank you, Lord, for divine strength! I am also honored to be the first in my family to earn a doctorate. My late maternal grandmother would always say when I was growing up, "education is priceless, and knowledge is invaluable." When I think about how long it took me to achieve this goal, I am grateful to God. I am reminded of one of my favorite bible passages, Philippians, chapter 4 verse 13, which says, "I can do all things through Christ who strengthens me." In addition, I dedicate this dissertation to my wonderful husband and our blessed children, this was a team effort. I want to say a BIG thank you to all of you for your prayers, encouragement and continuous affirmations. I am so fortunate and grateful to God to have such an incredible family! I appreciate all of you for being there until the very end, especially my beloved husband and best friend. You believed one day we would celebrate this great achievement. Thank you, thank you, thank you!

Acknowledgments

I would like to thank my current chair, a very special thank you to Dr. Rich Thompson for his invaluable guidance and support. Thank you for pushing me to the finish line. And thank you for challenging me to cross it. Because I was ready to give up. And, to Dr. Frierson, my former chair, thank you for your leadership and encouragement. I cannot thank you both enough for leading this effort and assisting me with finally landing here. It was a long, long journey; however, thank you both for being great mentors. I would also like to thank Dr. Schmidt for providing such a thorough review as a former second committee member. In addition, I would like to thank Dr. Stephen Lifrak for providing feedback as the University Reviewer.

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# Chapter 1: Introduction to Study

## Introduction

Today's workforce is made up of multigenerational employees from diverse backgrounds and various generations (Cucina et al., 2018). A multigenerational workforce refers to several generations of employees in a workplace setting with various values, behaviors, attitudes, and expectations (Cucina et al., 2018). Generational cohorts symbolize various employee groups working together in the 21st century workplace setting. Each group has specific attributes such as different educational levels, core beliefs and values, work ethics, work life balance needs, and fundamental ideals. For example, baby boomers, born between 1946 and 1964, seek a standard of living better than their parents (Pew Research Center, 2017), Generation Xer's, born between 1965 and 1981, represent the generation of the working mother, latchkey kids, and single-family homes (Lyons & Juron, 2014; Lyons et al., 2015), and Millennials, born between 1982 and 2004, are viewed as the digital generation and are competitive, self-confident, highly educated, love spending money, and are tech savvy (Lyons & Juron, 2014; Pew Research Center, 2017). Researchers postulate that for the first time in modern history, several different generations are working together within the workplace because of people living longer and postponing retirement (Roodin & Mendelson, 2013).

## Background

Licensed mental health providers, including licensed professional counselors, licensed clinical social workers, licensed marriage and family therapists, licensed psychologists and psychiatrists comprise a multigenerational cadre that mental health

organizational leaders are challenged to supervise and meet their individual as well as generational needs and expectations (Becton et al., 2014). Therefore, how mental health organizational leaders manage their expectations regarding multigenerational providers, adapt to generational differences, develop programs to recruit, train, retain, and mentor is a challenge facing the mental health industry today (Dario & Heap, 2017). Each generational cohort is recognized to have different perceptions and interpretations which influence teamwork, productivity, morale, communication, and motivation (Mencl & Lester, 2014). Consequently, organizational leaders must have both cultural understanding and awareness to facilitate and accommodate the intergenerational workplace setting (Dario & Heap, 2017).

The Bureau of Labor Statistics (U.S. Bureau of Labor Statistics, 2022) reported that substance abuse, behavioral disorder, and mental health counseling occupations are projected to grow 23% from 2016 to 2026. Consequently, today's mental health industry employer is confronted with some related challenges, including workforce growth and retention as demands for mental health services increase (Lyons & Juron, 2014). As the mental health industry continues to grow, it is also presented with the challenges of obtaining and maintaining high standards of customer care (Roodin & Mendelson, 2013).

## Problem Statement

The problem confronting mental health organizations today is how leadership will address the demand for growing mental health services, as well as the needs of a diverse multigenerational workforce for the first time in modern history (Lapoint & Liprie-Spence, 2017). The combination of these two dynamics propels management to consider

how their leadership styles will impact motivation and job satisfaction in a multigenerational workplace providing mental health care (Lapoint & Liprie-Spence, 2017). Understanding leadership styles in context to the multigenerational employee forces employers to consider how motivation and job satisfaction varies in the multigenerational work environment, impact employee retention, job performance, and customer satisfaction (Roodin & Mendelson, 2013). Moreover, focusing on how to retain talented employees of any generation is essential to leadership's understanding and ability to create a motivated, satisfied, and stable workforce (Roodin & Mendelson, 2013). An organization comprised of skilled and committed employees achieves higher productivity and increases employee retention (Dario & Heap, 2017). Furthermore, turnover of high performing employees is costly to organizations and increases expenditures (Dario & Heap, 2017).

Research exists related to motivation and job satisfaction within various professions; however, few researchers have examined them from a purely multigenerational lens or involving various professions of mental health providers (Roodin & Mendelson, 2013). Lapoint and Liprie-Spence (2017) stated that motivation provides satisfaction arising from intrinsic conditions of the job itself. Therefore, leaders must invest time to discover and understand what inspires employees. Furthermore, employees are motivated extrinsically and are inspired to perform a specific behavior for rewards (Lapoint & Liprie-Spence, 2017). Researchers define job satisfaction as the level of contentment that employees feel about their job overall, as well as certain attributes of the job. The description is a fluid definition because the interpretation of job satisfaction

is personal and subjective. Leadership should not be indifferent to the impact job satisfaction has on the overall culture of the organization (Dario & Heap, 2017). Organizational leadership should consider increasing awareness of the strengths and assets of each generational cohort to maximize those assets, thereby increasing the probability of retention and recruitment. This research examined how generational cohorts and supervisor leadership styles related to motivation and job satisfaction for mental health providers in mental health workplace settings.

## Purpose of the Study

The purpose of this quantitative, cross-sectional correlational study was to examine the relationship between multigenerational licensed clinician providers and perceptions of their supervisors' leadership style to predict their motivation and job satisfaction in mental health workplace settings. Specifically, I examined how licensed mental health clinicians in three generational cohorts, Baby Boomers, Generation X, and Millennials, interpreted and perceived their work environments by examining variables that influenced motivation and job satisfaction, most notably, leadership styles. The goal was to influence and guide recruiting, training and mentoring efforts that may better inform industry leaders how to invite and retain top quality licensed mental health providers from every generational cohort which may help organizations reduce the cost of employee turnover, increase productivity, positively impact organizational morale and enhance quality consumer care more effectively.

## Research Questions and Hypotheses

Research Question 1 (RQ1): To what extent does provider's generational cohort

and their perception of a supervisor's leadership style predict their motivation and job satisfaction in mental health workplace settings?

Null Hypothesis 1a ($H_0$1a): Provider generational cohort and their perception of a supervisor's leadership style does not predict their motivation in mental health workplace settings.

Alternative Hypothesis 1b ($H_a$1a): Provider generational cohort and their perception of a supervisor's leadership style predicts their motivation in mental health workplace settings.

Null Hypothesis 1b ($H_0$1b): Ho1b-Provider generational cohort and their perception of a supervisor's leadership style does not predict their job satisfaction in mental health workplace settings.

Alternative Hypothesis 1b ($H_a$1b): Provider generational cohort and their perception of a supervisor's leadership style predicts their job satisfaction in mental health workplace settings.

Research Question 2 (RQ2): To what extent does provider motivation moderate the relationship between a supervisor's perceived leadership style and their job satisfaction in mental health workplace settings?

Null Hypothesis 2 ($H_0$2): Provider motivation does not moderate the relationship between a supervisor's perceived leadership and their job satisfaction in mental health workplace settings.

Alternative Hypothesis 2 ($H_a$2): Provider motivation moderates the relationship between a supervisor's perceived leadership style and their job satisfaction in mental

health workplace settings.

Research Question 3 (RQ3): To what extent does provider motivation predict their job satisfaction in mental health workplace settings?

Null Hypothesis 3 ($H_0$3): Provider motivation does not predict their job satisfaction in mental health workplace settings.

Alternative Hypothesis 3 ($H_a$3): Provider motivation predicts their job satisfaction in mental health workplace settings.

## Theoretical Framework for the Study

The theoretical base for this study was transformational leadership theory. Transformational leadership theory began with Downton in 1973 and was expanded upon in 1978 (Downton, 1973; Zhu et al., 2011). Transformational leaders are defined as idealistic, dedicated, and authentic. This form of leadership is based on the personal values of the leader (Steinwart & Ziegler, 2014). Bass in 1990 extended the research and formulated the idea that employees are more likely to follow strong and inspiring leadership when it is effective. The transformational leader also promotes an organizational culture where employees are encouraged to be forward thinking (Moriano et al., 2014). This leadership approach fosters growth, increased commitment, and motivation. Increased commitment, in turn, results in enhanced productivity (Hooper & Potter, 2011). Transformational leadership encourages their trained employees to embrace autonomy (Zhu et al., 2011). The implied assumption is that influential leadership promotes organizational stability through encouraging self-differentiated employees. Ineffective leadership creates low morale, reduced productivity, a lack of

motivation and a lack of job satisfaction (Zhu et al., 2011). A transactional leadership style rewards employees for their work performance and satisfies their individual needs (Zhu et al., 2011). Transactional leadership includes an exchange of financial rewards for higher productivity. Transactional leaders use external motivation, including organizational rewards such as higher pay, promotions, and travel to make employees work harder (Bass, 2000).

Transformational and transactional leadership are the most used types of leadership in modern organizations (Flynn, 2008). Flynn (2008) indicated the two leadership styles were developed in response to previously developed leadership theories, specifically trait, behavior, and situation. James McGregor Burns advanced the concepts of transactional and transformational leadership during the 1970s. The development of Burns' work led to a desire for increased understanding of leadership and thus he assisted with broadening the methods to identify recognized leadership. According to Burns' ideas, all leadership methods may be described as transactional or transformational (Barbinta et al., 2017).

Bernard Bass is the founder of transformational leadership theory. As a researcher, editor, and a professor of management at several universities, Bass has studied the qualities of leadership (Barbinta et al., 2017). Bass' transformational leadership theory is rooted in the work of James McGregor Burns. Burns and Bass shared the sentiment that transactional and transformational leadership are decidedly different types of leadership rather than opposite forms of leadership style. Transformational leadership theory was developed by Bass to contend with problems regarding the

traditional leadership style. Flynn (2008) stated that traditional leadership theories could not identify the motivation employees experience when working in an organization.

Basic human behavioral responses, as described by behavioral psychologists Pavlov and Skinner (Bass, 2000), drive transactional leadership theory, which focuses on rewards and punishments as reinforcements. Transactional leadership theory suggests that leaders motivate workers through job related assignments and reward those who perform their tasks satisfactorily (Bono & Judge, 2004). When assignments are not completed as desired, transactional leaders might utilize punishment as a motivator to achieve the goal of completing an assignment successfully (Atwater et al., 1997). Transactional leadership leans on extrinsic motivational factors (Bass, 2000). Transactional leadership conveys the importance of unity and working together, which translates into a leader that is endowed with personality, a catalyst for encouragement and positivity, one who provokes optimism and confidence and one who inspires employee involvement and stimulates optimal employee performance (Avolio et al., 2004). Transactional leadership also expresses the idea that employees are more likely to be managed or supervised by and committed to their work if they perceive their leaders as engaging and persuasive individuals who model a team approach style within the organization (Avolio et al., 2004).

Employees' loyalty to an organization contributes to the employee's belief that the organization can enhance their overall personal and professional well-being (Chiang & Hsieh, 2012). Chiang and Hsieh (2012) espoused that the welfare of employees reduces absenteeism and increases loyalty and dedication. According to Lues (2021),

Forsyth and Maranga (2018) state that leaders today need to display compassion, dignity, love, and caring. Lues (2021) further states that Booysen (2016) recommends human-oriented leadership, where the emphasis is on leaders being supportive, considerate, emphatically oriented, compassionate, and generous towards others. The capability of human-oriented leadership may also include deep thinking, humility, integrity, active listening, and caring (Johnson & Veldsman, 2016). To be a human-oriented leader, leaders need to be self-aware (that is, knowing oneself well enough to know what one's strong points are as well as development points; Forsyth & Maranga, 2018). An additional challenge is also to change oneself and become better aligned with what is necessary for future leaders in the global economy to survive and thrive in the future (Forsyth & Maranga, 2018; Lues, 2021).

Lues (2021) continues by stating that transformational leaders need to raise the level of motivation and morality of society. Lemoine et al. (2019) found that ethical, authentic, and servant leadership are distinct in their emphasis on compliance with normative standards, self-awareness, and stakeholders, respectively. Ethical leadership, taking into consideration moral consistency, therefore focuses on compliance with normative standards to hold the public accountable (Lemoine et al., 2019). Authentic leadership, fostering self-development through self-awareness, and servant leadership both create valued out-comes for multiple stakeholders (Lemoine et al., 2019). In addition, Lues (2021) notes how Lemoine et al. (2019) espouses that moral leadership styles logically coincide with leaders who make moral decisions, but they caution that the concept of what is moral can be subjective. Nevertheless, moral leadership behaviors

matter and have a positive impact (Lemoine et al., 2019).

## Nature of the Study

In this quantitative correlational study, I examined the relationship between the independent variables of generational cohort's opinion of leadership styles and the dependent variables of motivation and job satisfaction in mental health workplace settings. This research study investigated how generational cohorts and opinions of their supervisor's leadership style predicted their motivation and job satisfaction in mental health workplace settings. The sample consisted of Baby Boomers, Generation Xer's, and Millennials. Participants were selected from three generational cohort groups working in mental health work settings by answering qualifying demographic questions to determine their eligibility to participate in the study, which was completed via survey monkey. Quantitative analysis determined relationships among generational cohorts and intrinsic and extrinsic use motivation.

A quantitative research approach examined the outcome variables of motivation and job satisfaction in relation to the generational cohort's opinions of their supervisor's leadership style. Research using a qualitative descriptive design produces a representation of people, events, and situations. Therefore, a qualitative descriptive design was not sufficient for this study (Franklin, 2012). The researcher used a correlational research design to examine relationship among two or more variables (Creswell, 2014).

## Definitions

Understanding leadership styles in context to the multigenerational employee forces employers to consider how motivation and job satisfaction varies in the

multigenerational workplace environment and impact employee retention, job performance, and customer satisfaction (Roodin & Mendelson, 2013).

The terms used in this research study are operationally defined as follows:

Baby Boomers are individuals born between 1946 and 1964, seek a better standard of living than their parents (Pew Research Center, 2017).

Generations Xer's are individuals born between 1965-1981 represents the generation of the working mother, latchkey kids, and single-family homes (Lyons & Juron, 2014).

