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The Impact of Transformational Leadership Style on the Success of Global Virtual Teams

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This is to certify that the doctoral dissertation by

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has been found to be complete and satisfactory in all respects,
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2016

Abstract

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by

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Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management (Leadership and Organizational Change)

Walden University

February, 2016

Abstract

Organizations in the age of modern technology have a diverse workforce, who are spread around the globe, and the business leaders of the 21st century need to understand how best to manage, overcome new challenges, and know the various skills of team members to capitalize on their differences and unique skills. To allow those geographically dispersed workers to reach their full potential and facilitate team success. Global virtual teams (GVTs) operate in complex environments characterized by diverse cultural and organizational elements. The primary purpose of this correlational and nonexperimental quantitative research was to examine the impact of transformational leadership on GVTs, their productivity, and job satisfaction with leadership effectiveness. Using the Multifactor Leadership Questionnaire (MLQ) and the Job Satisfaction Survey (JSS), data analyzes were completed through SurveyMonkey.com and SPSS software. The study measured transformational leadership, the independent variable, by the leader's ability to motivate workers to be satisfied and productive, and by the leader's effectiveness in the organization. Data were assessed by frequency analysis, moderation analyzes, and multiple regression analysis on the dependent variables of job satisfaction, leadership effectiveness, and productivity. The findings from this study reinforced the positive relationships found between transformational leadership, employee productivity, and leadership effectiveness in GVTs. Results also showed that motivated employees increase productivity and help in the organization's growth. Implications for positive social change included improvements in GVT interactions to increase the exchange of diverse ideas that lead to increased productivity and job satisfaction.

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Dedication

This study is dedicated to all of my professors, friends, and family, who have encouraged me throughout this journey to achieve the highest level of education available. I would also like to dedicate this dissertation to my daughter, who has been a blessing, and whom I love dearly!

"All achievements, all earned riches, have their beginning in an idea" – Napoleon Hill.

Acknowledgments

Throughout this journey, I have interacted directly and indirectly with many of the Walden University faculty and staff, and would like to acknowledge their contribution and dedication, and would also like to appreciate their services. I am forever grateful to all of the Walden University faculty and staff who contributed in some fashion to the successful completion of my dissertation. In particular, I would like to extend my sincere appreciation and thanks to Dr. Korrapati for agreeing to serve on my dissertation committee despite his already extended commitments. I am extremely grateful for his support.

I would also like to thank my daughter for being who she is and how she believed in me throughout this journey.

Finally, my sincere gratitude and appreciation for the relentless guidance, mentorship, and support I received from my committee chair, Dr. Richard Bush. Dr. Bush's coaching, mentorship, and insightful and informative feedback was priceless in guiding the breadth, depth, and quality of my research study. I am extremely grateful for his support and his solid academic example.

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Chapter 1: Introduction to the Study

Introduction

Organizations face increased global competition and challenges of how best to sustain their competitive advantage in the complex business world. Organizations in the 21st century need to seek alternative methods to operate and be more effective, efficient, and creative. Success in international business requires leaders to be aware of the cultural differences that may influence business practices in other countries (Banutu-Gomez, 2011). Indeed, the system outlined in Bartlett and Beamish's (2014) textbook entitled, *Transnational Management*, sets up a framework for international managers to properly assess the effects of distance on business ventures. As shown in the reading, distance is not only represented by pure mileage, but extends into *cultural, administrative, global, and economic* distances as well, also known as CAGE (Bartlett & Beamish, 2014). Only by properly addressing all frameworks of distance can an organization successfully implement global business strategies. Leaders need to be acutely aware of global virtual teams (GVTs) to ensure the success of virtual teams in the 21st century (DuBrin, 2013). I investigated this problem by analyzing the experiences of those who worked in GVTs. The purpose of this study was to determine how transformational leadership is effective in impacting employee satisfaction and if it increases productivity.

This chapter is comprised of three main parts. The first part consists of an introduction and a background to the study, the statement of the problem to be addressed, and the purpose of conducting this study. The first part also consists of the research questions and hypotheses used in this study, and concludes with the theoretical base and

conceptual framework of the study. The second part focuses on the nature of the study, definitions of terms used throughout the study, assumptions, along with the study scope and limitations. The third part concludes this chapter with the significance of the study with an emphasis on the contribution of the study towards positive social change, and a summary of the chapter as a whole.

Background

Many studies, books, and articles describe leadership, virtual teams, and employee job satisfaction. Many of these publications explored the effects of leadership and electronically mediated communications, but have concentrated on a particular aspect such as on motivation or job satisfaction. Additional research should aid in determining the nature of relationships existing between employee job satisfaction and perceived leadership effectiveness in virtual team environments (Mawanda, 2012). Moreover, other predictor variables, such as diversity and team longevity predict employee job satisfaction and leadership effectiveness (Mawanda, 2012, p. 157).

I explored the impact of leadership on the success of GVTs, their motivation, and their satisfaction by incorporating team longevity that is, the capacity to work together in the future, to measuring leadership effectiveness, employee productivity, and employee job satisfaction in GVTs. I also examined the interpersonal relationships, and communication between GVT members, which are key to the success of the team and the organization at large. I used the quantitative research methodology (see Table 1).

Table 1

Quantitative Research Methodology.

Quantitative research methodology
Mode of analysis is inductive: Derived from theory.
Quantitative research design is the standard experimental method of most scientific disciplines.
The problem statement concisely states what will be studied. It describes at least two variables and a conjectured relationship between them.
Research based on traditional scientific methods, which generates numerical data and usually seeks to establish causal relationships between two or more variables, using traditional mathematical and statistical means to measure results conclusively.
Quantitative research design is an excellent way of finalizing results and proving or disproving a hypothesis.
A method of inquiry employed in many different academic disciplines, traditionally in social sciences.

Note: From *Method in social science: A realist approach,* by Sayer, A., 2010, London: Routledge, pp. 175-203.

The future belongs to those who can best manage change, "In the current economic climate, all organizations are experiencing the impacts of change" (Warrilow, 2014, para 2). Therefore, it is vital to know how to manage a diverse pool of businesspeople in dispersed locations and time zones, especially in GVTs, due to advancements in technology. Technology in the 21st century has gone through rapid advancements and changes, allowing people from different cultural backgrounds with different schedules, different levels of experience, and different locations to interact and meet virtually, despite the different time zones of GVT members or different office hours. For instance, Lipnack and Stamps (2000) stated that "virtual teams are the people-operating systems for the twenty-first century" (p. 7), and Zofi (2011) indicated that technology is so embedded in the workplace that people take it for granted, yet human adjustment is still in a state of flux. Addressing the reality of voluminous data, rapid

information flow, and intense collaboration, the leader has to have new skills to lead successfully (Zofi, 2011, p. 229).

As the population of the United States and in countries throughout the world becomes increasingly diverse, the contexts in which leadership occurs in organizations and communities will also become increasingly heterogeneous. Leadership theories need to be inclusive and incorporate explanations of how dimensions of diversity shape understanding of leadership (Chin, 2013). For an organization to survive and sustain its operations in the 21st century, the organization needs to seek alternative methods of operation; namely, a GVT concept (Mockaitis, Rose, & Zettinig, 2012). Indeed, certain organizations might not even have a permanent physical location, but they do have an electronic presence. In such work structures, employees are geographically and culturally dispersed, but interconnected through advanced-communication technologies (Berry, 2011).

Global [virtual teams] are ubiquitous in the current knowledge-based economy (Robinson, 2013). Apart from the strategic drivers, socio-economic factors such as the global economic downturn (decreasing travel budgets), and growing terrorist activities (discouraging more frequent global travels of corporate staff) may also encourage companies worldwide to adopt virtual work arrangements (Mukherjee, Hanlon, Kedia, & Srivastava, 2012, pp. 527-529).

Researchers and research practitioners in the 20th and 21st centuries have extensively described leadership as the ability to direct or inspire followers to attain certain goals and objectives. According to Zofi (2011), "no one person regardless of how

talented and hardworking is capable of mastering all that is required of business

leadership today" (p. 230). Leadership in the virtual workplace has reflected the paradigm

shift that has occurred, bringing a new order of business relationships and a new

definition for the role of an effective leader. The very nature of dispersed team members

is that global virtual leaders can no longer successfully manage through traditional

leadership styles, using command-and-control techniques. They need to delegate roles

and responsibilities to followers and remember that GVT members may be out of sight,

but they cannot be out of mind (Zofi, 2011, p. 231). Few researchers have begun the

foundational work in this new area, and have given particular attention to the relationship

of leadership style and job satisfaction in a global virtual workplace (Mawanda, 2012;

Small, 2011).

   In this study, I aimed to add to this emerging body of knowledge to further

establish a base of information regarding leadership and employee job satisfaction in the

global virtual workplace, while controlling for age and gender-based differences in

satisfaction, and further expanding the research to include employee productivity and

team longevity. For corporations to remain competitive in this digital age of

technological expertise and broadband access to the Internet, more and more

organizations are using technology to be more efficient and more productive while

reducing costs. Organizations need to focus on their most important asset--their

employees; therefore, it is important to focus on the factors affecting the performance of

employees and know how to motivate them (Shiraz, Rashid, & Riaz, 2011).

Statement of the Problem

The problem was that limited empirical research existed that focused on the role and impact of transformational leadership on employee satisfaction, and team longevity in predicting increased productivity and leadership effectiveness in GVTs (Mawanda, 2012; Ocker, Huang, Benbunan-Fich, & Hiltz, 2011; Wang, Oh, Courtright, & Colbert, 2011). More research concerning leadership and GVTs was required to determine the nature of the relationship between the transformational leadership style and employee job satisfaction in diversity and team longevity (Mawanda, 2012). Characteristics associated with transformational leaders have been found to influence the leader–employee relationship, increasing the employee's motivation (Ziek & Smulowitz, 2014). Early research studies suggested that transformational leadership is also effective in the virtual environment, successfully mitigating the challenges of this environment (Mawanda, 2012; Small, 2011). Thus, I addressed employee job satisfaction while controlling for age and gender-based differences in satisfaction, and team longevity pertaining to GVT productivity, and leadership effectiveness.

Other peer-reviewed and research resources were also examined to expand on the understanding of leadership and its importance in the global business world, specifically in GVTs. Chin (2013) discussed diversity and leadership. Griffin (2012) analyzed leadership methodology and its effectiveness in virtual teams. Robinson (2013) examined emotional intelligence and virtual team effectiveness. Shiraz et al. (2011) exposed significant relationships between employee job satisfaction and leadership effectiveness. Even though researchers have provided some information about GVTs, and might have

been part of such teams themselves, little research has been performed about what kind of

leadership styles are needed to adapt to the ongoing changes in the virtual workplace.

Over the past few years, researchers have studied leadership and employee motivation,

and have called for more empirical research to understand the role of leadership in

influencing team dynamics and affecting the performance of the workforce (Ziek &

Smulowitz, 2014).

My study's measures and outcome can assist organizations in determining the

effect of transformational leadership factors influencing GVT leadership effectiveness

and job satisfaction, along with increased productivity. GVTs in the 21st century operate

in complex business environments characterized by various cultural, subcultural,

organizational, and functional elements, including factors such as wars and famine.

Therefore, organizational leaders face various challenges to lead effectively and

efficiently. Avolio (2011) noted that increasing the total time that GVT members interact,

and reducing the amount of listening time can improve the efficiency of the team. Despite

the advantages of GVTs, leaders still face enormous new challenges that, in most cases,

are different from those of traditional face-to-face business interactions. Indeed,

voluminous research on virtual teams (Griffin, 2012; Robinson, 2013; Zofi, 2011) were

focused on trust and communication challenges with less emphasis on the role and impact

of transformational leadership on GVTs.

Purpose of the Study

The purpose of this quantitative study was to specifically explore transformational

leadership and GVTs regarding job satisfaction, employee productivity, and team

longevity. The intent of this study was to examine, describe, and build on previous research findings, especially those conducted in recent years about GVTs and leadership (Chin, 2013; Mawanda, 2012; Small, 2011). In our age of technology and globalization it is imperative to understand how best to motivate and retain employees. "According to Khan, Farooq, & Ullah (2010), attracting and retaining motivated workers helps provide the organization with the competitive advantage needed in this era of globalization" (as cited in Mawanda, 2012, p. 15).

To accommodate ongoing environmental challenges and technological advancements, organizational cultures and leadership methods constantly evolve to meet challenges. I examined dissertations and research papers pertaining to leadership (particularly transformational leadership), leadership and culture, global management, and virtual team dynamics, including papers from Walden University. In particular, transformational leadership is required for culturally diverse organizations (DuBrin, 2013).

The variables in this study were the transformational leadership style, the independent variable (IV), and virtual team productivity, job satisfaction, and leadership effectiveness, the three dependent variables (DVs) in GVTs. Multifactor Leadership Questionnaire's (MLQ) transformational leadership subscale was used to measure the independent or predictor variable, the transformational leadership scores (Avolio & Bass, 2004). The first dependent, or outcome variable, was the team member satisfaction, measured by the Job Satisfaction Survey (JSS), the first hypothesis. The second hypothesis examined the moderating effects of team longevity on the relationship

between transformational leadership and leadership effectiveness. Leadership

effectiveness was collected from the MLQ effectiveness subscale and was treated as a

continuous dependent variable. Team longevity, pertaining to employee productivity, the

third continuous dependent variable for the purposes of this study, was measured by the

MLQ extra-effort subscale.

Managers need to understand the impact of effective leadership necessary to rally

job satisfaction and leadership effectiveness (Bass, 1999). To survive and prosper in the

21st century, organizations need to adapt to their respective environments, and have a

better understanding of the diverse cultural and subcultural workforce, especially in

GVTs (Thill & Bovée, 2015). Consumer trends, government requirements, and today's

technology will not remain as today's demands; they are ever changing all over the

world. Multinational, international, and transnational industries must also continue to

grow and change with those demands all while continuing to recognize that with cultural

differences comes conflicting demands (Bartlett & Beamish, 2014). For instance, there is

the case of the name of a certain product meaning something different in another

language. In Spanish, "no va" means "does not go" and this is why Chevrolet had a hard

time selling their "Nova" cars in Mexico (Bartlett & Beamish, 2014, pp. 106-107). Thill

& Bovée (2015) defined culture in this context:

> Cultural is a shared system of symbols, beliefs, attitudes, values, expectations, and
>
> behavior norms. Your cultural background influences the way you prioritize what
>
> is important in life, helps define your attitude toward what is appropriate in a
>
> situation, and establishes rules of behavior. (p. 69)

GVTs provide the organization with an opportunity to enter new international markets (Bartlett & Beamish, 2014). GVTs help the organization employ *knowledge workers* wherever they are, without any costs to have them travel and set up offices. These new changes in the marketplace and workforce have led organizations to continuously adopt new strategies and policies. This notion was supported by Bass (1999), who stated "Changes in the marketplace and workforce over the two decades have resulted in the need for leaders to become more transformational and less transactional if they were to remain effective" (p. 10).