Millennials are individuals born between 1982 and 2004 are viewed as the digital generation and are competitive, self-confident, highly educated, love spending money and are tech savvy (Lyons & Juron, 2014; Pew Research Center, 2017).

Leadership is the ability to challenge or stimulate the arousal of others to achieve an objective (Humphrey, 2012).

Multigenerational Workforce refers to several generations of employees in a workplace setting with various values, behaviors, attitudes, and expectations (Cucina et al., 2018).

A Transformational Leader is a leader who positively affects, instills, acts with integrity, and encourages others to higher levels of commitment (Ororato, 2013).

## Assumptions

Assumptions are conditions accepted as true, despite absent or limited evidence of this truth (Pyrezak & Bruce, 2017). Three assumptions regarding this research were identified. My first assumption was that the participants had the knowledge and skills

necessary to complete this research. Including all participants were proficient in the English language and understood all the survey questions. My second assumption was that the participants were willing and able to share their perceptions regarding the multigenerational workforce. My third assumption was that the participants answered questions truthfully. There were no rewards or incentives offered to participants. I assumed that participants that participated in the study had a genuine interest in the research and did not have any motives for participating in the research study.

## Scope and Delimitations

Limitations are weaknesses that potentially limit the validity of the research (Pyrezak & Bruce, 2017). I identified three limitations regarding this research. These included research bias, participant bias, and participant recall. Researcher bias is a conscious and subconscious attempt by the researcher to introduce bias during the gathering of the research (Helmich et al., 2015). Participant bias occurs when participants attempt to construct an account that hides some data or presents the participant in a positive role or situation (Helmich et al., 2015). Participants may also not recall or accurately articulate events as they occurred (Helmich et al., 2015).

Delimitations are boundaries which research is deliberately confined (Pyrezak & Bruce, 2017). The delimitation for this research is location and population. Participants participated from various regions in the United States, thereby narrowing the scope of the research, as there were not participants from all 50 states that participated in the research study. Additionally, the participants were limited to licensed multigenerational mental health clinicians only, who were LPCs, LCSWs, LMFTs, LPs and Psych's. Finally,

Likert-type questions were used to collect data for this research study. These types of questions do not allow the participant to elaborate in an open-ended format where there is more opportunity to add additional context to responses.

## Significance

The mental health industry can be a rewarding yet stressful industry that requires psychological stamina (Hillman, 2014). Therefore, gaining a better understanding of the myriad of responsibilities regarding how leadership styles influence multigenerational licensed mental health providers and impact their perceptions, attitudes, expectations, and interpretations regarding motivation and job satisfaction becomes paramount as lack of motivation and job satisfaction usually contributes to dissatisfaction, decreased productivity, and higher unemployment, as well miscommunication and work-value conflict (Hillman, 2014). This study may provide valuable insight into why multigenerational providers are motivated and have job satisfaction or not in their profession. In addition, insight into generational differences and how industry leaders can implement and utilize factors to improve communication, build mentoring/coaching relationships, promote consistent positive client outcomes, and positively impact employee retention may be invaluable to industry competitiveness and longevity as a catalyst to positive social change (Mencl & Lester, 2014).

## Summary

This chapter introduces the research focus and the concept of generational cohorts. Background information for this research was provided. The problem statement and purpose of the study was introduced. The research questions and hypotheses were

outlined. The theoretical base was introduced, and assumptions and limitations were identified and addressed. Finally, the significance of the study was presented. Chapter 2 will provide an extensive literature review and the theoretical foundation on this research topic.

# Chapter 2: Literature Review

## Introduction

Today's workforce is made up of multigenerational employees from diverse backgrounds and various generations (Cucina et al., 2018). The multigenerational workforce refers to several generations of employees in a workplace setting with various values, behaviors, attitudes, and expectations (Cucina et al., 2018). Generational cohorts symbolize various employee groups working together in the 21st century workplace setting. Researchers postulate that for the first time in modern history, several different generations are working together within the workplace as people are living longer and retiring later in life (Roodin & Mendelson, 2013).

Licensed mental health providers today include a multigenerational cadre of care providers, and as a result it challenges leaders to meet individual generational needs and expectations (Becton et al., 2014). Therefore, how organizational leaders manage their expectations regarding multigenerational providers, adapt to generational differences, and develop programs to recruit, train, retain and mentor licensed multigenerational mental health providers is the challenge facing the mental health industry (Dario & Heap, 2017). In addition, organizational leadership must have cultural understanding and awareness to facilitate and accommodate the intergenerational workplace setting (Dario & Heap, 2017). Each generational cohort offers different perceptions and interpretations which influence teamwork, productivity, morale, communication, and motivation (Mencl & Lester, 2014).

According to Martin and Otterman (2015), the generational differences among the three cohorts could be characterized in a positive light as Baby Boomers value loyalty, Gen Xers value work-life balance, and Millennials value innovation and change. Conversely, the distinctions may be characterized in a negative light, suggesting Boomers are narcissistic, Gen Xers are slackers, and Millennials exhibit greater narcissism than the Boomers. These broad generalizations were debunked by Deal et al. (2010), largely as a result of miscommunication and misunderstanding fueled by insecurities and desires for clout occurring between the groups. Macky et al. (2008) stated that the differences they see in generational work attitudes and outcomes are more likely due to differences in their length of experience and career stage, rather than the specific generational effects.

In terms of cohort similarities, Martin and Otterman (2015) continued by stating that work-life balance, which signifies the importance of family, is common and highly rated across all generational groups. Additional important values across the cohorts are the following: gaining satisfaction for achieving work tasks; having ethics and a strong sense of morality; wanting respect; trusting their companies, their managers and their coworkers; having interesting work; wanting to learn and continue to develop; being highly resistant to change; and having affirming, credible, and farsighted leaders who provide feedback.

Yee and Muthu (2011) ranked the top five workplace preferences across the three work-related aspects they researched for Baby Boomers, Gen Xers, and Millennials. Regarding basic employment policies, all three generations ranked salary as most important. Other similar preferences included employee benefits, work environments, job

security, working hours, and location. For the career development aspect of the workplace, the five most consistent and similar preferences for all three generations were achievement at work, promotion and growth, career path planning, training and development, and challenging work. Under the management approach and culture aspect, preferences for broad-minded superiors, managerial support, teamwork oriented, acknowledgement of work, and equal opportunities received strong preferences according to Martin and Otterman (2015).

Martin and Otterman (2015) also share that Gordon (2009) predicted that talent shortages will increase over the next decade, often limiting the ability of organizations to expand and thereby jeopardizing their survival as global competitions intensifies. These long-term predictions are the result of more baby boomers retiring, increasing technical specialization of key talent jobs, and global competition of this level of key talent.

According to Martin and Otterman (2015), the previously mentioned workplace values and expectations related to multiple generations have been generated in the context of major shifts in the economic security of employees. Over the past 25 years, the economic security environment can be characterized as less stable with employees not developing a strong sense of loyalty to an organization (Rappaport, 2014.) Employers must balance diverse needs, communication styles, and technological capabilities as they build employee reward practices. Among the difficulties in building reward systems across generational groups is employee's personal expectations develop early and proceed to change over time with an organization (Martin & Otterman, 2015).

In considering issues related to different generational groups, Martin and

Otterman (2015) further stated that it is important to consider the context of significant shifts in the workplace security environment over the last few decades. Some of the key issues in this workplace security environment, according to Martin and Otterman (2015), include several factors that will be discussed below.

The first factor is job insecurity. For generations, employees with full-time jobs had a strong sense of job security (Kang et al., 2012). If they did their jobs well, employees could achieve career employment. Layoffs of managerial and professional employees were rare whereas today they are commonplace. Today, it is commonplace for business units to be sold or shut down, and for individual jobs to be eliminated. In the present climate, there is high value placed on being mobile and recognizing the value of career mobility. It is not prudent for employers to expect long-term employment stability and employers must constantly develop reward practices to weather these changes.

The second factor is acquisitions/mergers. Today, many larger companies are being built by a series of acquisitions and mergers. Often, when a company acquires another entity with multiple business units, it is common for the acquiring company to spin off business units that do not conform to the mission of the company (Madden, 2011). Long-term employees who have been in a company with successive owners end up with benefits that have changed over their careers and the evolution of the organization.

The next factor is loyalty to the company. Many employees today do not believe their jobs have long-term viability, and subsequently, develop little organizational loyalty. Particularly, in the private sector, there is not a strong bond of reciprocal loyalty

between the employer and employees. This lack of loyalty has been exacerbated by growing income inequality between those at the top and those at the bottom of the organization (Rappaport, 2014; Welsh et al., 2012). This income inequality has served to reduce the loyalty of many employees to their employer.

The fourth factor is raising health care costs. There has been a tremendous increase in health care costs in the United States far exceeding general inflation increases. It has been clear that over the last decade health care costs have reduced spending on other benefits. These increases have had a negative impact on overall benefit packages and on individual earnings and company profits. Moreover, these health care benefits have been an important factor in job selection and in the ability to make career changes (Cunningham, 2010).

The fifth factor is the shift to defined contribution plans. There also has been a major transition from defined benefit pension plans to define contribution as the primary retirement vehicle. Historically, a defined benefit pension plan had been designed to provide a fixed percentage of pre-retirement income for the retiree. Companies struggled to adequately fund these plans to ensure that retirees received entitled benefits for the remainder of their lives (Cocco & Lopes, 2011; Costo, 2006). In contrast, a defined contribution plan places the risk of the plan on the employee as the sole obligation of the employer is to make a fixed dollar contribution to the employee's pension account. This transition to defined contribution plans means a shift to less retirement security for retirees and to less ability to maintain a preretirement standard of living for career employees (Schieber, 2012).

The sixth factor is financial and non-financial assets. Many middle-income American families nearing retirement age do not have the adequate assets for doing so. Middle-income households between the ages of 55 and 64 had median financial assets of $100,00 in 2010 (MetLife, 2012). Nonfinancial assets comprise the greater portion of assets for such families, with housing as the primary source of nonfinancial assets.

The final factor is student loan growth. Student loans are an increasing burden on college-educated individuals as they begin their careers. According to a study by the Pew Research Center (2017), 40% of households headed by a person under the age of 35 are in educational debt often exceeding $50,000. Not only have college costs increased during the last decade, but the situation is worsened by college graduates who often find it difficult to secure professional work according to Martin and Otterman (2015).

## Literature Search Strategy

I conducted a primary search of essential literature using Academic Search Complete, Business Source Complete, PSYCARTICLES, PsychBOOKS, PsycINFO, PsycTESTS, SocINDEX, Mental Measurements Yearbook, SAGE Full-text Collection, and ProQuest databases. Google Scholar searches were used as an auxiliary to assist with finding definitive articles on closely aligned and relatable topics. This researcher suggests that topics related to generational cohorts, licensed mental health clinicians, gender differences, job satisfaction, motivation, and leadership styles, along with other pertinent key words within these resources, would yield the intended results from the plethora of articles and data related to the topic of generational cohorts, licensed mental health providers, job satisfaction and motivation in the workplace. Within the articles reviewed

this researcher cited references that were meaningful and effective in enhancing the research process by identifying articles that have been used widely by other researchers as central to research. Several articles compiled have been published within the last 5 years; nonetheless, some articles are older than 5 years and some are older than 10 years. However, these articles were included due to their significance to this study.

## Theoretical Foundations

### Leadership Styles

The framework for this study was based on transformational leadership theory. Explicit to leadership theory are the following: transactional, transformational, laissez-faire, situational, and servant leadership theories. Leadership has been tied to many theoretical ideologies (McClesky, 2014), with transformational, transactional, laissez-faire, and servant leadership theories being well researched topics (Avolio et al., 2004; Bass, 2000). For this study, this researcher will only use transformational leadership theory. Transformational leadership theory has function in leader-member exchange (LMX) theory as well as social exchange theory, whereby employees are influenced by the inferred exchange occurring between leaders and employees (Wayne, 2013). Wayne (2013) purported that the alliance between leaders and employees is established on the nature of exchange transpiring. Impactful and affirming rapport with leaders results in surpassing execution and assurance. Transactional leadership theory espouses leaders to energize employees with work related assignments and reinforces with rewards for those who successfully complete their tasks accurately (Bono & Judge, 2004). When employee related job roles are not completed to the satisfaction of supervisors, transactional leaders

may reinforce through punishment as encouragement to complete assignments properly (Atwater et al., 1997). Transactional leadership leans significantly on extrinsic motivational factors (Bass, 2000).

**Transformational Leadership**

Transformational and transactional leadership are the most used types of leadership in modern organizations (Flynn, 2008). Flynn (2008) indicated the two leadership styles were developed in response to previously developed leadership theories, specifically trait, behavior, and situation. James McGregor Burns developed the concepts of transactional and transformational leadership during the 1970s. The development of Burns' work led to a desire for increased understanding of leadership and assisted with developing methods to identify recognized leadership. According to Burns' ideas, all leadership methods may be described as transactional or transformational (Barbinta et al., 2017). Bernard Bass is the founder of transformational leadership theory. As a researcher, editor, and a professor of management at several universities, Bass studied the qualities of leadership (Barbinta et al., 2017). Bass' transformational leadership theory was based on the work of James McGregor Burns. Bass (1990) shared the sentiment that transactional and transformational leadership are decidedly different types of leadership rather than opposite forms of leadership style. Transformational leadership theory was developed by Bass to combat problems with the traditional leadership style. Flynn (2008) stated that traditional leadership theories could not identify the motivation employees experience when working in an organization.

According to Layaman et al. (2021), leaders play an essential role in knowledge

sharing through transformational leadership (TL) behavior. For instance, transformational leaders improve the shared vision and provide the necessary structures or systems, motivation, and knowledge sharing willingness (Akpotu & Tamunosiki-Amadi, 2013). Furthermore, leaders create a customized model of employees' willingness to share their knowledge and continue to learn and search for new ideas (Wong, 2005). Leaders create a climate that enables and facilitates knowledge sharing (Salo, 2011). According to Layaman et al. (2021), TL creates and delivers new information to employees during knowledgeable sharing (Lee et al., 2010). As a result, they enable better collaboration and support among fellow employees (Mabey et al., 2012). Moreover, TL increases knowledge transfer and utilization, enhances the establishment responsibilities and rewards system, improves employee skills, encourage adaptation to strategic objectives, and supports quality communication among employees (Baytok et al., 2014). Therefore, TL is a vital facilitator and determinant of knowledge sharing practices (Chen & Barnes, 2006). A transformation leader is a proactive leadership because they encourage knowledge sharing and articulate a shared vision. Additionally, they provide a suitable model, encourage adaptation to the group's goal, inspire employees, support innovative ideas, build systems, and culture, and participate in knowledge sharing. Indeed, a few authors (Khan & Khan, 2019; Yadav et al., 2019) have noted that TL influenced knowledge collecting and donating behavior. (Layaman et al., 2021).