In Maslow's (1943) hierarchy of needs, the need for satisfaction of basic needs comes before moving to more advanced needs. Burns (1978) suggested transformational leaders motivate followers to pursue the highest level of need satisfaction: self-actualization. Transformational leaders exhort and empower employees to think independently, critically, and creatively by raising employees' levels of self-efficacy, self-worth, self-confidence, competence, autonomy, and risk-taking (Gill, 2006, p. 50). By doing so, employees can satisfy their basic need for self-actualization. Hence, the purpose of this study was to examine previous research papers on the topic of transformational leadership and its relationship to GVTs, and how best to achieve successful and productive GVTs in this new era of technological knowledge and have the right and exceptional type of leadership style, as stated by Burns (1978) "Exceptional leadership may also make a difference in transforming dormant into active followers" (p. 137). Further, I conducted a study to gain insight into the role and impact of transformational leaders with job satisfaction, leadership effectiveness, and employee

productivity in GVTs. For organizations to overcome these new workplace challenges, they need to understand the role and impact of leadership, diversity, and technology on employee job satisfaction and team longevity, pertaining to employee productivity and leadership effectiveness. The study provided empirical findings by determining the impact of transformational leadership on GVT's leadership effectiveness and employee satisfaction.

Research Questions and Hypotheses

The overarching research question that summarizes the entire study was: What is the impact of transformational leadership (IV) on employee job satisfaction (DV), while controlling for age and gender-based differences in satisfaction, team longevity in employee productivity (DV), and team longevity in leadership effectiveness (DV) in GVTs. I responded to the following research questions:

1. What is the effect of transformational leadership on team member satisfaction across culturally diverse groups in GVT environments?

2. Does team longevity (short-term, long-term, or permanent) moderate the impact of transformational leadership on leadership effectiveness?

3. Does team longevity (short-term, long-term, or permanent) moderate the impact of transformational leadership on employee productivity?

The current study hypotheses were based on previous research findings on the role and impact of transformational leadership and employee job satisfaction. Transformational leadership behaviors play a significant role in influencing employee job

satisfaction (DuBrin, 2013). The null hypothesis (H_0) and the alternative hypothesis (H_a)

of the study follow:

- $H_0 1$: Transformational leadership has no statistically significant positive

  relationship with team members' satisfaction across culturally diverse groups

  in GVT environments.

- $H_a 1$: Transformational leadership has a statistically significant positive

  relationship with team members' satisfaction across culturally diverse groups

  in GVT environments.

- $H_0 2$: Team longevity (short-term, long-term, or permanent) does not moderate

  the effect of transformational leadership on leadership effectiveness.

- $H_a 2$: Team longevity (short-term, long-term, or permanent) does moderate the

  effect of transformational leadership on leadership effectiveness.

- $H_0 3$: Team longevity (short-term, long-term, or permanent) does not moderate

  the effect of transformational leadership on employee productivity.

- $H_a 3$: Team longevity (short-term, long-term, or permanent) does moderate the

  effect of transformational leadership on employee productivity.

Theoretical Base and Conceptual Framework of the Study

Transformational leadership derives its early influence from Burns (1978).

Extending the work of Burns (1978) regarding the concept of transformational leadership,

Bass (1985) identified that there are four components or factors of transformational

leadership behavior. These include individualized consideration (appreciating

individual's ideas, view points, and paying attention to individual's needs); intellectual

stimulation (presenting a desirable future by painting an interesting picture of future);

idealized influence (act as role model); and inspirational motivation (articulating a vision

through an appealing manner. The four components of transformational leaders may

affect the creative self-efficacy of employees as they provide certainty to the followers to

change already developed view points and systems (Shafie, Baghersalimi, & Barghi,

2013).

     Transformational leadership theory is the process by which a person interacts with

others and can create a solid relationship (Leadership-central. com, 2014). The

relationship that results has a high degree of trust that, over time, will result in an increase

in both intrinsic and extrinsic motivation in leaders and followers. Transformational

leadership theory provides details on how leaders transform followers through their

inspirational nature and charismatic personalities (Leadership-central.com, 2014). Such

attributes provide a sense of belonging for followers as they can easily identify with the

leader and the purpose (Bass, 1985). In my study, leadership needs were differentiated by

what is suitable for a GVT in the 21st century worldwide. Transformational leadership

tends to transform followers to perform tasks and achieve the vision of the group, the

organization, and the leader. Transformational leaders set examples while providing

coaching and mentoring, as Burns (1978) stated "Leaders are a particular kind of power

holders. Like power, leadership is relational, collective, and purposeful." (p. 18). In

Chapter 2, an analysis of the leadership techniques provided a definition for leadership,

so I could better understand the research needs in today's intercultural global business

world. I kept the focus of my review of literature on how transformational leadership can

help motivate employees, especially among GVTs. I anticipated the study to show that transformational leadership characteristics have a positive and effective relationship to employee productivity, and leadership effectiveness in the virtual workplace and with a diverse workforce.

The main component of Bass' transformational leadership style is intellectual stimulation, such that the leader challenges followers' basic thinking and assumptions to get followers to think about new ways to perform their work and achieve their tasks (Burns, 1978). Transformational leadership encourages and elevates followers to move beyond self-interest through the abovementioned transformational factors to self-actualization and the well-being of others, the organization, and society (Bass, 1999). Bass and Avolio (1990) stated "Transformational leaders elevate the desires of followers for achievement and self-development while also promoting the development of groups and organizations" (p. 22). In transformational leadership, the relationship between leaders and followers is an exchange process in which followers' needs can be met if their performance is adequate and in which the transformational leader exerts a strong positive influence that helps followers respect, admire, and trust their leader (Burns, 1978). Qualities that foster effective transformational teams as team members intellectually stimulate each other, identify with the team goals, and inspire each other (Bass, 1999).

According to Bass and Avolio's MLQ, transformational leadership is displayed more at higher levels than at lower levels, but its effectiveness is the same at all levels (Gill, 2006, p. 32). Leaders endeavor to communicate the vision and mission of the

business clearly to enhance team effectiveness, especially when it comes to GVTs, as distance may create obstacles (Bartlett & Beamish, 2014). Cultural differences present a much more serious obstacle, as team members might interpret aspects of the business differently. Successful leadership effectiveness, one of the dependent variables for the study, was measured by team members' perception of their leader on factors identified in the MLQ-- leaders' ability to motivate, and leaders' communication skills (Robinson, 2013). In recent years, a significant increase emerged in the recognition of leadership, communication, cultural diversity, globalization, and technology, thus I explored productivity, and team longevity in GVTs.