**Employee Motivation**

Motivation consists of attitude, perseverance, and determination (Latham, 2012). Motivation is the practice of energizing individuals to work toward their goals, whether

personal or professional. Work motivation theories regarding behaviorism in organizational settings became prevalent in the United States during the early mid-20th Century (Latham, 2012). Work motivation theories in organizational settings emphasize quota and performance, rather than organizational allegiance or employee flexibility (Kanfer et al., 2008). Health care managers must understand and assess the misconceptions about motivation to become effective managers (Buchbinder & Shanks, 2012). According to Taylor (2015), most organizations realize the importance of communicating with employees their values, goals, and expectations. Nonetheless, from a motivational perspective, do the employees share these same values and goals? Individuals instinctively strive for purposefulness and meaningfulness in life. Because of this, work design characteristics that allow for autonomy and task variety provide greater relevance when employees can associate personal goals with work goals. Furthermore, the dimension of motivation and type of goal are intertwined. Taylor (2015) further espouses that performance improvement professionals in organizations seek to identify and eliminate demotivating factors or barriers that lead to frustration and discouragement and to enhance motivating factors that lead to satisfying and improved job performance.

Taylor (2015) stated that teaming and collaboration have also become more important in the workplace and vitally important in innovation. Taylor (2015) reported that a paper (Gardner, 2012) assessed the significance of group interactions and external or environmental factors. Gardner (2012) stated that when faced with performance pressure, these very motivated teams did not perform as well. Performance pressure consisted of three interrelated factors: shared outcome accountability, heightened

surveillance, and evaluation of work. As a result, team dynamics and outcomes pivoted. When teams did not use expertise-use processes, but rather, they gravitated toward common knowledge, they also transitioned from a focus on learning to one on project completion. According to Taylor (2015), social dynamics transferred from respect for competence and expertise to increased conformity to status hierarchy. Team members were less likely to listen to and apply input from the domain-specific expert. Rather than customized deliverables, the teams offered safe solutions that the clients viewed as cookie cutter.

Alexander and Van Knippenberg (2014) support goal orientation as a framework for effective team leadership, analyzing motivational drivers and the ability of teams to adapt goal preferences. They point out that there is a broader range of motivations captured by goal orientations, such as to learn, to demonstrate competence, and to avoid failure. Innovation is a goal-directed process that requires knowledge and skill mastery throughout the process, particularly for radical innovation because of uncertainty and risk of failure and a need for an all-hands-on deck response. Elias et al. (2012) also found a difference in the type of motivation and attitude toward technology with age moderating the relationship between attitude towards technology and outcome variables. Employees with a positive attitude toward technology were also those who had the highest levels of intrinsic motivation and overall job satisfaction. In contrast, the older employees with a low attitude toward technology were also significantly more likely to report the lowest levels of Intrinsic motivation, extrinsic motivation, and overall job satisfaction.

According to Tudor and Petre (2021), many studies have shown highly motivated

employees show greater life and work satisfaction. Motivation increases the creativity and initiative of the employees and provides a sense of empowerment. In contrast, a decreased level of motivation can affect the employee negatively, so it is important for the companies to pay attention and recognize demotivation from early stages. Some signs that an employee has become demotivated can include mood change towards colleagues or negative/inappropriate comments, a lack of input in the general activity, a lack of punctuality, the desire to do the bare minimum, and increased absence. Also, whenever there is a shortage in the institution, that can be a symptom of demotivation and/or poor management. Shortages can result from job stress, heavy workload and burnout, lack of career progress, and even issues that are outside of work such as bereavement, family illness, or financial worries. Tudor and Petre (2021) further state that another challenge can appear when companies are facing motivated employees which can be classified as employees that have low productivity, a lack of focus and commitment, and increased absenteeism. In this case, the organization must devote more time and resources, knowledge, and skills to analyze the reason behind the employees' feelings and turn, by using appropriate incentives, that behavior into a motivated one. Employee motivation can also increase the environmental harmony, and as a result, the overall performance of the company. Also, motivated workers are more loyal, remain longer in the company, and on a short-term basis, can give birth to an improvement in business. Based on the reviewed literature we can admit that it is important for each public institution to have their own set of motivators and individual incentives that make employees work better and have higher performance. No matter if public institutions use monetary or non-

monetary incentives, the goal should be to stimulate the motivation of the employee.

Moreover, it is very important to know what the needs of each employee are and use the proper incentives, according to Tudor and Petre (2021). Incentives should be customized for each employee to meet the requirements and individual necessities, make them feel valued, considered meaningful, and cared for. This research is useful to understand better why employee motivation is essential for success, growth, and development of companies even if, sometimes, it is a challenge. Also, incentives can be helpful because they provide a better understanding of why simple things like creating a supportive work environment and developing a strong recognition system, encouraging employees' participation in decision-making have a huge impact on employee motivation and therefore on overall company's performance (Tudor & Petre, 2021).

**Intrinsically Motivated**

Workers are motivated intrinsically or extrinsically and are stimulated to complete a specific behavior or assignment for rewards. Different types of motivation have different influences on individuals. With intrinsic motivation, individuals are driven by internal rewards. Motivation plays a crucial role in human behavior and achievement, which inspires organizational performance (Buble et al., 2014). Every employee has a different reason for desiring to do well in their role.

Intrinsic motivators are elements that inspire workers, leading to a desire to attain high performance marks (Thibodeaux et al., 2015). Intrinsic motivators include achievement, recognition, the position itself, role responsibility, and promotion. Employees will have different responses to each element depending on their personal

situations and individualized attributes. Organizational leaders utilize intrinsic motivators for achieving goals, providing ongoing motivation, and stimulating performance (Snelgar et al., 2017). When managers effectively inspire employee motivation, that department and the entire organization benefit. Clarifying what motivates employees empowers managers to create individual and customizable motivation plans to assist with influencing employee performance and overall organizational success.

Intrinsic motivation is internal; therefore, managers must invest time to learn which elements influence employees the most. Herzberg et al. (1967) assert that intrinsic motivators promote positive influence and attitude, as well an admirable work ethic even during challenging times at work. When employees are fulfilled with their work, they are more likely to persevere in overcoming challenges and barriers on the job and are typically more committed to the organization. Encouraging employee intrinsic motivation may decrease intent to leave, which is vital in organizations regardless of the sector, or generational differences of employees, or industry (Kim, 2015). Hofmans et al. (2013) examined the relationship between employees' satisfaction and performance rewards, the industry, job satisfaction, and intent to leave. The authors used a population inclusive of individuals from several industries, including healthcare, marketing, and education and found that intrinsic and extrinsic motivators significantly influence satisfaction on the job (Hofmans et al., 2013). Organizational leaders can also influence employees' intrinsic motivation by appealing to their professional desire for recognition and professional promotion.

**Extrinsically Motivated**

While intrinsic motivation comes from within, employers can garner extrinsic motivation utilizing bonuses, pay increases, and other incentives to encourage staff (Joshi & Bisht, 2016). Management has a responsibility to learn what motivates employees and to use this knowledge to positively influence staff morale. Mafini and Dlodlo (2014) examined the relationship between extrinsic motivation, job satisfaction, and life satisfaction amongst employees in a public organization in South Africa and found that salary, supervision, life satisfaction, and teamwork positively influenced job satisfaction (Mafini & Dlodlo, 2014). Sources of motivation vary by several distinct differences among employees, including generational differences, culturally, and even regarding gender differences.

Extrinsic motivation is focused on results. Examples include bonuses, promotions, recognition, and other employee related incentives. While money is an impactful extrinsic motivation, Locke and Schattke (2019) purport that it is not the money that is the motivational factor, but the monetary status that is the motivation. Research suggests that when motivation is purely extrinsic, employees completing a task or project as an avenue to acquire only something of monetary value become misguided and their efforts may be negated and their work performance self-sabotaged and is short-term because of pursuing instant gratification (Locke & Schattke, 2019).

According to Sitthiwarongchai et al. (2020), retaining and attracting the right employees nowadays is turning into a challenge for managers. Multinational and globalization factors are also contributing to raising awareness and making the human

capital demand more from the management (Rungsrisawat & Jermsittiparsert, 2019). In the meantime, giving motivation to the employees is catalyzing for the performance of employees and hence organizational success. The challenges faced by the organization currently cannot be compared with the past challenges. According to Fiaz et al. (2017), the type and size of the organization do not matter, and instead it should behave creatively, embracing novel directions, solving problems, seeking an opportunity. All types of non-profit and profitable organizations need this kind of creativity and innovation. Nowadays there is an emergence of general requirements for their employees, management, and organizations as a whole including attributes like creative problem-solving, flexibility and initiative (Keegan & Hartog, 2004). Another challenge faced by today's firms is retention of human resources in fierce competition states (Sitthiwarongchai et al., 2020). Sitthiwarongchai et al. (2020) further states that numerous organizations struggle to provide attractive incentives, salaries, and benefits.

Managers and leaders play a crucial role in the creation of a culture and atmosphere of productivity and enthusiasm among the personnel continues (Sitthiwarongchai et al., 2020). The bigger firms spend millions of dollars every year on the mission statement, tools for measuring motivation, solving the problems of the motivation of the workforce, incentives of strengthening motivation, boosting motivation, training, and courses of motivation with no genuine outcomes. The main reason behind this failure is the lack of understanding by managers regarding employees' motivation shares (Sitthiwarongchai et al., 2020). As discussed by Alghazo and Al-Anazi (2016), although motivation seems a simple concept, however, it is a more multifaceted and

complex construct, which has been approached by many researchers differently espouses (Sitthiwarongchai et al., 2020).

The current motivation of employees is being trusted as one of the few crucial factors that helps regarding reaching the prosperity and success of any business in such a fierce and dynamic business environment (Saengchai et al., 2019). As discussed by the study of Manzoor (2012), the motivation of employees is a collection of energetic forces, which include some external factors as well as factors in internal environment. External factors here include characteristics of the job, differences of individuals and practices of organization. According to Sitthiwarongchai et al. (2020), the motivation of employees needs to be a blend of employees' expectations and needs from their workplace, and the actual factors provided at the workplace to those employees for motivating them (Baloch, 2009).

It is a huge challenge for all organizations to satisfy all the needs and expectations of employees to motivate them, and more particularly to remove the factors that may motivate them as all individuals have different needs. Resultantly, each manager or leader needs to evaluate and comprehend personnel's expectations and requirements and develop an appropriate workplace environment for them to get motivated continues (Sitthiwarongchai et al., 2020). Nevertheless, amongst all leadership functions performed by a leader, the most complex task is motivating their personnel to move the firm to a better future (Osabiya, 2015). The reason behind this complexity is that there is a constant change in the factors that motivate employees.

According to the research done by Abadi et al. (2011), the key factors of

employee motivation include rewards, feedback, employee's personal and professional development, equity and fairness, non-discriminated supervision, responsibilities, workplace environment, and considering employees' needs when rewarding them shares (Sitthiwarongchai et al., 2020). The researcher believes that appreciation through verbal praise and positive feedback on performance may improve the motivation of employees remarkably. Additionally, leaders should invite the employees to share all of their experiences and contribution of their co-workers in the accomplishment of their individual goals (Graves et al., 2013). The same should be done while deciding because it creates a respectful, trustworthy, and productive work environment that offers the employees a friendly and inclusive environment. To influence the group or individual behaviors, rewards can be used as a management tool for contributing the effectiveness of the firms positively (Webb, 2007).

The common rewards used by the firms include bonuses, promotions and pay for performance that helps in motivating and encouraging their employees highly. However, according to Gong et al. (2009), it is arguable that these monetary or extrinsic rewards do not fully motivate a person, as motivation is not dependent upon these factors. There are many studies which attempted to explore the relationship between the motivation of employees and firms' leadership style. According to the study of Naile and Selesho (2014), studying a link between these two factors is important for the firms. In the previous decades, the leaders only had a mission of focusing on organizational performance, productivity and sales neglecting human factors, which made their relationship vague states (Sitthiwarongchai et al., 2020). Thus, they undermined the

significance of the development of an effective and positive relationship with stakeholders, specifically their employees who put their imagination about the firm's performance into reality (Chipunza et al., 2011).

There is a strong need for the leaders to know that different people have different motivation factors, a person "X" may get motivated by some monetary rewards and a person "Y" may need recognition and appreciation only (Sitthiwarongchai et al., 2020). A study by Basford and Offermann (2012) maintains that there is a need for implementing customized strategies to offer rewards to employees, which are important to them specifically. For instance, if an employee needs more job security than other things, the company should offer security, others may demand compensation, recognition, or power.

**Job Satisfaction**

Job satisfaction is one of the most researched topics in the workplace and organizational literature (Suma & Lesh, 2013). The construct of job satisfaction has been defined in a plethora of ways, including gratification, achievement, and personal and professional fulfillment (e.g., Herzberg et al., 1967). As job satisfaction research continues to evolve, the language used to identify and measure the aspects of job satisfaction has also evolved (Motowidlo, 1996; Weiss, 2002). This paradigm shift is important to acknowledge because researchers have presented numerous positions when trying to define job satisfaction (Weiss, 2002; Weiss & Cropanzano, 1996). Moreover, researchers also found that affective and cognitive outcomes have similar predictive value, when used to forecast levels of job satisfaction (Millar & Tesser, 1986; Moorman,

1993).

According to Goetz et al. (2017), job satisfaction and a pleasant working atmosphere are important aspects for the retention and recruitment of healthcare professionals that are crucial for healthcare delivery and the provision of quality care for patients (Laschinger, 2010). It has been shown that poor job satisfaction is associated with suboptimal healthcare delivery and poor clinical outcomes (Wallace et al., 2009). Furthermore, it is known that working conditions have an important impact on job satisfaction and influence the well-being of health professionals (Goetz et al., 2017; Lavoie-Tremblay et al., 2008). The concept of job satisfaction can be attributed to Herzberg and colleagues. It was defined as the feeling that an individual person has about his or her job (Herzberg et al., 1967). Herzberg et al. (1967) distinguished "intrinsic motivating factors" contributing to job satisfaction such as recognition and responsibility, and "extrinsic-hygiene factors" like job security and income. Moreover, according to Goetz et al. (2017), the presence of "intrinsic motivating factors" could produce positive job satisfaction, and the absence of "extrinsic-hygiene factors" could implicate dissatisfaction. It is known that health professionals working in the field of mental healthcare have a higher probability to feel dissatisfied or stressed at the workplace (Rossi et al., 2012; Rössler, 2012). Goetz et al. (2017) states that health professionals working in community teams showed a higher level of stress and burnout and a lower level of satisfaction than teams in hospital care (Edwards et al., 2000; Prosser et al., 1996). Working requirements of community mental healthcare professionals are complex: they are expected to be more flexible, should focus more on co-ordination and

co-operation and work in a multidisciplinary team espouses (Goetz et al., 2017).