Nature of the Study

This study used a quantitative research methodology to examine the relationship between transformational leadership, the independent variable, with job satisfaction, and team longevity pertaining to leadership effectiveness and employee productivity, the dependent variables. Researchers worldwide use surveys with close-ended questionnaires for quantitative research methods to test existing theories (Leedy & Ormrod, 2014). The applicable participants in this research were employees from organizations using GVTs. To gain access to participants in various geographical locations, a quantitative research methodology using an online survey instrument was administered through SurveyMonkey.com, a survey-research panel, allowing participants seamless and timely access to the survey. The intent in using the quantitative research method was to allow me to compare variables, to test hypotheses, and to explore the diverse virtual workforce. The quantitative research study uses a nonexperimental, correlational research design to

investigate the relationship between the variables with no manipulation of the independent variable (Sayer, 2010). The established relationship allows other researchers and research practitioners to predict employee job satisfaction, employee productivity, or leadership effectiveness, based on what is known about transformational leadership or team longevity in GVTs.

As stated above, culture plays an important role in today's diverse business world. Culture is the shared values of a group of people in an environment, as stated by Bartlett and Beamish (2014) "A country's attributes determine how people interact with one another and with companies and institutions" (p. 82). It is so important for companies to research and accept the different cultures of the countries that they want to collaborate with. Some cultures have different tastes in food, so if a McDonalds opens up a restaurant in China, they need to make sure that the food is going to appeal to their customers (Bartlett & Beamish, 2014, pp. 106-107). Diversity in the 21st century is significant and projected to become even more important in the near future due to increasing differences in the U.S. population. Organizations need to focus on diversity and look for ways to become inclusive organizations, as "managing diversity well offers a marketing advantage" (DuBrin, 2013, p. 443). I based this study on the MLQ developed by Bass and Avolio (1995) to measure the magnitude of leadership effectiveness. I also used the JSS composite score from the overall satisfaction subscale to measure job satisfaction. To measure for employee productivity, I used the extra-effort subscale of the MLQ.

Definitions of Terms

Culture: "Shared patterns of behaviors and interactions, cognitive constructs, and affective understanding that are learned through a process of socialization. These shared patterns identify the members of a culture group while also distinguishing those of another group" (University of Minnesota, 2013, para 1).

Diversity: It is the acknowledgement, acceptance, understanding, acceptance, and celebration of the differences in society; those differences among people with respect to age, social status, economic status, ethnicity, gender, physical and mental ability, race, sexual orientation, and spiritual practice (Marvasti & McKinney, 2011, p. 638).

Globalization:

The worldwide movement toward economic, financial, trade, and communications integration. Globalization implies the opening of local and nationalistic perspectives to a broader outlook of an interconnected and interdependent world with free transfer of capital, goods, and services across national frontiers. However, it does not include unhindered movement of labor and, as suggested by some economists, may hurt smaller or fragile economies if applied indiscriminately (Globalization, 2014, para 1).

Global virtual teams: "The concept that team members can engage in and deliver projects with limited or no direct physical interaction with other members, allowing multinational enterprises to draw on the widest talent pool available among their global employee base" (Financial Times, 2013, para 2).

Leadership: "The ability of a company's management to make sound decisions and inspire others to perform well" (Investopedia, 2015b).

Job Satisfaction Survey (JSS): A measure introduced by Spector in 1985, the JSS is a questionnaire used to evaluate nine dimensions of job satisfaction related to overall satisfaction. Although the JSS was originally developed for use in human-service organizations, it is applicable to all organizations (Spector, 2011).

Multifactor Leadership Questionnaire (MLQ):

> The Multifactor Leadership Questionnaire (also known as MLQ 5X short, or the standard MLQ) identifies the characteristics of a transformational leader and helps individuals discover how they measure up in their own eyes and in the eyes of those with whom they work. Success can be measured through a retesting program to track changes in leadership style. (Mind Garden, 2014)

Organization:

> A social unit of people that is structured and managed to meet a need or to pursue collective goals. All organizations have a management structure that determines relationships between the different activities and the members, and subdivides and assigns roles, responsibilities, and authority to carry out different tasks. Organizations are open systems--they affect and are affected by their environment. (Organization, 2015)

Productivity:

> A measure of the efficiency of a person, machine, factory, system, etc., in converting inputs into useful outputs. Productivity is computed by dividing

average output per period by the total costs incurred or resources (capital, energy, material, personnel) consumed in that period. Productivity is a critical determinant of cost efficiency. (Productivity, 2014, para 1)

Transformational leadership theory: Also known as "relationship theory," it focuses on the connections formed between leaders and followers. Transformational leaders engage and urge their followers not only to encourage them to achieve something of importance but also to "morally uplift" them to be leaders themselves (Burns, 1978, p. 20).

Assumptions

I assumed the following, with no predetermined order or hierarchy:

1. Sufficient numbers of individuals with GVT experience were willing to participate in the research study, so as to provide statistical significance.

2. Participants would respond to the survey instrument truthfully.

3. The data would be objectively evaluated, and research bias would be eliminated from the process. All potential research biases capable of skewing the data analysis are clearly stated in the assumptions and limitations sections.

4. There were no demographic obstacles to understanding and responding to the survey questions, even though the instruments used in the study have been widely used before in other research papers.

5. The questionnaire would be delivered by electronic means. I assumed that all respondents would have access to a computer and the Internet.

6. Several researchers have used the JSS to measure leadership style effectively. I assumed the JSS effectively measures job satisfaction.

7. The population sample would be representative of the target population, which would help in generalizing the research findings beyond the study population.

8. Participants' written and spoken interactions would be in English.

Scope and Delimitations

The study was designed to evaluate the correlative impact of transformational leadership on job satisfaction, and team longevity pertaining to employee productivity and leadership effectiveness in GVTs. Delimitations are the bounds or scope of the study. The scope of the study answered the need expressed by Chin (2013), Griffin (2012), Mawanda (2012), and Small (2011) that more research could be performed on the variables of leadership, employee involvement, and job satisfaction in virtual workplaces. I focused on job satisfaction, leadership effectiveness, and employee productivity, and delimited the study to businesspeople from organizations using GVT members. The purpose of using a quantitative research method is to produce statistics that are quantitative or to derive numerical descriptions about some aspects of the population of interest, as quantitative research involves collecting data by asking questions to a small sample of the population under investigation (Vogt, 2011). Not to mention that other factors may influence the success of GVTs, such as environment, diversity, demographics, employee cohesiveness, business culture, and corporate culture. Moreover, I could have used a qualitative research method to study the relationship

between leadership and job satisfaction; however, the quantitative research method was used for this study, specifically, the correlational research design.

Limitations

I conducted a quantitative research study in which surveys would be closed-ended questionnaires (Leedy & Ormrod, 2014). However, such surveys might lead to monomethod bias, which is a source of concern. Participants from various GVTs worldwide were the population for this study. A limitation of this study's design was that it did not analyze the impact of any mediating factors such as the correlative relationship between leadership styles and leadership effectiveness. Another limitation of this study was that the study sample frame did not include specifications of race. The research findings were dependent on participants' thorough understanding of the research questions, which might be another limitation, as there might be inaccurate responses. I considered this possibility and validated items for possible ambiguities in the research instrument before sending it out among the research participants. Further, selecting the correct sample size from a larger population was imperative to avoid research and inference mistakes. The use of a limited sample size for a research study may be a source of challenge when conducting statistical analysis necessary to test research hypotheses (Sayer, 2010).

Significance of the Study

The study was significant in that it attempted to address the importance of the transformational leadership style on job satisfaction, employee productivity, and leadership effectiveness in GVTs. The study findings aimed to contribute to the

knowledge base to help advance policies and strategies to support effective leadership and job satisfaction in GVTs. The theoretical contribution of this study examined transformational leadership, how it relates to job satisfaction, increased productivity, and leadership effectiveness. The findings also helped enhance the understanding of how best to manage and retain the global virtual workforce, and informed practitioners on improving leadership and team performance in global virtual workplaces.

Research to date lacks the specificity to address effective leadership styles of global and multicultural virtual teams, despite the important role that these GVTs play in today's business world. Numerous researchers noted that organizations strive to establish business and management strategies aimed at fostering working environments to encourage creativity, innovation, commitment, knowledge sharing, and motivation among GVT members while achieving the organizations' objectives, and fulfilling its vision (Berry, 2011; Hackman & Johnson, 2013; Sayer, 2010). Cultural differences in GVTs may affect and hinder any successful cooperation and effective teamwork, which can become a challenge for leaders in the 21st century (DuBrin, 2013, p. 445). Leadership styles used in traditional collocated teams might create ambiguity in GVTs (Robinson, 2013). Leadership theories should incorporate the different dimensions of diversity to have the followers work as one to avoid bias and influence team dynamics.

The focus of this study was to learn how transformational leadership can affect GVT dynamics when it comes to job satisfaction, employee productivity, and leadership effectiveness. Managing a diverse global virtual workforce in an effective manner will benefit not only the individual and the team, but also the organization at large, creating an

unbiased and safe environment where everyone involved has access to opportunities and challenges. Effective leaders need to educate all those concerned about how to adapt and address the diverse workforce to increase productivity and achieve job satisfaction.

Social Change

Walden University's vision and mission encourage positive social change. Walden University's mission states, "Walden University provides a diverse community of career professionals with the opportunity to transform themselves as scholar-practitioners so that they can effect positive social change" (Walden University, 2014, para. 5). In this study, I examined transformational leadership and, how it relates to job satisfaction, increased productivity, and leadership effectiveness. With the results of my study a leader of an organization, through the combination of research, critical thinking, and analysis, will be more inspired and better prepared to have a social impact on the team and the community at large. A leader will be able to make positive contributions to society by creating a pleasant and intellectually stimulating work environment that will directly affect employees' well-being. The focus was on employee satisfaction that leads to a more profitable organization.

Organizations have employees who have certain needs that create demands for change (Burns, 2007). As their needs change due to numerous factors, organizations must also change to address those needs; those that do not will stagnate or grow chaotic. To discover the current state of social change around the world, a researcher needs to assess the impact of cultural change, and learn more about the individuals who are creating and applying ideas (Walden University, 2015). Demographic changes, such as women in the

workforce, equal-opportunity legislation, and organizational restructurings legislation, to name a few, require organizations to look forward, prepare for the workforce of the future, and understand impending organizational changes (Hatum, 2014). Furthermore, Chin (2013) stated, "Leadership research is often silent about how race and ethnicity influence the exercise of leadership and does not include the experiences of racial/ethnic minority leaders" (p. 1).

Organizations in the 21st century need to review their management practices and policies while developing new and creative approaches to effectively lead and manage businesspeople in electronic mediums. Organizations need to make changes that will help increase work performance and customer service and lead to increase productivity and profit. Managing and valuing diversity is a key component of effective people management in which a team that matches the diversity of a company's customer base has an edge in appealing to those customers (DuBrin, 2013, p. 443). Leaders must align with a collective purpose, and effective leaders must make positive social change in their business, in their teams, and in their organization. The implications of positive social change in my study include improvements in GVT interactions to increase exchange of diverse ideas that may lead to increased productivity and job satisfaction.

Chapter Summary

In the 21st century, leaders need to have the ability to adapt, survive, persevere, and effectively lead businesspeople in GVTs. Despite numerous studies on multicultural, diverse global teams, little research exists to understand leadership and team longevity, particularly in GVTs. Leadership is not a position, nor simply a title; it is a process that

will help guide leaders and employees to accept and survive in a world of multinationalism and multiculturalism. The intended outcome of this study was to develop research literature on leadership that will assist future leaders to lead more effectively and efficiently in the 21st century intercultural GVT environment.

In Chapter 1, I introduced the transformational leadership and its effect on GVTs. This chapter presented the introduction, background to the study, problem statement, purpose, the guiding research questions, theoretical and conceptual framework, nature of the study, definitions of key terms in this study, assumptions, delimitations, and scope. The chapter also included the limitations, the significance of the study of transformational leadership in GVTs, and lastly, the implications of this leadership on social change.

Chapter 2 is a review of existing literature on various leadership styles, especially transformational leadership, and the impact of effective leadership on the success of GVTs, and team productivity. Chapter 2 also contains an overview of GVTs, including the challenges and benefits of GVTs in the business world. Chapter 2 includes discussions about the use of computer technologies and modern means of communication in conducting business through electronic mediums. In the literature review, I also discuss how leaders can influence the success of GVTs, and provide the main instruments and subscales used in this study.

In Chapter 3, I elaborate on the research steps associated with this study, and the use of the quantitative research methodology to collect and analyze the data. I also provide a relationship between the variables in the study. This chapter also contains a

rational explanation of why the MLQ is a more appropriate statistical tool than other regression tools to test correlations of the independent variable to the dependent variable of leadership effectiveness and employee productivity. Chapter 3 also includes the rationale for using the JSS as a statistical tool to measure employee overall job satisfaction.

Chapter 4 contains greater elaboration and detail of the data analysis and the instruments used in this study. The survey results, including tables and diagrams for the entire study, the statistical analysis of the data, and results analysis are reported in Chapter 4. In Chapter 5, I provide all the major findings, result interpretations, and conclusions of the study. I also address the implications of the research findings in relation to the literature in Chapter 2. The limitations, scope, and delimitations, and implications for social change from the study results are also reiterated in Chapter 5. Finally, Chapter 5 includes recommendations for future research and a summary of the findings from this study.

Chapter 2: Literature Review

Introduction

This chapter provides an overview of the current state of research pertaining to leadership, GVTs, job satisfaction, technology, motivation, and diversity in a broader framework of knowledge. To date, researchers have studied leadership and employee motivation; however, limited research exists focusing on team longevity in predicting employee satisfaction and leadership effectiveness in GVTs. In Chapter 2, I address employee job satisfaction while controlling for age and gender-based differences in satisfaction, and team longevity pertaining to GVT productivity, and leadership effectiveness.

In this literature review, I analyze GVTs in the business world and provide a summary of leadership theories, and insights into high-performance teams, diverse workforces, and the leadership theoretical framework that affects employee job satisfaction, team longevity, employee productivity, and leadership effectiveness in GVTs. This chapter also provides an overview of the published literature and research related to transformational leadership, motivation, culture, and technology in electronic mediums in the global virtual workforce. I demonstrate why GVTs are important in the 21st century business world; describe types of teams; shed light on the drivers, benefits, and challenges of GVTs; and discuss technologies supporting GVTs. I include key theoretical issues and challenges associated with effective leadership and employee productivity. I also explain why the MLQ and JSS statistical tools to measure the variables were used. There are three main components to the chapter's structure: a

description of the search strategy, a discussion of the theoretical and conceptual

framework, and a summary of the findings (see Table 2).