## Generational Cohorts

The premise of generational cohorts has its beginnings with Mannheim's 1928 theory of generations essay, which was interpreted from German into English in 1952. Each generational cohort shares common past events and social trends (Becton et al., 2014; Strauss & Howe, 1991). Generational types appear in a fixed order from idealist to reactive to civic to adaptive. Each category has an average duration of approximately 23 years. Researchers have ascribed different timeframes to each generational cohort. According to Twenge et al. (2010), Traditionalists were born 1925-1945. Berk (2013) states that Traditionalists were born between 1922-1945. Gursoy et al. (2008) espouse that Baby Boomers were born between 1946-1964. Twenge et al. (2010) identified Generation X as those born 1964-1980, while Cekada (2012) categorized Generation X birth years as 1965-1980. According to Strauss and Howe (1991), Millennials were born in 1982. Generation Z, as the youngest cohort, produces the greatest level of discussion. Johnson (2013) composed their birth years as 2000-present. Ferri-Reed (2016) gave a range between the 1990's and the 2010's. Determining generational cohort years is not an exact science (Pew Research Center, 2017). It is important to note, except for Generation Z, researchers have established generational cohort timeframes within 3 years of others in the field.

### *Baby Boomers*

The Baby Boomer generation includes individuals born between 1946 and 1965 (Cogin, 2012; Kuyken et al., 2012). Representing an increase in birth rates during and

after World War II, Baby Boomers' experiences include general characteristics of optimism, idealism, and a strong work ethic (Sanaei et al., 2013). Pierson (2013) postulated that Baby Boomers are the best skilled employees in the United States. According to literature, Baby Boomers makeup nearly two-thirds of the United States' laborers, and are mainly in lead positions (Chi et al., 2013). These lead positions are reported to be vital to the growth and stability of an organization (Hansen & Leuty, 2012).

Baby Boomers' knowledge and tacit experience are reported to impact how organizations operate within an organization. Pennell (2010) stated that Baby Boomers' knowledge base is extensive, and their level of commitment makes it difficult for leadership and managerial staff to replace with new employees. Employers are finding it more challenging to recruit and retain similar work ethics as the Baby Boomer generation (Cogin, 2012). It is espoused that smaller companies with limited budgets will experience greater challengers replacing baby boomers as they exit the workplace for retirement (Castro & Montoro-Sánchez, 2013).

According to Martin and Otterman (2015), Baby Boomers constitute nearly eighty million people in the United States and represent about two-thirds of all U.S. employees. These individuals hold managerial positions within their companies and have created opportunities as a result of taking risks, assuming authority, and being assertive in pursuing their goals. While the key word to describe the Traditionalists is loyal, the key word for these Boomers is optimism. The strong economy following World War II gave them a sense that anything was possible. The high availability of jobs and the promise of

a good education through the GI Bill allowed the Boomers to grow up in a relatively affluent personal and work world.

Another strong value that describes the Boomers is competitiveness. As noted, the Boomers were raised with 80 million competing peers for positions on teams, places in colleges, and jobs with prestigious employers. As Boomers have evolved, they have moved up the organization hierarchy along with greater positional power and impact in their organization. Boomers have always wanted to excel in their careers, with many reaching a critical life/career stage in which their time to retirement is ticking away. They are realizing they have a limited interval to attain career goals and to earn maximum dollars. With the streamlining and downsizing of organizational structures, Boomers are recognizing that career advancement often lies outside their current employers (Brank, 2010).

It is the exception today for these employees to work only for a few employers during their careers. Developing challenging career paths and recognizing the importance of human resources planning may be a major element in their recruitment and retention. The plan is to create a career path that includes challenges that will launch them to the next level in their current organization in terms of visibility and opportunity. Why do Boomers leave their current companies? The primary reasons for leaving are an opportunity to earn more money elsewhere followed by lack of promotional opportunities (Brank, 2010). In contrast, the least likely reasons for quitting are an opportunity for a better health care package or a better retirement benefit package. This clearly speaks to what can be done to attract and retain key talent.

A core component in terms of programs deemed effective in retention of Boomers is the identification of key talent. Other key methods include discussing future career opportunities within the company, providing educational opportunities outside the company, and designing a career plan to replace critical incumbents. Along with these planning strategies, paying key Boomers above the labor market must be considered as a vital component for attraction and retention. Although extensive benefit packages and equity rewards/stock options are less important to Boomers, the emphasis should be on paying above the labor market, primarily in cash programs (Martin & Otterman, 2015).

### *Generation Xer's*

Generation X includes individuals born between 1965 and 1980 that seek acknowledgement over likability (Mohr et al., 2011). The Generation X cohort is equally competitive with the Baby Boomers; however, Generation X placed strong emphasis on work-life balance (Sanaei et al., 2013). Eikhof et al. (2007) described work-life balance as employees embracing family and placing boundaries on work related responsibilities and family obligations through prioritizing personal and career or professional life and creating an optimal balance (Mohr et al., 2011). A major disappointment found among the Generation X employees is their lack of respect for authority and affinity to teamwork (Yi et al., 2015). Generation X values their independence, preferring to use self-reliance and are defiant towards authority on uninformed decisions (Sanaei et al., 2013). Leaders will need understanding to align multigenerational differences while as Generation X's characteristics may hinder the growth of an organization because of their lack of interest in knowledge share and transfer (Wright et al., 2012).

Martin and Otterman (2015) stated that Generation Xers tend to be more distrustful of traditional work value and enjoy dynamic, ever changing work environments. There is no question that companies have placed additional burdens on Generation X employees since the beginning of the recession. These employees report that they have been working more hours over the last few years and may indicate that this will continue over many additional years (Wallace, 2006). Their switch from looking for job security to career security has made it important for them to build a set of skills and abilities that they can take with them as they transition from one employer to the next employer. Generation Xers grew up with increasingly instant access to media and information. The rate of change during their formative years and the sense that everything is temporary plays into their inherent distrust of career permanence. The intense desire to build strong resumes that contain multiple sets of skills and word experiences is a major motive in their conscious efforts to change jobs more frequently than the Baby Boomers. While focused on career security, it is possible that Xers can find this security within a single company. For this to occur, however, the company must communicate with them about their career progression and what it will take on their part to move up the organization hierarchy. If these Xers feel they are being developed and counseled, they begin to feel comfortable building their career within a single organization (Scott et al., 2012). A major challenge in designing their career paths is to recognize that they bring a level of cynicism to the workplace (Rappaport, 2014). Experiencing a dramatic increase in divorce rate, this group is marked as entrepreneurial, independent, and skeptical. While some may see skepticism as negative, Xers see it as a survival strategy, particularly after

living through and surviving at least two recessions. Turning to total reward practices, freedom is their ultimate reward. Watching their parents as Baby Boomers spending more time at work than at home and seeing them laid off in times of recession, Generation Xers are not willing to sacrifice their personal lives for job success. They are focused on balance and independence in their lives and subscribe to the idea that freedom and balance are larger rewards than working to live and having lots of money (Martin & Otterman, 2015).

### *Millennials*

Millennials are savvy technological individuals born between the years 1980 and 1999 (Bennett et al., 2012). The noted traits of Millennials include ambition, achievement driven, confidence, tech savvy, love spending money, and lacking social skills (Cogin, 2012). Millennials are more inclined to communicate via computers, using social sites, email, and instant messaging. The preceding generations worked in structured and formal settings. Yet, Millennials seek to perform assigned tasks in an environment that offers the most flexibility, such as technology that has moved beyond the office (Hernaus & Vokic, 2014). When Millennials become dissatisfied, employers suffer. Employers tend to suffer due to the little return on investment received after providing Millennials with lengthy hiring assessments and extensive training (Hernaus & Vokic, 2014).

Millennials are not looking for a "boss," they are looking for a mentoring relationship based on inclusiveness and authenticity. Millennials also believe their managers will provide them with support and guidance (White, 2015). Millennials are unique to other generations in that they are the first generational cohort that has had

access to the internet for most of their lives (Schawbel, 2012). Therefore, Millennial employees bring an extensive amount of technological experience to the workplace (Schawbel, 2012).

Martin and Otterman (2015) stated that there are 60 to 70 million Millennials, which means that they are the youngest group in the workforce with the oldest members a little over 30 years of age (Thompson & Gregory, 2012). This youngest generation of employees is motivated by outcomes that are both tangible and intangible. They are confident and rapid learners who dislike inflexible work schedules, have grown up in a team environment, and expect their companies to act socially responsible. Millennials seek security and safety, opportunities to continuously upgrade their technological skills, and continuous reinforcement from their managers. This makes them the most technologically sophisticated generational cohort but also the highest maintenance cohort.

Often cited as the generation most difficult to work with by Boomers and Generation Xers, the Millennials grew up in the age of technology and do not have a lot of patience for outdated technology (Rappaport, 2014). Millennial employees will soon be called upon to fill the employment gap brought about by the retirement of Traditionalist and Baby Boomers. As a workforce generation, they value flexibility, balance, respect, feedback, as well as access to people, tools, and technologies. They clearly balance idealism and pragmatism and can certainly be critical of their environments and opportunities. Specifically, Millennials tend to look for long-term career development, a variety of experiences, a sense of purpose and meaning in their work, open social networks, and work/life balance (Yu & Miller, 2005). With the

impending employment gap, what company tactics to engage and sustain the interest of these Millennials? They want and need to be different from those employees of previous generations.

Drawing from the earlier discussion on values, what is most important in looking to replenish this generational talent pool (attract and retain) include the following: a long-term career development and multiple training experiences within a single company; a sense of purpose and meaning in the work experience; availability and access to mentors; work/life flexibility; tech-savvy environment. Companies should specifically strive to incorporate the following workplace reward practices that permeate and support Millennial values. Through these innovative rewards practices, companies can further build work environments that attract and motivate their Millennials.

Examples of such reward practices include the following: Create personal development plans, foster coaching/mentoring, and chart clear and transparent career paths; provide supplemental reward programs, such as annual incentive plans, forms of deferred compensation, profit-sharing, stock options, and recruiting incentives; flexible work schedules, such as part-time schedules, co-location, and virtual work alternatives; customizable benefits programs utilizing cafeteria-style components (Martin & Otterman, 2015).

**Multigenerational Work Environment**

The multigenerational workforce refers to several generations of employees in a workplace setting with various values, behaviors, attitudes, and expectations (Cucina et al., 2018). Researchers postulate that for the first time in modern history, several different

generations are working together within the workplace because of people living longer and postponing retirement (Roodin & Mendelson, 2013).

As the workplace continues to transform, some baby boomers are taking on more responsibilities in the workplace, while others are transitioning into second careers and retirement. Hence, the ability to create working environments in which generational diversity is leveraged is the challenge of leaders in the multigenerational workplace may benefit organizations that have a large multigenerational employee population by potentially reducing staff stress levels and improving organizational morale, which may contribute to better service outcomes and client experience (Bennett et al., 2012).

Resolving conflicts challenge managers to address differences in generational group's preferences of leadership styles. Job satisfaction and motivation challenges may accompany intergenerational conflict over work values. Organizational leadership is crucial to helping multigenerational teams address and work through value and perceptual differences related to generational group traits and subsequent conflict that may arise (Bennett et al., 2012). Effectively managing conflict influences employee motivation and job satisfaction amongst generational cohorts and is imperative to achieving organizational goals and maintaining high levels of performance (Bennett et al., 2012).

**Multigenerational Providers**

Generational cohorts share familiar attributes learned during developmental years (Hansen & Leuty, 2012). Cogin (2012) suggests that multigenerational employees experience similar lifecycle phases (Hendricks & Cope, 2013; Lester et al., 2012; Park &

Gursoy, 2012; Rajput, 2013; Zopiatis et al., 2012). Today's workforce is more fluid and diverse than in the past and has evolved in variations of generational cohorts (Becton et al., 2014). Cogin (2012) expressed clear differences in expectations, including job satisfaction and motivation among generational cohorts. Within the profession of licensed multigenerational mental health providers, differences surface along the lines of technology challenges, career advancement goals, entitlement, interpersonal deficits, poor communication skills, and adaptation to change. Some researchers consider generational cohorts as a United States-specific phenomenon, and others consider it a global one (Zopiatis et al., 2012). Zopiatis et al. (2012) further indicate that the onset of media and technology help transcend national boundaries and creates a new global understanding. Therefore, management must consider implementing effective strategies to assist leaders in learning more about the details of generational cohorts (Heyns & Kerr, 2018) Researchers postulate that for the first time in modern history, several different generations are working together within the workplace because of people living longer and postponing retirement (Roodin & Mendelson, 2013).

## Summary and Conclusions

In this chapter the topic of the research study was introduced, followed by an extensive literature review strategy. Leadership styles were defined as well as multigenerational providers and the various types of clinicians. Employee motivation and job satisfaction was discussed, as was organizational commitment. Organizational cohorts were defined in greater detail by describing Baby Boomers, Generation Xer's, and Millennials. The multigenerational work environment was defined in greater detail.

Intrinsically and extrinsically motivated employees were introduced and described in a deeper scope. Transformational leadership, transactional leadership, and organizational theory was also examined in greater detail. Chapter 3 will discuss research methods in greater detail.

# Chapter 3: Research Method

## Introduction

In this chapter, I will discuss the design, population, instrumentation, and data analysis used for this research study. I will provide overview of this study to explain the rationale for using this research design. I will present a description of the population and sample size, as well as reliability and validity information concerning the instrumentation that I used. This chapter concludes with a discussion of the data collection and analysis process.

## Research Design and Rationale

In this quantitative correlational study, I examined the relationship between the independent variables of leadership styles and multigenerational licensed providers and the dependent variables of motivation and job satisfaction in mental health outpatient clinics. This study investigated how leadership styles and three generational cohorts of Baby Boomers, Generation Xers, and Millennial licensed mental health clinicians affect motivation and job satisfaction. This research also considered elements that potentially impacted their relationships. Indirect elements or variables included resource allocation, sufficient staffing, and work-related equipment and supplies. Direct elements included teamwork as it relates to interaction and relationships between work culture, group interactions and relationships between peers and leaders, and leadership interaction with staff. System elements focused on the assignments of work, fairness, communication, and supervisor subordinate relationships.

# Methodology

## Population

The population for the present study was licensed clinical social worker (LCSW), licensed professional counselor (LPC), licensed marriage and family therapist (LMFT), licensed psychologist (LP), and psychiatrists (psych). Additionally, the population only included Baby Boomers (born 1946-1964), Generation Xers (born 1965-1980, and Millennials (born 1981-1996).

## Sample and Sampling Procedures

The sample consisted of Baby Boomers, Generation Xers, and Millennials. Participants were drawn from three generational cohort groups working in mental health work settings. Purposeful sampling of respondents from Survey Monkey was utilized via their Audience Panel platform. A demographic survey recorded participants' gender, age, race, and whether the respondent is a licensed clinical social worker (LCSW), licensed professional counselor (LPC), licensed marriage and family therapist (LMFT), licensed psychologist (LP), and psychiatrists (psych). Collecting demographic information allows for the exploration of potential disparities based on research variables.