Table 2

Literature Review Structure

Section 1 *Literature Search Strategy*		Overview and Significance of the problem
		List accessed library databases and search engines used.
		List key search terms and combination of search terms.
		Identify Key variables
Section 2 *Theoretical and Conceptual Framework*	Global virtual teams	Types of global virtual teams
		Global virtual team drivers
		Technologies supporting global virtual teams
		Global virtual teams—Benefits
		Global virtual teams—Challenges
	Leadership	Great man theory
		Trait theory
		Behavioral theories
		Contingency/situational theories
		Transactional leadership theories
		Transformational leadership theories
		Process or emerging leadership theories
	Exceptional or effective leadership	
	Global virtual teams and leadership	Motivation
		Diversity
	Instruments	Multifactor Leadership Questionnaire
		Job Satisfaction Survey
Section 3 *Summary*		Summarize the major themes in the literature
		Tie all the concepts together, including describing how the present study fills at least one of the gaps in the literature and will extend knowledge in the discipline (researchcenter.waldenu.edu, n.d.).

Literature Search Strategy

This literature search strategy was to explore leadership in GVTs by addressing the nature and type of relationship between transformational leadership and other predictor variables: employee job satisfaction, leadership effectiveness, and employee productivity. To compile the needed data for this review, I completed a thorough investigation of the literature including dissertations, books, peer-reviewed articles, and related conference documentation. I used various research databases such as the Academic Search Premier, EBSCOhost, ProQuest, Google Scholar, Business Source Complete, and Business Source Premier. The key words that I used to search were *leadership, transformational leadership, leadership theories, leadership styles, motivation, diversity, communication, effectiveness, productivity, culture, globalization, job satisfaction,* and *GVTs*. The type of search conducted was mostly limited to peer-reviewed articles and professional journal articles published since 2010, although I purchased or downloaded original works from the Internet. Some peer-reviewed journals used in this review were *International Journal of Business and Management, Journal of Business Ethics, Journal of International Business and Cultural Studies, Journal of Business and Management, Journal of Global Business Issues,* and *Journal of Leadership Studies*. Title searches resulting in the greatest amount of information included *GVTs, team leadership, virtual teams, motivation, effective leadership, and job satisfaction*. For this chapter, I studied and analyzed approximately 128 peer-reviewed articles. In addition to these articles, I reviewed approximately 39 that were directly related to leadership and job satisfaction associated with GVTs.

Search terms and combinations of terms used included *communicating in a diverse world, cultural diversity and business, corporate responsibility and leadership, demographic changes in the workplace, understanding the concept of culture, analysis of leadership and job satisfaction, effective leadership, leadership styles in multicultural groups, understanding effective leadership in GVTs, leadership and performance outcome, leadership theories, types of teams,* and *team motivation*. I also analyzed seminal and current research studies conducted on new findings in GVT leadership and the perceived impact of transformational leadership as a motivation on team satisfaction and leadership effectiveness. There has been an increased interest and research in virtual workforce and virtual workplace in the 21st century; however, Mawanda (2012) researched virtual teams, but used the qualitative research method and did not address team longevity, while Small (2011) used an ethnographic study about leadership in GVTs. As stated in Chapter 1, I used a quantitative research methodology to assess the relationship between transformational leadership, the independent variable, and the success of GVTs by targeting employee job satisfaction, employee productivity, and leadership effectiveness. The research shed light on the effect of transformational leadership across culturally diverse groups in GVT environments, and the ability of the GVT leader to motivate team members to be more involved, which leads to greater productivity and, in turn, leads to GVT longevity and job satisfaction. Due to the fact that technology and methods of GVTs are in constant development, I decided to limit the majority of my research to material published within the past 5 years.

Theoretical and Conceptual Framework

By evaluating the theoretical and conceptual frameworks in current literature, the best approach to frame the problem earlier identified in the study could be achieved. The theoretical framework for the study was Burns' (1978) theory of transformational leadership, later expanded by Bass in 1985. In this theory, a person interacts with others and can create a solid relationship (Leadership-central.com, 2014). I assessed GVTs and leadership at different points in time from the great man theory to the emerging leadership theories as they relate to a diverse workforce in multicultural virtual business environments. I also examined motivation, diversity, culture, trust, technology, communication, and globalization in relation to transformational leadership and GVTs. In today's business world, change is common through all businesses regardless of location, size, industry, and age. As the world is changing, organizations should adapt to maintain their competitive advantage. As a logical outcome, organizations that handle change well will thrive.

Recently, organizations have increasingly moved toward GVTs, to save costs and solve issues quickly that might affect their standing in the global markets. Precipitous changes or triggers may change the course of an industry or organization. The best reaction to such triggers is for organizations to be prepared ahead of time, have followers prepared and motivated, and take swift action to remain successful in the competitive global business world (Banutu-Gomez, 2011). Studies on leadership offered conceptual understandings of how leadership as a social influence process interacts with and influences followers. Early research studies suggested that transformational leadership is

also effective in the virtual environment, successfully justifying the challenges of the virtual workplace (Chin, 2013; Mawanda, 2012). Limited research exists to date on the role of transformational leadership, and team longevity in predicting productivity and leadership effectiveness in GVTs (Ocker et al., 2011; Small, 2011; Wang et al, 2011). Indeed, more research is required to examine the relationship between transformational leadership and employee job satisfaction and team longevity (Mawanda, 2012). Thus, this study focused on transformational leadership, as the independent variable, and employee job satisfaction, productivity, and effective leadership, as the dependent variables.

Global Virtual Teams

Many think *groups* and *teams* are synonymous. In this study, groups are defined as a body of people working together, but teams go beyond that, as team members influence each other. Moreover, teams, like individuals, need to build credibility and trust and maintain it throughout their time at an organization. Teams that use electronic mediums to communicate and work are often referred to as virtual teams (Griffin, 2012; Robinson, 2013), or GVTs (Small, 2011). Most researchers agree that GVTs are a group of people mostly from different backgrounds, different demographics, locations, expertise, and skills, working toward a common goal deemed vital for the success of the organization through electronic means (Bartlett & Beamish, 2014; Robinson, 2013). GVTs are flexible organizational structures that can facilitate high-performance teamwork in a nontraditional work environment. By doing so, GVTs allow organizations to meet the challenges of dispersed skilled employees in global, multinational, and international industries, as stated by Bartlett and Beamish (2014), "For most

Multinational enterprises, the challenges of the 2000s is both strategic and

organizational" (p. 116). Further, some experts define *team leadership* as how members

of a team evaluate the impact of the team as a whole on each member, rather than one

individual within or external to the team, while others define team leadership as the

leadership that integrates the perspective taken by the team member in assessing team

leadership, as well as the level at which the phenomenon of leadership is examined,

which is defined here as a team (DuBrin, 2013, p. 271). Looking closely at team

dynamics in the late 20th century and the beginning of the 21st century, a clear trend

indicates that more and more organizations are using self-directed teams and becoming

more popular, due mostly to how technology has affected people's lives (Pandey, 2011).

However, organizations need to wisely select the team members to implement the

planned change. Selecting and handpicking high-performing and well-respected people

within the company sends a clear signal that management takes the program seriously. A

successful set of change-agent team members with clear roles and duties will be better

able to respond to conflicting environmental forces to cross-market integration, national

responsiveness, and worldwide innovation forces (Bartlett & Beamish, 2014, pp. 101-

102).

Trust is a critical factor for the effective functioning of teams (Griffin, 2012, p.

35). Indeed, developing and building trust and loyalty among GVT members takes time;

therefore, GVT members need to conduct regular communication, and leaders need to set

clear expectations and goals from the inception of the project. Successful GVTs promote

cohesiveness among members by considering cultural cues, times zones, and levels of expertise:

> One of the most common trust-fostering information that was identified was the level of expertise in a certain field. In this type of trust fostering event, knowledge of the ability and skills of the person were critical to establishing trust when properly perceived by the individual who is trusting. (Morita & Burns, 2013, p. 340)

In addition to trust, information sharing and cooperation are essential for the coordination of work in GVTs, as establishing rules of communication among GVT members lead to higher levels of benevolence and collaboration (Thill & Bovée, 2015).

Types of Global Virtual Teams. Information technology has enabled individuals to communicate electronically, which organizations have incorporated into their daily work structure, especially with the use of dispersed teams to reduce costs and maximize flexibility and responsiveness to customer demand. In addition to globally dispersed teams, organizations also have what is called *collocated teams*, in which employees see each other in person and work at the same place, but much of their work is conducted online. Both these types of teams communicate through a variety of communication technologies to achieve set goals and objectives. Lastly, if one team member telecommunicates online, then the team is identified as a partially distributed team (Thill & Bovée, 2015).

Global Virtual Teams Drivers. From the data gathered and analyzed about GVTs, clear points emerged that included the importance of having a clear objective from

the inception (Maynard, Mathieu, Rapp, & Gilson, 2012); knowing how to manage time,

pressure, and stress (Mawanda, 2012); always being prepared to take action at a

moment's notice and increasing effectiveness (DuBrin, 2013); maintaining up-to-date

communication technologies (Thill & Bovée, 2015); and the importance of culture and

globalization (Maynard et al., 2012; Small, 2011). In our faster-moving world,

organizations need to use time wisely and have a clear sense of urgency and

determination to help in the process (Kotter, 2014). Having a clear understanding reduces

employee stress, as they know where they are, and what needs to be done. GVTs also

need to give adequate attention to preparation activities, enabling them to leverage

specialized skills, knowledge, and networks that reside in the team (Maynard at al.,

2012). Teams need to have a unified goal, a common purpose, and the right

communication tools to be successful in completing assigned tasks. Traditionally, team

effectiveness was based on how fast and how accurate the team completed their tasks;

however, Hackman and Johnson (2013) argued that team satisfaction should also be

considered. For example, if a team is not satisfied with the experience, there is little

chance that they will have the drive to perform. Team members will work to implement a

shared vision by understanding their GVT roles, strengths, and weaknesses. They will do

so with satisfaction, which leads to greater productivity. Finally, the quality of

communication in business is key to achieving low-cost, high-quality, rapid, and effective

goals, for which GVTs are effective in transmitting and interpreting data in a set

acceptable timeframe.

Other fundamental GVT drivers are globalization and culture. Culture develops during the course of social interaction. Often, a range of subcultures can be observed in some organizations, especially in GVTs. According to Gill (2006), "Global virtual teams contain individuals who are culturally diverse, geographically or organizationally distributed worldwide, and interact in carrying out interdependent tasks guided by a common purpose and using computer-mediated communication technologies" (p. 20). Globalization will continue to grow as the global economy becomes increasingly interdependent (Association of American Geographers, 2011). Globalization is much more than a business phenomenon; it has become a social, cultural, and political factor (Bartlett & Beamish, 2014). Organizations need to develop trust and understanding, and provide a means to develop a sense of identity for team members who work in virtual or electronic mediums.

Technologies Supporting Global Virtual Teams. Modern technologies can impact GVT processes. The speed by which technology is affecting and influencing many aspects of people's lives is increasing scope and pace in the 21st century. Virtual mediums can give organizations the added flexibility of bringing the brightest people together to work in solving a problem in a short time, and with much less cost than before. Cross-cultural interactions have been taking place throughout human history, but the way people handle them has changed and will continue to change in years to come. Cross-cultural and intergenerational communication at work is continuously altering the landscape of the 21st century workplace in a rapid pace (Thill & Bovée, 2015).

Preparing effective and efficient workers is a necessity at any time or age; however, it is much more important today due to how business is conducted globally and how velocity *time and temporal relations* come into play. Gates (1999) suggested that, "if the 1980s were about quality, and the 1990s were about reengineering, then the 2000s will be about velocity, about how quickly business itself will be transacted" (para 2). As business denotes time and temporal relations, so in the 2000s the speed by which business is being conducted is much faster than before, and might get even faster due to numerous new technological discoveries. In the global business world, it is important for GVTs to be effective and efficient in implementing their duties to the best of their knowledge but with minimal cost. The speed of change in the global business world requires organizations to respond, react, develop, and implement with the agility that at "one time only individuals and groups themselves could manage" (Wolf, 2011, pp. 31–32).

Business communication is important, but the quality is more important, especially in global virtual structures (Thill & Bovée, 2015). I postulated that business communication quality in teams with transformational leaders would be higher in the virtual structure as transformational leaders rely on highly affective-based communication with their followers. Effective communication among GVTs is key to the success of the organization (StudyMode.com, 2011). To improve communication and knowledge-sharing process in GVTs, organizations need to design and develop communication systems that can support social networking in online spaces, facilitate the frequency of socioemotional contacts of GVTs, and increase the level of generalized

norms of reciprocity that mediate trust and exchanging ideas and knowledge (Bartlett &

Beamish, 2014). In addition, effective GVTs need to possess the appropriate skills and

requisite current computer knowledge, along with providing workers with the necessary

hardware and software (Thill & Bovée, 2015). Communication and productivity can be

improved in GVTs by applying learning techniques, sharing information and media items

as part of the networking experience that clearly outline roles and duties, introduce

routines, and foster a unified team culture (Thill & Bovée, 2015, p. 193). In comparison

to collocated teams, GVTs have other challenges that need to be addressed by the

members themselves and their transformational leader to operate successfully. Computer-

mediated technologies play a vital role, allowing teams to operate effectively in a virtual

environment while maintaining high standards of ethics and etiquette (Thill & Bovée,

2015, p. 306). Truly, great leaders serve, rather than rule, because they recognize that

those they lead entrust them with leadership responsibilities (Hackman & Johnson, 2013,

p. 21). Due to advances in technology, specifically informational technology, the

globalization of markets, and the emergence of "dot.com" industries, people in business

today have become more interested in transformational leadership. Logically, having

many leaders each knowing what is needed to be done is better than having one leader

that delegates responsibilities to many followers in this age of fast pace. Finally, the

advances in technology and increases in team members' understanding and usage of

technological capabilities, such electronic mediums can now be used advantageously to

enhance the functioning of GVTs (Thill & Bovée, 2015, p. 193).