## Procedures for Recruitment

Participant recruitment used a paid SurveyMonkey panel. SurveyMonkey is an online platform that distributes electronic surveys and questionnaires. SurveyMonkey maintains a panel of over 335 million potential participants who indicated an interest in completing online questionnaires for a payment (between $0.50 and $5.00 depending on survey length). Panel participants completed detailed questionnaires focused on items

relevant to recruitment such as age, occupation, and location. The SurveyMonkey panel requires researchers to specify the number of participants desired and participant characteristics required for inclusion. For the present study, eligible panel members had to have previously reported working in healthcare. SurveyMonkey further allows researchers to provide additional screening questions. For the present study, the panel recruited participants who were employed as LCSWs, LPCs, LMFTs, or psychologists.

## Instrumentation and Operationalization of Constructs

Participants completed a series of questions designed to capture the predictor and criterion variables and additional demographic information. The instruments that were administered in this study included a demographic survey instrument, the job satisfaction survey (JSS), the work extrinsic and intrinsic motivation scale (WEIMS), and the multifactor leadership questionnaire (MLQ-5x). Psychometrics on each instrument were discussed below.

### *Demographic Questionnaire*

A demographic questionnaire was given to participants to collect their basic information regarding their gender, age, race, and whether they are a licensed clinical social worker (LCSW), licensed professional counselor (LPC), licensed marriage and family therapist (LMFT), licensed psychologist (LP), and psychiatrists (psych). Participants were asked to provide their age for the survey and will be able to also select from male, female, or other regarding their gender. This survey documented race using the following seven categories: African American, Asian, White, Hispanic (including Cuban, Mexican, Puerto Rican, and South or Central American), as well as Native

American, Pacific Islander, and other with a blank to list a race not on the list. The demographic instrument was used to gather background information on the participants to compare groups of licensed multigenerational clinicians to each other and was used as descriptive information.

### *Job Satisfaction Survey*

The Job Satisfaction survey is a multidimensional instrument that has been proven to be statistically sound in multiple areas (Hanisch, 1992). The JSS is a 36-item, nine facet scale used to assess employee attitudes about the job and aspects of the job.

### *Work Extrinsic and Intrinsic Motivation Scale*

The Work Extrinsic and Intrinsic Motivation Scale (WEIMS) was adapted using factors from the Blois Inventory of work motivation (Vallerand & O'Connor, 1989). The 18-question instrument was created to examine motivational factors, including intrinsic motivation, integrated regulation, identified regulation, introjected regulation, external regulation, and motivation. Vallerand and O'Connor (1989) conducted an exploratory factor analysis to validate the six-factor structure of WEIMS. The Material Values Scale, the Intrinsic Motivation Scale, and the Extrinsic Motivation Scale utilized in prior research showed proper reliability of the scale and validity of results. For example, Richins (2013) examined emotion and materialism with Cronbach's alpha values between .78 and .88. Kuvaas et al. (2017) examined motivation and employee outcomes in three studies with Cronbach's alphas of .89, .91, and .88 for intrinsic motivation and .75, .76, and .71 for extrinsic motivation. The results from the Cronbach's alpha reliability analysis conducted in this study showed Cronbach's alphas of .71 for the material values

scale, and .86 for the intrinsic motivation scale.

### *Multifactor Leadership Questionnaire*

In the MLQ technical report by Bass and Avolio (2004), the researchers discussed the construct validation process linked with MLQ-5x rater form. This researcher used the MLQ-5x rater form in this study because the data indicated the reliability and validity of the instrument. The MLQ-5x instrument was appropriate to the current study for primarily two reasons. First, the shorter questionnaire was quick and easy to implement. Secondly, the instrument is validated with published reliability and validity values relevant to use in the present study. Written permission was requested from the developers. The published reliability and validity information was supported in a study conducted by Antonakis (2001). Construct validity was thoroughly explained with factor analysis, which resulted in a six-factor model for the MLQ-5x. Reliability scores for the MLQ-5x subscales ranged from moderate to good (Kuvaas et al., 2017). Cronbach's alphas were reported to have excellent internal consistencies above .80 (Kuvaas et al., 2017). A reliability check for the MLQ was conducted in previous research and provided evidence that the MLQ produced the data for which it was designed. The original MLQ produced $\alpha = .86$ and $\alpha = .87$ for the translated version (Muenjohn & Armstrong, 2008).

## Data Analysis Plan

I used the IBM SPSS Statistics, Version 28.0 (IBM Corp., 2022) to analyze the data. Responses to the JSS, WEIMS and the MLQ-5x were scored in accordance with the guidance provided for each instrument. Steps were taken to ensure the analyses did not violate any assumptions of normality of errors, linearity, homoscedasticity, and

independence of errors. For each of the scales, a composite score was calculated to address the research questions that were investigated in this study. Multiple linear regression was used to determine whether leadership styles have a significant predictive relationship between job satisfaction, motivation, and multigenerational licensed mental health clinicians. A multiple linear regression is the appropriate analysis to use when the goal is to assess if a relationship exists between a set of predictor variables and a continuous dependent variable. The continuous independent predictor variable was the transformational leadership style score. The continuous dependent variables were job satisfaction and motivation. An a priori power analysis was also conducted to determine optimal sample size prior to the fielding of the survey instrument.

## Research Questions and Hypotheses

The purpose of this quantitative, cross-sectional correlational study was to examine the relationship between multigenerational licensed clinician providers and perceptions of their supervisors' leadership style to predict their motivation and job satisfaction in mental health workplace settings. Specifically, this study examined how licensed mental health clinicians in three generational cohorts (Baby Boomers, Generation Xers, and Millennials) interpret and perceive their environments by examining variables that influence motivation and job satisfaction. The goal of this study was to influence and guide recruiting, training, and mentoring efforts that may better inform industry leaders how to invite and retain top quality multigenerational licensed mental health clinicians from every generational cohort, which may help organizations

reduce the cost of employee turnover, increase productivity, and positively impact organizational morale and enhance quality patient care more effectively.

Research Question 1: To what extent does generational cohort provider and their perception of a supervisor's leadership style predict their motivation and job satisfaction in mental health workplace settings?

Ha1a- Generational cohort of the provider and their perception of a supervisor's leadership style predicts their motivation in mental health workplace settings.

Ho1a- Generational cohort of the provider and their perception of a supervisor's leadership style does not predict their motivation in mental health workplace settings.

Ha1b- Generational cohort of the provider and their perception of a supervisor's leadership style predicts their job satisfaction in mental health workplace settings.

Ho1b- Generational cohort of the provider and their perception of a supervisor's leadership style does not predict their job satisfaction in mental health workplace settings.

Research Question 2: To what extent does provider motivation moderate the relationship between a supervisor's perceived leadership style and their job satisfaction in mental health workplace settings?

Ha2- Provider motivation moderates the relationship between a supervisor's perceived leadership style and their job satisfaction in mental health workplace settings.

Ho2- Provider motivation does not moderate the relationship between a supervisor's perceived leadership and their job satisfaction in mental health workplace settings.

Research Question 3: To what extent does provider motivation predict their job

satisfaction in mental health workplace settings?

Ha3- Provider motivation predicts their job satisfaction in mental health workplace settings.

Ho3- Provider motivation does not predict their job satisfaction in mental health workplace settings.

## Threats to Validity

As the present work uses a survey approach, the primary threats to validity include selection bias and response bias. Selection bias occurs when the sample is not adequately representative of the population. Approaches to reduce this bias typically use random sampling, however, this would require a complete listing of population members which was not possible. Response bias occurs when participants answer in certain ways to place themselves in a positive light. Anonymity in responses should address this issue.

## Ethical Procedures

This researcher observed ethical standards while conducting research. A researcher conducting a study that involves human subjects has a professional responsibility to protect and inform participants (Bloomberg & Volpe, 2012). This researcher adhered to the moral and ethical guidelines outlined by the U.S federal regulations and the Walden University Institutional Review (IRB). This study observed ethical issues regarding approval, informed consent, and privacy. This researcher sought permission from all relevant authorities including permission to use JSS, WEIMS and MLQ-5x. In addition, this researcher sought permission and approval from Walden's University IRB committee before conducting research and collecting research data. The

IRB approval number is # 05-30-23-0091526. This approval expires on 5/29/2024.

## Summary

The purpose of this quantitative, cross-sectional correlational study was to examine the relationship between multigenerational licensed clinician providers and perceptions of their supervisors' leadership style to predict their motivation and job satisfaction in mental health workplace settings. This researcher utilized a correlational approach to achieve this goal. The sample population included multigenerational licensed mental health clinicians from mental health workplace settings. The MLQ-5x rater form questionnaire, the WEIMS and the JSS were completed by participants. The participants also participated in a short demographic questionnaire. This chapter represented the following: the research methodology, research design, rationale for using quantitative design, and techniques used in conducting this study. This researcher discussed the sample population, sampling technique, reliability and validity, ethical issues, limitations of the study, data analysis, data collection, role of researcher, and research instrumentation.

# Chapter 4: Results

## Introduction

The purpose of this quantitative, cross-sectional correlational study was to examine the relationship between multigenerational licensed clinician providers and perceptions of their supervisors' leadership style to predict their motivation and job satisfaction in mental health workplace settings. Specifically, the study examined how licensed mental health clinicians in three generational cohorts, Baby Boomers, Generation X, and Millennials, interpret and perceive their work environments by examining variables that influence motivation and job satisfaction, most notably, leadership style.

The first research question asked to what extent provider generational cohort and their perception of a supervisor's leadership style predict motivation and job satisfaction in mental health work settings. The second research question asks whether provider motivation moderates the relationship between a supervisor's perceived leadership style and job satisfaction in mental health work settings. The third research question asks to what extent does provider motivation predict job satisfaction in mental health work settings. This chapter begins with an explanation of the data collection procedures used in this study followed by the descriptive and demographic characteristics of the sample. Next, the data analysis results for each research question are presented.

## Data Collection

This was a quantitative correlational study in which this researcher sought to examine relationships among several variables. The surveys for this study were

completed via SurveyMonkey, which is a secure website specializing in survey software that helps researchers distribute questionnaires, collect data in real time, analyze survey responses, and allows researchers to export the data into other statistical analysis software programs. The present work employed a SurveyMonkey panel. SurveyMonkey does not report to users the number of participants contacted, only the completed results, so response rate is not available. Data collection occurred in May 2024.

The data was reviewed in survey monkey and then transferred to the Statistical Package for Social Sciences (SPSS) for further analysis. All data was collected using survey monkey's secure server and later imported into SPSS. All identifiable information was concealed prior to exporting the data and no names or other identifying information were released or reported or used for any other reason than the intended purpose.

## Results

### Participants

There was complete data for 93 respondents, and they are included in the analysis. The present study used listwise deletion on an analysis-by-analysis basis. This includes all participants with full data on the specific variables included in the analysis. This is the default analysis in SPSS (IBM Corp., 2022). This default analysis approach will produce different sample sizes for each analysis due to missing data.

In the present sample, there was a Generation X majority. Most of the participants were white, and early in their careers. As shown in Table 1, participants consisted of 55.8 Generation Xer's, 32.3% Millennials, and 12.9% Baby Boomers. Regarding age, 43% were 45-54 years old, 30.1% were 35-44, 20.4% were 25-34, 2.2% 18-24, 2.2% 55-64,

and 2.2% 65+ years old. The ethnicity breakdown included 73.1% White respondents, 15.1% Asian American, 3.2% Black/African American respondents, 2.2% American Indian/Alaskan Native, 2.2% mixed race, 1.1% Hispanic/Latino, 1.1% other race, and 1.1% no response. Participants were 38.7% male, 57% female, and 4.3% did not respond. Regarding profession, 49.5% were licensed professional counselors; 55.9% were licensed clinical social workers; 41.4% were licensed marriage and family therapists; 29.7% were licensed psychologists; and 16.2% were psychiatrists. Note that regarding professions, it is possible to hold multiple licenses (e.g., LMFT and Psychologist), so numbers do not add to 100%. Geographically, 45.5% were from the middle Atlantic region of the United States; 12.7% were from the Pacific region, 13.6% were from South Atlantic region. 8.2% were from West South-Central region, and 7.3% were from East North Central region. For annual household income,20.7% earned $75,000-$99,000, 12.6% earned $50,000-$74,000, 11.7% earned $125,000-$149,999, 10.8% earned $150.000-$174,000. 9.9% earned $25,000-$49,999, 9.0% earned $0-$9,999 participated, and 6.3% earned $200,000. The sample from this study is not representative of the Behavioral Health workforce. According to sources, the behavioral healthcare workforce tends to be predominantly female across many professions. Psychologists are estimated to be between 70-80% female (American Psychological Association, 2021). Social Workers are approximately 80% female (National Association of Social Workers, 2021). Most Counselors and Therapists are also women. Psychiatrists are historically representative of the male population. However, more women are entering this profession and account for 40-50%, (U.S. Bureau of Labor Statistics, 2022). The behavioral health workforce is less

racially and ethnically diverse than the general population. The majority of practitioners are non-Hispanic and White (70-80%). Approximately 8-12% are Black/African American and 6-10% are Asian and other racial/ethnic groups (National Association of Social Workers, 2021; U.S. Bureau of Labor Statistics, 2022).

**Table 1**

*Characteristics of Participants (N = 93)*

| | *N* | % |
|---|---|---|
| Generation | | |
| Baby Boomers | 12 | 12.9 |
| Generation X | 51 | 55.8 |
| Millennial | 30 | 32.3 |
| Gender | | |
| Male | 53 | 38.7 |
| Female | 36 | 57.0 |
| Did not respond | 4 | 4.3 |
| Ethnicity/Race | | |
| African American/Black | 3 | 3.2 |
| Asian American | 14 | 15.1 |
| Native American/American Indian | 2 | 2.2 |
| Native Hawaiian/Pacific Islander | 1 | 1.1 |
| Caucasian/White | 68 | 73.1 |
| Hispanic/Latino | 1 | 1.1 |
| Mixed Race | 2 | 2.2 |
| Other race | 1 | 1.1 |
| Did not respond | 1 | 1.1 |
| Age | | |
| 18-24 | 2 | 2.2 |
| 25-34 | 19 | 20.4 |
| 35-44 | 28 | 30.1 |
| 45-54 | 40 | 43.0 |
| 55-64 | 2 | 2.2 |
| 65+ | 2 | 2.2 |

**Descriptive Statistics**

Table 2 summarizes descriptive statistics for the primary study variables along with estimates of internal consistency reliability. The table also provides correlations among the three primary study variables. All three measures demonstrated good

reliability, αs = .96, .94, and .92. All reliability values are all over .90, indicating good internal consistency.

**Table 2**

*Means, Standard Deviations, Correlations, and Reliabilities*

| Variable | *N* | *M* | *SD* | A | Generation | Leadership | Job satisfaction |
|---|---|---|---|---|---|---|---|
| Leadership | 93 | 74.63 | 15.49 | .96 | .145 | | |
| Job Satisfaction | 90 | 90.50 | 19.08 | .94 | .133 | .498** | |
| Motivation | 92 | 91.71 | 13.85 | .92 | .137 | .660** | .784** |

*Note. M* and *SD* represent mean and standard deviation, respectively. * Indicates $p < .05$. ** indicates $p < .01$.

**Research Questions**

In this study, I addressed three research questions. The first question examined the extent to how generational cohort and perceptions of leadership style related to motivation and satisfaction in mental health workplace settings. The second question examined the extent to which motivation moderates the relationship between provider perceptions of supervisor leadership style and job satisfaction. The third question examined the extent to which provider motivation predicts job satisfaction.

**Assumptions**

The tests of the assumptions for the three regression analyses and the mediation showed that the residuals were normally distributed, homoscedastic, linear, and showed no evidence of multicollinearity. The largest VIF value for any of the independent variables was 1.84. Since all VIF values are below 5.0, there was not substantial multicollinearity present among the independent variables. For Research Question 1, the Shapiro-Wilk test confirmed the residuals' normality, $W = 0.98$, $p = .11$. For Research

Questions 2 and 3, the Shapiro-Wilk test confirmed the residuals' normality, $W = 0.98$, $p = .39$. Homoscedasticity was confirmed for RQ1, with a Breusch-Pagan test result of $\chi^2 = 2.34$, $p = .10$. Analyses also confirmed homoscedasticity for RQ2 and 3, with a Breusch-Pagan test result of $\chi^2 = 1.01$, $p = .39$. Analyses also indicated independence of errors for RQ1, $DW = 1.49$ and for RQs 2 and 3, $DW = 1.77$. Figures 1-3 demonstrate linear relationships between all variables.

**Figure 1**

*Scatterplot Predicting Motivation From MLQ Trans*

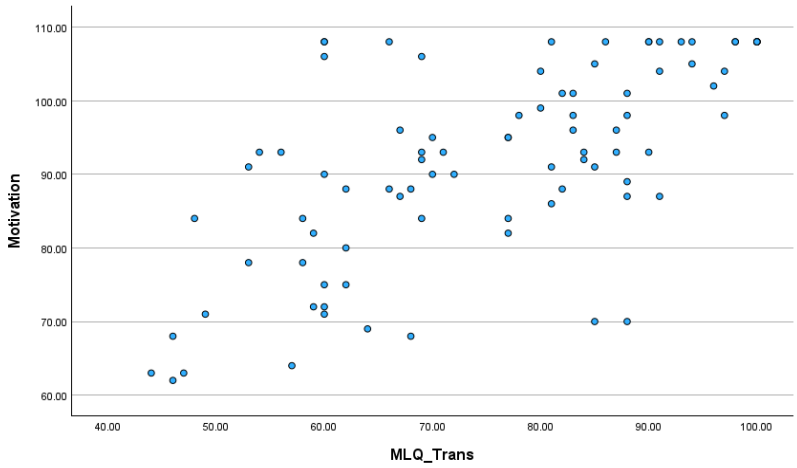



**Figure 2**

*Scatterplot Predicting JSS From MLQ Trans*

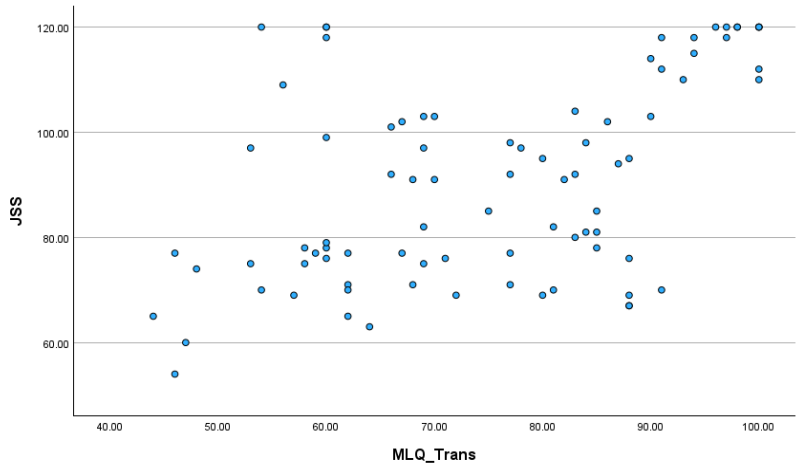
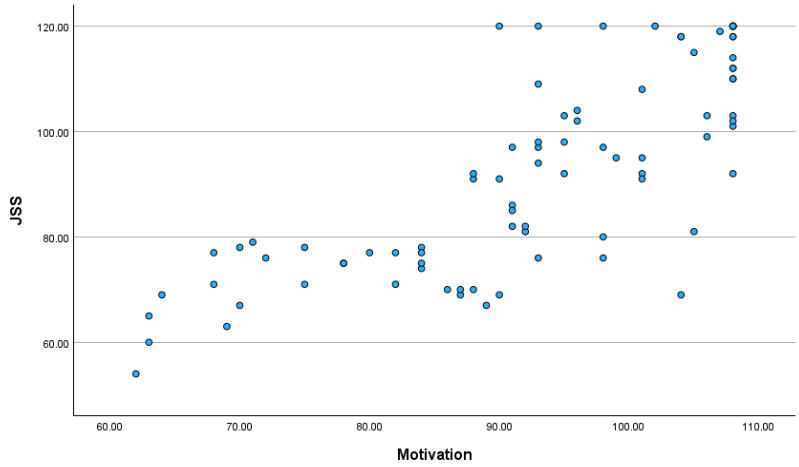



**Figure 3**

*Scatterplot Predicting JSS From Motivation*




## Research Question 1

The first research question had two elements, RQ1a and RQ1b. RQ1a tested the relationship between generational cohort, leadership perceptions, and motivation. RQ1b tested the relationship between generational cohort, leadership perceptions, and satisfaction. The specific research questions and hypotheses are:

Research Question 1: To what extent does provider's generational cohort and their perception of a supervisor's leadership style predict their motivation and job satisfaction in mental health workplace settings?

$H_o$1a-Provider generational cohort and their perception of a supervisor's leadership style does not predict their motivation in mental health workplace settings.

$H_a$1a-Provider generational cohort and their perception of a supervisor's leadership style predicts their motivation in mental health workplace settings.

$H_o$1b-Provider generational cohort and their perception of a supervisor's leadership style does not predict their job satisfaction in mental health workplace settings.

$H_a$1b-Provider generational cohort and their perception of a supervisor's leadership style predicts their job satisfaction in mental health workplace settings.

A multiple linear regression was conducted to examine the relationship between generation, perceptions of leadership, and motivation. As shown in Table 3, the model was significant, adjusted $R^2 = .424$, $F(2,84) = 32.69$, $p < .001$, and suggests that generation and perceptions of leadership explain 42.4% of the variance in motivation. As shown in Table 4, generation was not a significant predictor of motivation, $t(84) = 0.58$, $p = .564$. However, perceptions of leadership was a significant predictor, $t(84) = 7.97$, $p < .001$. Stronger perceptions of transformational leadership related to more motivation. The regression equation was Y = 48.34 + 1.00X1 + 0.56X2 –where one unit in leadership (X2) increases motivation by 0.56 units. While the model fits well (Adjusted $R^2 = .424$), it's crucial to note that it does not prove causation, and external factors not included in the model may also affect motivation.

**Table 3**

*ANOVA Table Predicting Motivation From Generation and Leadership*

| Model | | *SS* | *Df* | *MS* | *F* | *P* |
|---|---|---|---|---|---|---|
| 1 | Regression | 6822.6 | 2 | 3411.3 | 32.69 | <.001 |
| | Residual | 8765.1 | 84 | 104.3 | | |
| | Total | 15587.7 | 86 | | | |

*Note*. Dependent Variable: Motivation. Predictors: (Constant), Leadership and generation.

**Table 4**

*Regression Model Predicting Motivation From Generation and Leadership*

| | *b* | *SE* | *b** | *T* | *p* | Adjusted $R^2$ |
|---|---|---|---|---|---|---|
| Constant | 48.34 | 5.49 | | 8.82 | <.001 | .424 |
| Generation | 1.00 | 1.72 | .05 | 0.58 | .564 | |
| Leadership | 0.56 | 0.07 | .66 | 7.97 | <.001 | |

As shown in Table 5, the model was significant, adjusted $R^2 = .241$, $F(2,81) = 14.19$, $p < .001$, indicating that the set of variables significantly relates to job satisfaction. The model explains 24.1% of the variance in job satisfaction. As shown in Table 6, generation was not a significant predictor, $t(81) = 1.13$, $p = .263$. However, leadership was a significant predictor, $t(81) = 4.95$, $p < .001$. Stronger perceptions of transformational leadership related to more job satisfaction. The regression equation was Y = 44.14 + 3.17X1 + 0.58X2 –where one point in leadership (X2) increases satisfaction

by 0.58 units. While the model fits well (Adjusted $R^2$ = .241), it's crucial to note that it does not prove causation, and external factors not included in the model may also affect job satisfaction.

**Table 5**

*ANOVA Table Predicting JSS From Generation and Leadership*

| Model | | *SS* | *Df* | *MS* | *F* | *P* |
|---|---|---|---|---|---|---|
| 1 | Regression | 7791.0 | 2 | 3895.5 | 14.19 | <.001 |
| | Residual | 22240.0 | 81 | 274.6 | | |
| | Total | 30031.0 | 83 | | | |

**Table 6**

*Regression Model Predicting JSS From Generation and Leadership*

| | *b* | *SE* | *b** | *t* | *P* | Adj. $R^2$ |
|---|---|---|---|---|---|---|
| Constant | 44.14 | 8.94 | | 4.94 | <.001 | .241 |
| Generation | 3.17 | 2.81 | .11 | 1.13 | .263 | |
| Leadership | 0.58 | 0.12 | .48 | 4.95 | <.001 | |

***Additional Research Question 1 Analyses Removing Extreme Residuals***

Predicting motivation from generation and leadership yielded no residuals more extreme than +3 or -3. Given this information, there are no extreme residuals to remove.

**Research Questions 2 and 3**

Research Questions 2 and 3 focused on motivation and leadership, and the moderating effect of motivation on job satisfaction. Research Question 3 examined the impact of motivation on job satisfaction.

Research Question 2: To what extent does provider motivation moderate the relationship between a supervisor's perceived leadership style and their job satisfaction in mental health workplace settings?

$H_0$2: Provider motivation does not moderate the relationship between perceived leadership and job satisfaction in mental health workplace settings.

$H_A$2: Provider motivation does moderate the relationship between perceived leadership and job satisfaction in mental health workplace settings.

A multiple linear regression was conducted to examine whether motivation moderates the relationship between perceived leadership style and job satisfaction. As shown in Table 7, the model was significant, adjusted $R^2 = .625$, $F(3,76) = 44.83$, $p < .001$, indicating that the set of variables significantly relates to job satisfaction. The model explains 62.5% of the variance in job satisfaction. Leadership was not a significant predictor, $t(76) = -0.76$, $p = .449$. Supporting the predicted moderated effect, the interaction between motivation and leadership was statistically significant, $t(76) = 2.12$, $p = .038$. Motivation appears to influence how strongly transformational leadership affects job satisfaction. The regression equation was Y = 89.32 + 16.92X1 – 1.30X2 +2.70X1*X2. One point in motivation (X1) increases satisfaction by 16.92 units. A one-point increase in the interaction between motivation and transformational leadership

increases satisfaction by 2.70 points. Breaking down the interaction using simple slopes, at low levels of motivation, the relationship between transformational leadership and job satisfaction was negative, but not statistically significant ($b$ = -4.55, $p$ = .063). At medium levels of motivation, the relationship between transformational leadership and job satisfaction was negative and weak, but not statistically significant ($b$ = -1.05, $p$ = .540). Finally, at high levels of motivation, the relationship was positive, but not significant ($b$ = 1.87, $p$ = .387). While non-significant, the positive relationship suggests that transformational leadership may improve satisfaction among highly motivated providers.

**Table 7**

*ANOVA Predicting Job Satisfaction From Motivation, Leadership, and Their Interaction*

| Model | | *SS* | *Df* | *MS* | *F* | *P* |
|---|---|---|---|---|---|---|
| 1 | Regression | 18334.8 | 3 | 6111.6 | 44.83 | <.001 |
| | Residual | 10360.4 | 76 | 136.3 | | |
| | Total | 28695.2 | 79 | | | |

**Table 8**

*Regression Summary Predicting Job Satisfaction From Motivation, Leadership, and Their Interaction*

| | *B* | *SE* | *b** | *t* | *p* | Adj. $R^2$ |
|---|---|---|---|---|---|---|
| Constant | 89.32 | 1.54 | | 58.05 | <.001 | .625 |
| Motivation | 16.92 | 1.83 | .87 | 9.27 | <.001 | |
| Leadership | -1.30 | 1.71 | -.07 | -0.76 | .449 | |
| Motivation X Leadership | 2.70 | 1.27 | .15 | 2.12 | .038 | |

***Additional Research Question 2 and 3 Analyses Removing Extreme Residuals***

Predicting JSS from generation and leadership yielded no residuals more extreme than +3 or -3. Given this information, there are no extreme residuals to remove.

Research Question 3: To what extent does provider motivation predict their job satisfaction in mental health workplace settings?

$H_o3$- Provider motivation does not predict job satisfaction in mental health workplace settings.

$H_a3$- Provider motivation predicts job satisfaction in mental health outpatient clinics.

A simple linear regression examined the relationship between job satisfaction and motivation. Consistent with Hypothesis 3, as shown in Table 9, motivation explained 60.1% of the variance in job satisfaction and remained a significant predictor in a model with motivation as the only predictor, $t(79) = 11.03$, $p < .001$. The results suggest that higher motivation is associated with more job satisfaction. This is not surprising as the correlations in Table 2 clearly show a strong relationship ($r = .78$), and we know that in a simple regression the $b^*$ is equivalent to the zero-order correlation.

**Table 9**

*Regression Summary Predicting Job Satisfaction From Motivation*

| | *B* | *SE* | *b** | *t* | *p* | Adj. $R^2$ |
|---|---|---|---|---|---|---|
| Constant | -8.99 | 9.19 | N/A | 0.98 | .331 | .601 |
| Motivation | 1.09 | 0.10 | .78 | 11.03 | <.001 | |

## Summary

Regarding Research Question 1, greater transformational leadership related to more job satisfaction and motivation. However, generation status was unrelated to either outcome. Turning to Research Question 2, leadership did moderate the relationship between motivation and job satisfaction. However, surprisingly the relationship between more transformational leadership and satisfaction was strongest, and negative, among those with the lowest motivation. Regarding Research Question 3, greater motivation was related to more satisfaction.

# Chapter 5: Discussion, Conclusions, and Recommendations

## Introduction

Today's workforce consists of employees from diverse backgrounds and generations (Cucina et al., 2018). A multigenerational workforce refers to several generations of employees in a workplace setting with various values, behaviors, attitudes, and expectations (Cucina et al., 2018). Generational cohorts represent various employees working together in the 21st century workplace setting. Each group is assumed to have unique attributes such as different educational levels, core beliefs and values, work ethics, work life balance needs, and fundamental ideals. For example, Baby Boomers, born between 1946 and 1964, seek a standard of living better than their parents (Pew Research Center, 2017), Generation Xer's, born between 1965 and 1981, represent the generation of the working mother, latchkey kids, and single-family homes (Lyons & Juron, 2014). Millennials, born between 1982 and 2004, are viewed as the digital generation and are competitive, self-confident, highly educated, love spending money, and are tech savvy (Lyons & Juron, 2014; Pew Research Center, 2017). For the first time in modern history, several different generations are working together within the workplace because of people living longer and postponing retirement (Roodin & Mendelson, 2013).

Licensed mental health providers, including licensed professional counselors, licensed clinical social workers, licensed marriage and family therapists, licensed psychologists and psychiatrists comprise a multigenerational cadre that mental health organizational leaders struggle to supervise and meet their individual as well as

generational needs and expectations (Becton et al., 2014). Therefore, how mental health organizational leaders manage their expectations regarding multigenerational providers, adapt to generational differences, develop programs to recruit, train, retain, and mentor is a challenge facing the mental health industry today (Dario & Heap, 2017). Generational cohorts' perceptions and interpretations influence some aspects of teamwork, productivity, morale, communication, and motivation (Mencl & Lester, 2014). Consequently, organizational leaders must have both cultural understanding and awareness to facilitate and accommodate intergenerational workplace settings (Dario & Heap, 2017).

The Bureau of Labor Statistics (2019) reported that substance abuse, behavioral disorder, and mental health counseling occupations will grow 23% from 2016 to 2026. Consequently, today's mental health industry employers confront several related challenges, including workforce growth and retention as demands for mental health services increase (Lyons & Juron, 2014). As the mental health industry continues to grow, the challenges of obtaining and maintaining high standards of customer care increase (Roodin & Mendelson, 2013).

The problem confronting mental health organizations today is how leadership will address the demand for growing mental health services, as well as the needs of a diverse multigenerational workforce for the first time in modern history (Lapoint & Liprie-Spence, 2017). These dynamics propel management to consider how their leadership styles impact motivation and job satisfaction in a multigenerational workplace providing mental health care (Lapoint & Liprie-Spence, 2017). Understanding leadership styles in

context of multigenerational workforce employers is an important consideration for understanding how motivation and job satisfaction varies in the multigenerational work environment and impacts employee retention, job performance, and customer satisfaction (Roodin & Mendelson, 2013). Focusing on how to retain talented employees of any generation is essential to leadership's understanding and ability to create a motivated, satisfied, and stable workforce (Roodin & Mendelson, 2013). An organization comprised of skilled and committed employees achieves higher productivity and increases employee retention (Dario & Heap, 2017). Furthermore, turnover of high performing employees is costly to organizations and increases expenditures (Dario & Heap, 2017).

There is research examining motivation and job satisfaction within various professions. However, few studies examined them from a multigenerational lens involving various professions of mental health providers (Roodin & Mendelson, 2013). Lapoint and Liprie-Spence (2017) posit that motivation provides satisfaction arising from intrinsic conditions of the job itself. Leaders must invest time to discover and understand their multigenerational workforce. Furthermore, extrinsic motivations may leverage increased productivity (Lapoint & Liprie-Spence, 2017). Job satisfaction is the contentment employees feel about their job overall, as well as the attributes of the job. The description is fluid because job satisfaction is personal, subjective and changes over time as people's goals and aspirations evolve. Leadership should not be indifferent to the impact job satisfaction has on organizational culture (Dario & Heap, 2017). Organizational leadership should consider increasing awareness of the strengths and assets of each generational cohort to maximize those assets, thereby increasing the

probability of retention and recruitment. In this study the focus was on how mental health provider generational cohorts and perceived leadership style of their supervisors relate to motivation and job satisfaction in mental health workplace settings.

## Interpretation of the Findings

Overall, the results indicated that there was a significant relationship between perceived transformational leadership style, job satisfaction, and motivation among mental health providers. The first research question asked to what extent generational cohort providers and perceptions of a supervisor's leadership style predicted motivation and job satisfaction in mental health work settings. Generation was not related to motivation or satisfaction. Factors that may have contributed to this unexpected outcome are a shared commitment among mental health providers to professional values and ethics. Mental health providers, regardless of age or generation, often share core professional values and ethical standards that cross generational boundaries as well as a strong desire to make a difference which may also influence job satisfaction and motivation. A possible shared motivation may be the intrinsic rewards of client care and personal fulfillment across generations also overshadowing generational differences. Other factors may include supervision quality, workload, resources, and workplace support which may have a stronger impact on satisfaction than generational differences. Finally, by the time clinicians are fully licensed, they may have developed a professional identity that aligns their motivation and satisfaction with their work, regardless of age. Perceived transformational leadership was a significant predictor of motivation and job satisfaction. This is consistent with research showing transformational leadership relates

to increased motivation (Ibrahim et al., 2022) and job satisfaction among employees (Gebreheat et al., 2023). Leaders that inspire, encourage, and support their team members create a positive organizational climate that boost employees' job satisfaction (Wang & Shi, 2014).

The second research question asks whether provider motivation moderates the relationship between a supervisor's perceived leadership style and job satisfaction in mental health work settings. Motivation did moderate the relationship between perceived leadership style and job satisfaction as predicted. However, the relationship between transformational leadership and satisfaction was strongest, and negative, among those with the lowest motivation and positive among those with the highest motivation. The results suggested that, contrary to predictions, transformational leadership may not always be beneficial for unmotivated employees and might even have a negative effect in such cases. Leadership style influences how motivation affects job satisfaction with more transformational leadership related to greater satisfaction. Nonetheless, for employees who less motivated, greater perceptions of transformational leadership relate, unexpectedly, to lower job satisfaction.

The unexpected negative outcome contradicts the view that transformational leadership universally promotes job satisfaction. This was not the case for those with less motivation. This indicates that the relationship between leadership style and employee well-being is more complex and may depend on individual differences such as personality, past experiences and culture or contextual factors such as work environment

and team dynamics. These factors suggest that while some employees may benefit from transformational leadership, others may react negatively.

The third research question asks how provider motivation relates to job satisfaction in mental health work settings, Greater motivation was related to more job satisfaction. High motivation may create a positive cycle where a series of good or beneficial effects reinforce each other, leading to continuous improvement or positive outcomes overtime, which in turn boosts their motivation further and appears to lead to greater satisfaction. However low motivation breaks this cycle, resulting in negative feelings that decrease job satisfaction. Motivation does not just influence performance but also deeply affects how employees perceive and even enjoy their work environment (Hadi, 2018).

Nonetheless, the moderated effect supporting Research Question 2 indicates that motivation continues to serve as an important and influencing factor in the relationship between perceived transformational leadership and job satisfaction. As previously mentioned, there is a wealth of literature that has explored job satisfaction and motivation in workplace settings and there is also a plethora of literature on generational differences which includes some cross-sectional and meta-analysis studies. Furthermore, generational workplace values and workplace behavioral preferences have been explored under several different generational topics. However, there is limited literature available regarding leadership styles, multigenerational mental health providers, motivation, and job satisfaction in the workplace settings. According to the Pew Research Center as of 2025, there are approximately 71.6 million baby boomers in the United States, 65 million

Generation Xers in the United States, and 72.7 million Millennials in the United States. And, baby boomers are working longer and delaying retirement, therefore organizations and leadership should consider focusing on creating and promoting a collaborative work culture that embraces mentorship and healthy communication, thereby promoting engagement that encourages employee satisfaction and excellent organizational performance that encompasses various aspects, including operational efficiency, client satisfaction, strategic alignment, innovation and adaptability and social responsibility.

The results of Research Question 1 support previous work focused on the importance of transformational leadership on motivation and job satisfaction (Alam et al., 2021). However, when motivation was examined as the moderator between transformational leadership and job satisfaction in Research Question 2, the results suggest that transformational leadership has a negative effect on job satisfaction among unmotivated workers. This indicates that those lower in motivation are less satisfied when working with transformational leaders. The theoretical understanding of transformational leadership and its effectiveness is conditional. It is not inherently effective in all situations. It appears to work better when followers are motivated and may be counterproductive or less effective when followers are unmotivated (Chua & Ayoko, 2019). This underscores the need for a contingency perspective, recognizing that leadership effectiveness depends on individual follower traits, particularly motivation levels. Motivation levels can be characterized from disengaged or indifferent to engaged, to highly motivated and to passionately engaged or self-driven (Chan, 2005; Latham & Pinder, 2005). Effective leadership depends on matching the leaders' style to the

follower's characteristics and the situation through assessing individual needs, customizing the leaders' style, providing necessary support and being flexible to changing circumstances. This approach may facilitate greater effectiveness and foster more engaged, satisfied, and high-performing teams (Al Rahbi et al., 2017). Findings support transformational theory and suggest that employee motivation and satisfaction enhance leader effectiveness because employees respond positively to the transformational style. Low motivation and low satisfaction limit the leader's impact on employees, emphasizing why motivation and satisfaction support the success of transformational leadership. Furthermore, when employees are motivated and happy, they appear to respond better to inspiring leaders. Transformational leaders strengthen motivation and satisfaction by inspiring and supporting their employees. This positive cycle suggests better performance, innovation, and a more engaged team (Afsar & Umrani, 2020).

## Limitations of the Study

Limitations question the validity of the research. The validity of this research may be influenced by several inherent limitations, which should be carefully considered when interpreting the findings (Pyrezak & Bruce, 2017). Participant bias is one limitation that. Participant bias occurs when individuals modify responses to appear in more favorable or conceal sensitive information. This may lead participants to respond in manners not consistent with their experiences (Helmich et al., 2015). Recall is also a limitation. Memory is fallible. Participants may misremember events, details, or experiences. This leads to a lack of reliability of the data. Participants might also

unintentionally omit relevant information or interpret past events through a subjective lens, which affects the validity of the conclusions drawn (Helmich et al., 2015).

A delimitation for this research is population. Choosing to focus research on the mental health industry exclusively as opposed to other healthcare professionals in the healthcare industry narrowed the scope of research. Geographically, participants participated from various regions in the United States, thereby narrowing the scope of the research, as there were not participants from all 50 states that participated in this research study. Additionally, the participants were licensed multigenerational mental health clinicians only, who were LPCs, LCSWs, LMFTs, LPs, psychologists, and psychiatrists. Therefore, findings cannot be generalized beyond licensed mental health clinicians. Also, quantitative data was the focus of this research study. Additional insights could be found using qualitative methods.

I aimed to include a diverse sample of mental health clinicians in this study, ensuring representation across gender and ethical backgrounds. Specifically, I sought to include both male and female clinicians, as well as individuals from various ethnic and cultural backgrounds, to better capture a range of perspectives and experiences. However, despite these efforts, the majority of the participants who completed the study identified as white and male. The sample was partially representative of the mental health workforce in the United States in terms of race, as most providers are white, but not in terms of gender given that the majority of providers are women (BLS) U.S. Bureau of Labor Statistics), thus limiting generalizability to the broader mental health workforce. Most licensed mental health professionals are white. Estimates suggest that around 70-

80% of psychologists, counselors, and social workers are white. Hispanic/Latino representation is growing but still underrepresented relative to the general population at approximately 10-15% of the workforce. Black/African Americans are also underrepresented compared to their proportion of the U.S population at around 5-10%. Also underrepresented are Asian/Pacific Islanders at just 3-5% of the workforce. Finally, Native American/Alaskans are even smaller at approximately 2% of the mental health workforce (U.S. Department of health & Human Services, Health Workforce Data, 2021 report). The lack of diversity among mental health providers suggests systemic inequalities, cultural gaps, and access issues. Addressing this requires efforts to promote equity, inclusion, and representation across different professions.

## Recommendations

The mental health industry is experiencing substantial growth and service demands. It is characterized by complex organizational structures and demanding work environments. Examining and understanding the important aspects that influence organizational leadership, employee performance, satisfaction, and motivation is crucial to the efficacy of this industry and the building and retaining of quality clinicians and organizational leaders. Developing leadership training that emphasizes transformational leadership qualities, such as inspiring vision, individualized consideration, intellectual stimulation, and idealized influence, tailored to resonate with the values of different generational cohorts could be invaluable. In summary, creating leadership programs that teach leaders how to inspire, support, challenge and model behaviors in ways that align with the different values and motivations of each generation, thereby maximizing their

effectiveness in driving job satisfaction and motivation could potentially foster a more inclusive work environment. Additional recommendations include recognizing that different generations may have distinct motivators, thus creating policies and recognition programs that address these diverse needs, could boost engagement and motivation. Recommendations also include leveraging technology and communication using digital tools and communication channels favored by different generations to improve transparency, feedback, and recognition as this infers intentionally choosing and utilizing the technology platforms that each group prefers, to improve openness, feedback, and recognition as previously mentioned. This approach may help create a more inclusive, engaging, and motivated workplace. Hence, continuously studying the preferences and behaviors of generational cohorts may judiciously inform leadership of evolving best practices. Boosting job satisfaction and motivation in a multigenerational workforce should include fostering respect and inclusion, offering flexible work options, providing custom professional development, supporting technology, recognizing meaningful contributions, promoting well-being, and encouraging collaboration and purpose. Additional recommendations include creating a more culturally competent and diverse mental health workforce that addresses systemic barriers such as educational inequalities, financial barriers, socioeconomic inequalities, and cultural barriers. Providing targeted support and mentorship, promoting inclusive hiring, and training, and advocating for policies that promote diversity and equity are necessary to establish a more diverse mental health workforce, improve cultural competence, and increase access to mental healthcare care for a diverse population. Broadening the research's scope could inform

policy development. Comprehensive exploration is essential to ensure mental health care evolves to meet changing societal needs.

As a mental health clinician, I am aware of the challenges facing the mental health industry, both as a provider deeply committed to delivering effective care and as a woman of color navigating an often complex and underserved healthcare landscape, These dual roles provide insight into the systemic barriers, cultural considerations, and disparities that can impact service delivery and professional growth within the field. I advocate for the development and expansion of mentorship programs that involve the baby boomers. Baby boomers possess considerable experience and institutional knowledge. Training from more senior clinicians could facilitate training that addressed skills, ethical standards, and best practices to a new generation of practitioners. This mentorship model could emphasize customer care, professional integrity, and cultural competence.

## Suggestions for Future Research

Future research should focus on the mental health industry, specifically licensed mental health clinicians such as psychologists, licensed professional counselors, marriage and family counselors, and licensed clinical social workers. Better leadership relates to more job satisfaction and greater motivation among multigeneration cohorts across numerous areas such as the educational sector, banking/financial and business sector, and the medical sector (Abdolshah et al., 2018). However, very few comprehensive studies focus on licensed mental health clinicians regarding a multigenerational workplace setting, job satisfaction, and motivation. Current gaps include a lack of longitudinal

studies, diverse settings, systemic influences, and cultural considerations. Addressing these gaps may inform policies and practices for improving clinician well-being and retention.

Findings from this study suggest that generation is not a significant predictor of motivation and job satisfaction among mental health providers. A meta-analysis in the workplace suggests that generational groupings do not typically lead to large or predictable differences in how people behave or feel at work (Costanza et al., 2012). Conversely, other studies suggest that generation does influence attitudes and behaviors in the workplace such as motivation (Singh et al., 2020), satisfaction (Andrade & Westover, 2018; Teng et al., 2018), and performance (Matlhaba, 2023). Therefore, future research should attempt to explore the effect of generation on job satisfaction and motivation among mental health providers in more depth, examining potential underlying mechanisms that affect these relationships. Future research should also explore reasons why transformational leadership may be ineffective or detrimental to job satisfaction when motivation is low.

## Implications

This study provides insight into the motivation and job satisfaction of multigenerational mental health service providers. A work environment that fosters coaching and mentorship for their employees creates a workplace culture that promotes open dialogue and healthy communication can significantly increase employee satisfaction, motivation, and confidence in leadership. In addition, insight into generational differences and how industry leaders can implement and utilize factors to

improve trust, collaboration, build mentoring relationships, proactively address employee concerns, and positively impact employee retention may be invaluable to industry's competitiveness and longevity as a catalyst to positive social change (Mencl & Lester, 2014). Leaders are poised with an opportunity to increase motivation and job satisfaction among multigenerational mental health clinicians by communicating a shared, inspiring vision that resonates across ages, as well as by supporting ongoing professional development, and encouraging innovation which includes thinking creatively and implementing new ideas or practices that lead to better outcomes, efficiency, or effectiveness. Building psychologically safe environments and modeling ethical, compassionate, and dedicated leadership. This also applies to new licensed mental health employees who are new to the industry. Creating a nurturing environment that offers guidance, recognition, growth, opportunities, and autonomy are imperative to creating an employee friendly and client centered mental health delivery system. The implications for positive social change include the potential for mental health industry leaders to build trust and collaboration among multigenerational licensed clinician providers and supervisors to impact the industry's sustainable competitiveness.

## Conclusion

In this study, I examined the influence of mental health provider generation (baby boomers, Generation X and Millennials) and their perceptions of supervisor leadership style on motivation and job satisfaction. My goal for the study was to influence and guide recruiting, training and mentoring efforts that may better inform industry leaders how to invite and retain top quality licensed mental health providers from every generational

cohort, which may help organizations reduce the cost of employee turnover, increase productivity, positively impact organizational morale and enhance quality consumer care more effectively. The results of this study indicate that provider generational cohort is unrelated to motivation or job satisfaction. However, transformational leadership significantly predicted both outcomes. The results suggest that motivation and job satisfaction may be influenced more by leadership than generational differences.

Motivation moderates the relationship between transformational leadership and job satisfaction. Although the relationship between transformational leadership and job satisfaction was not significant at low, medium, or high levels of motivation, the direction and strength of the relationship varied across motivation levels. At low and medium levels of motivation, transformational leadership was negatively related to job satisfaction while at high levels it was positive, suggesting that transformational leadership may be beneficial to highly motivated employees and detrimental to unmotivated employees. Identifying and expanding the contributing factors that influence motivation and job satisfaction among providers has the capacity to have considerable influence on the trajectory of the mental health industry that will continue to be in great demand across generations and ethnicities.

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## Appendix A: Email to Participants

To: Dissertation Research Participant Organization

My name is Terri and I am a doctoral candidate at Walden University's School of Psychology in the Organizational Psychology program. And, as part of my program requirement, I will be conducting a research study on the relationship between leadership styles and multigenerational licensed providers and motivation and job satisfaction in mental health outpatient clinics.

Providers who are licensed as Licensed Professional Counselors (LPCs), Licensed Clinical Social Workers (LCSWs), Licensed Marriage and Family Therapists (LMFTs) and Licensed Psychologists (LPs) who have been employed with the designated organization for at least one year are invited to participate. Participation is completely voluntary thus no thank you gift(s), compensation, or other reimbursement will be given. Participants will be provided Informed Consent Forms describing how their rights will be protected during the doctoral study process, and how completing an agreement will indicate their agreement and approval to participate in the study. Participants may retain or print a copy of the consent form. A letter of Informed Consent will be included with an email that will assist participants regarding making a decision to participate. If participants decide to participate, they will be asked to respond to email by replying "I consent" in the body of the response email, once participants reply with "I consent" this researcher will provide participants with a link to the online surveys. As stated in the Informed Consent, participation in the study is confidential and personal information will not be shared. All data will be stored in a password protected folder and backup drive;

printed data will be stored in a locked file cabinet. All data/information received related to this study will be destroyed after 5 years.

There are no known risks associated with participating in this research study. The information received by participants will help provide understanding on the relationship between leadership styles and multigenerational licensed providers and motivation and job satisfaction in mental health outpatient clinics. The information collected may not benefit participants directly, however what is learned from this study could provide general benefits to employees, organizations and or companies, and researchers. This researcher's objective is to gather data that will assist with understanding the relationship between leadership styles and multigenerational licensed clinicians and motivation and job satisfaction in mental health outpatient clinics.

This survey is anonymous; therefore no one will have access to identifying information. Furthermore, no information provided on the questionnaire will in any way influence employment with the participant's organization. Participation in this study is voluntary. Completing the appropriate survey(s) will take approximately thirty minutes or less depending on whether respondents are completing all three surveys or one or two surveys. As the researcher, I, Terri Adeshola can be reached at email and phone number redacted if needed. In addition, if there are any clarifying questions concerning participant rights as respondents, please contact a Walden University representative at 612-312-1210. The IRB approval number is # 05-30-23-0091526. This approval expires on 5/29/2024.

Sincerely,

Terri Adeshola

Doctoral Student

Walden University

Appendix B: Permissions

To: Terri Adeshola

Good day, thank you for your interest in our work.
You can certainly use the WEIMS as part of your study for research purposes.
All scoring information are included in the original published paper.
Simply properly reference it and keep us informed of the obtained results.

Best of luck!

Best regards,
Maxime

Dr Maxime Tremblay, PhD., psychologue
#12626-15
418-559-6305

**From:** Terri Adeshola (email redacted)
**Sent:** Friday, March 25, 2022 5:05 PM
**To:** Mtrem001 @Uottawa.Ca <mtrem001@uottawa.ca>
**Subject:** The WEIMS

**Attention : courriel externe | external email**

Terri Adeshola
Fri 3/25/2022 4:05 PM

To:mtrem001@uottawa.ca

Hello Dr. Tremblay,

I am emailing you to request permission to use (WEIMS) The Work Extrinsic & Intrinsic Motivation Scale. I am a doctoral student at Walden University in the Industrial/Organizational program.

My research will be a quantitative correlational study that examines the relationship between generational cohorts and opinions of their supervisor's leadership style and whether this predicts their motivation and job satisfaction. Specifically, the study will examine how licensed mental health clinicians in three generational cohorts, Baby boomers, Generation X, and Millennials, interpret and perceive their work environments by examining variables that influence motivation and job satisfaction, most notably,

leadership styles. The goal is to influence and guide recruiting, training, and mentoring efforts that may better inform industry leaders. The scale will be used solely for academic research. Moreover, I will certainly cite all researchers involved in the publication of this instrument.

Thank you in advance for your consideration. I look forward to hearing from you or a member of your staff.

Sincerely,
Terri Adeshola
Doctoral Student
Walden University
Mind Garden Inc <info@mindgarden.com>
Tue 3/15/2022 2:27 PM

To: Terri Adeshola

Hello Terri,

Thank you for contacting Mind Garden, publisher of the MLQ.
As you may know, the MLQ is a copyrighted instrument and each use/administration of the MLQ in full or in part requires a license purchased from Mind Garden. E.g. to survey 500 people each once, you would buy a license for 500 administrations.
If I may ask a few questions, we can provide product purchase guidance based on your responses:
1. Do you want to use the MLQ for leaders to take as a self-assessment only, or for raters only to assess someone else e.g. their boss, or perhaps some of each, e.g. 10 leaders each with many raters and linking together each leader's self-assessment with the ratings by their colleagues in a 360-style format?
2. Do you know how many leaders you want to survey? How many raters?
3. Do you want to administer the MLQ online via our platform or via another platform? Or via paper/pen?

Best,

Katherine
Mind Garden, Inc
On Tue, Mar 15, 2022 at 11:42 AM <info@mindgarden.com> wrote:

Message from Terri Adeshola

**Customer name:** Terri Adeshola

**Customer e-mail address:** email redacted

**Customer message:** Dear Sir/Madam,

I am emailing you to request permission to use the (MLQ-5) Multifactor Leadership Questionnaire. I am a doctoral student at Walden University in the Industrial/Organizational program.

My research will be a quantitative correlational study that examines the relationship between generational cohorts and opinions of their supervisor's leadership style and whether this predicts their motivation and job satisfaction. Specifically, the study will examine how licensed mental health clinicians in three generational cohorts, Baby boomers, Generation X, and Millennials, interpret and perceive their work environments by examining variables that influence motivation and job satisfaction, most notably, leadership styles. The goal is to influence and guide recruiting, training, and mentoring efforts that may better inform industry leaders. The scale will be used solely for academic research. Moreover, I will certainly cite all researchers involved in the publication of this instrument.

Thank you in advance for your consideration. I look forward to hearing from you or a member of your staff.

Respectfully,
Terri Adeshola
Doctoral Student
Walden University

**Phone:** redacted

**Company:** Walden University

**Country:** United States

**How did you hear about us:** Through researching how to acquire a permission letter to use the (MLQ-5x) for dissertation research.

Paul Spector <pspector@usf.edu>
Thu 3/10/2022 4:25 PM

To: Terri Adeshola

Dear Terri:

You have my permission to use the original JSS in your research. You can find copies of the scale in the original English and several other languages, as well as details about the scale's development and norms, in the Paul's No Cost Assessments section of my website: https://paulspector.com. I allow free use for noncommercial research and teaching purposes in return for sharing of results. This includes student theses and dissertations, as well as other student research projects. Copies of the scale can be reproduced in a thesis or dissertation as long as the copyright notice is included, "Copyright Paul E. Spector 1994, All rights reserved." Results can be shared by providing an e-copy of a published or unpublished research report (e.g., a dissertation). You also have permission to translate the JSS into another language under the same conditions in addition to sharing a copy of the translation with me. Be sure to include the copyright statement, as well as credit the person who did the translation with the year.

The JSS-2 is an improved commercial version for which there is a fee as explained here: https://paulspector.com/assessments/job-satisfaction-survey-2/.

For additional assessment resources including an archive of measures developed by others, check out the assessment section of my website for organizational measures https://paulspector.com/assessments/ and my companion site for general and mental health measures: https://www.stevenericspector.com/mental-health-assessment-archive/

Thank you for your interest in the JSS, and good luck with your research.

Best,

Paul Spector, PhD
Adjunct Professor, School of Information Systems and Management
Muma College of Business
Distinguished Professor Emeritus, Department of Psychology
University of South Florida
Tampa, FL 33620
paul@paulspector.com
Website: https://paulspector.com/
For more on my Job Satisfaction book: https://paulspector.com/books/job-satisfaction/

Terri Adeshola
Thu 3/10/2022 4:15 PM
To: pspector@usf.edu
Cc: paul@paulspector.com

Hello Dr. Spector,

I am emailing you to request permission to use (JSS) The Job Satisfaction Survey. I am a doctoral candidate at Walden University in the Industrial/Organizational program.

My research will be a quantitative correlational study that examines the relationship between generational cohorts and opinions of their supervisor's leadership style and whether this predicts their motivation and job satisfaction. Specifically, the study will examine how licensed mental health clinicians in three generational cohorts, Baby boomers, Generation X, and Millennials, interpret and perceive their work environments by examining variables that influence motivation and job satisfaction, most notably, leadership styles. The goal is to influence and guide recruiting, training and mentoring efforts that may better inform industry leaders.

I look forward to hearing from you or a member of your staff.

Sincerely,
Terri Adeshola
Doctoral Candidate

**McGill, Valerie** <valerie.mcgill@theharriscenter.org>
**To:**healthysanity@yahoo.com
**Cc:** MacKinney, Eggla

Wed, Dec 23, 2020 at 1:03 AM

Good evening Terri,

I was informed that students looking to complete research will need to submit information regarding their research/survey requests to the Institutional Review Board. You can contact Eggla MacKinney at Eggla.MacKinney@TheHarrisCenter.org for a submission packet. I've included her on this email as well.

Thank you,

**Valerie McGill MS, LPC**
Manager of Talent Engagement

The Harris Center for Mental Health and IDD
9401 Southwest Fwy.
Houston, TX 77074
Office: 713-970-7329
valerie.mcgill@theharriscenter.org | theharriscenter.org

***24-Hour Crisis Line: 713-970-7000, press 1***

**healthysanity@yahoo.com** <healthysanity@yahoo.com>

**To:**Eggla.MacKinney@TheHarrisCenter.org
**Cc:**Valerie McGill
Tue, Mar 8 at 9:55 PM

Good Afternoon Ms. Mackinney,

I'd like to request a submission packet in order to request permission to perform dissertation research at The Harris Center.

Thank you,
Terri Adeshola, LPC
Doctoral Candidate

**MacKinney, Eggla** <eggla.mackinney@theharriscenter.org>
**To:**healthysanity@yahoo.com
**Cc:** Robertson, Valerie
Wed, Mar 9 at 4:10 PM

Good morning Ms. Adeshola,

Per your request attached are the forms I'll need from everyone participating in the research along with copies of CITI trainings or any other certificates in relation to the research. The last thing I'll need is a MS Word/PowerPoint presentation on the research.

Please note our board meets the last Monday of every month (3/28, 4/25, 5/23). Your documentation needs to be received a week prior to the meeting date.

Let me know if I can be of further assistance to you. Have a great day.

*Eggla MacKinney, The Harris Center for Mental Health and IDD*

*Enterprise Risk Management*

*713-970-7210*