Global Virtual Teams-Benefits. Several benefits accrue to multinational and global organizations using GVTs in the 21st century, such as balancing the organization's strategy with team members' personal life plans. For instance, GVTs can offer more flexible work environments, allowing employees to have more control over when and where they work and for how long. GVTs can be of great benefit in that they can offer a firsthand experience to those multinational enterprises trying to expand and enter emerging markets. GVTs offer a deeper insight and understanding into the international marketplace, along with the synergies needed to bring together varying ideological perspectives relating to dissimilarities in cultures (Bartlett & Beamish, 2014). GVTs bring a unique perspective, present significant opportunities, and benefit organizations as they offer the benefits of understanding the virtual environment in which organizations operate, especially if they are effective, as they can help organizations navigate the global electronic landscape and better adapt to their new environments (Banutu-Gomez, 2011; Mawanda, 2012).

The nature of GVTs provides the organization with flexible access to geographically dispersed talent without limitations of time or distance, which leads to increased productivity stemming from reduced commute times, accessibility outside of work hours and working more than 8 hours a day is becoming the norm. Bartlett & Beamish (2014) noted that organizations continue to enjoy increased productivity and lower real estate costs as a result of employees' satisfaction from spending less time and money commuting, along with increased flexibility and autonomy. GVTs allow organizations to meet the challenges of downsized, lean structures and the resulting

geographic dispersion of the followers. GVTs allow organizations to (a) access

previously unavailable expertise, (b) maintain the advantages of flat organizational

structures, (c) develop effective teams, and (d) use communication systems that improve

the quality of work. Further, the nature of GVTs allows organizations to have the

brightest diverse members become more creative, which benefits the organization. These

members are experts who are grouped virtually to work on a joint project to benefit the

organization (Banutu-Gomez, 2011). Virtual teams are increasingly used by

organizations as virtual team members collaborate without restrictions to time or place,

which gives organizations the ability to bridge time and space (Berry, 2011).

Several authors (Banutu-Gomez, 2011; Chin, 2013; Ziek & Smulowitz, 2014)

cited an array of other benefits for GVTs that organizations adopt and use, like saving

expenses of time and travel, and reducing costs of recruiting and maintaining staff

located in various geographical locations. In the current era of globalization, for

organizations to remain competitive and agile, they adopt creative ways to balance

financial, process, and human resources by using GVTs to multitask and be members of

multiple teams at the same time. Another benefit of GVTs is that they enable the

organization to access critical and vital human resources wherever they might be, and

with minimal costs in contrast to collocated teams. Finally, GVTs allow organizations to

easily document and evaluate GVT members' performance, as most interactions are

automatically archived.

Global Virtual Teams-Challenges. Organizations often use GVTs to ensure that

the best businesspeople are available for a given task. However, researchers found that

the GVTs struggle to coordinate their work because time is lost trying to interpret

communication and coordinate activities (Maynard et al., 2012). Information sharing and

communication continue to be a challenge, mostly due to the diverse nature of the GVTs.

GVTs face the challenges of working across time and space, without the ability to

observe the behaviors of other team members during communication (Mockaitis, Rose, &

Zettinig, 2012, p. 194). Among individualistic and collective cultures, GVTs have

different styles of decision-making. Members of collective cultures often put greater

emphasis on group consensus, whereas teams in individualistic cultures are more

concerned with individual opinions (Thill & Bovée, 2015). Moreover, many have

probably heard about the "Golden Rule" while growing up: "Treat people the way you

want to be treated." This might still be true in certain local small businesses in the United

States; however, in most global businesses this is not the case any longer. Most

organizations in the 21st century are employing people from different backgrounds

working or interacting through virtual teams globally. In multinational organizations with

workers being from different cultures, backgrounds, and religions, the Golden Rule is *not*

the best strategy any longer. Thill and Bovée (2015) indicated that, "The problem with

the Golden Rule, as we know it, is that it assumes other people want to be treated the

same way you want to be treated, which is not always the case, particularly across

cultural boundaries" (p. 75). Thus, the best approach: treat people the way *they* want to be

treated (emphasis added, Thill & Bovée, 2015, p. 75).

GVTs are teams that depend on reliable computer-mediated technologies, so

having technical glitches is a potential barrier to GVTs. Technology is important and has

helped people advance much faster than in the past few centuries; however, it also has

brought with it the danger of spreading negative impacts faster and more deadly than

before. Economies of today are, in general, connected; thus, if something happens in one

part of the world, others will feel the ripple effect (Shah, 2013). Organizations continue

to invest in eliminating, and in worst cases, minimizing such negative impacts. In

addition to the cultural barriers and technological glitches, trust development is one of the

most important challenges facing GVTs (Griffin, 2012). Building trust, overcoming

isolation, lacking understanding among GVTs, and active contribution of individual team

members to fulfill the goals of the team are additional challenges for GVTs (Hung,

Durcikovab, Lai, & Lin, 2011).

Leadership

As Burns noted in the seminal 1978 book *Leadership,* "Leadership is one of the

most observed ... phenomenon on Earth" (p. 2). Leadership has fascinated and perplexed

scholars and practitioners, creating an extraordinary body of research and theories to

conceptualize and explain the leadership phenomenon. Leaders need to respond to

dynamic environments and thus process constant change to keep up with changing

demands. In a faster-moving world, a leader is a change agent that needs to be flexible

but ready to take action at short notices to stay competitive in the market (Kotter, 2014).

Regardless of the type of change, change is a transition from one phase to another.

Leadership is about change, intentionality, and a process by which there is a movement

from wherever we are now to another place or condition that is different, as "The Only

Thing That Is Constant Is Change" – Heraclitus (as cited in Goodreads, Heraclitus, 2014, para 1).

Another definition of leadership is the process of influencing others to understand what needs to be done, and the process of facilitating individual and collective efforts to accomplish those agreed-upon objectives (Yukl, 2013, p. 21). Whereas, Thill & Bovée, (2015) defined the leader as a person who influences, helps, and guides followers to achieve their assigned duties and effective goals in the organization. Leadership is an interactive process through which businesspeople develop an effective approach to collective goals (Hackman & Johnson, 2013). Leadership is, by definition, a group process in which the team comes together to improve their communities and commit to joint action and mutual accountability, a process whereby an individual influences a group of individuals to achieve a common goal (DuBrin, 2013). "Leadership is the art of getting someone else to do something you want done because he wants to do it." - Eisenhower (as cited in Goodreads, Eisenhower, 2014, para 1).

Leaders who can implement effective leadership styles and adapt their leadership behaviors to meet the needs of their diverse followers can improve the success of their organizations during global expansion (Small, 2011). Leadership theories have largely differed in their approach and underlying assumptions to studying adaptation and selection. Typically, leaders begin with a vision to define the organization's future; they identify the gaps and the structures that need to be changed; then leaders try to affect the culture to convince workers of the importance of these changes in order to minimize resistance. Leaders, in the modern age, need to understand what motivates their

workforce. Recently, GVTs have become increasingly important due to increased global competition and innovation, which lead to the need for diverse skills and expertise. The impact of technology has enabled these teams to have more flexibility in how they conduct their work. This does not mean that other team structures are no longer effective; it only means that in this modern age of technology, GVTs can respond more quickly to change (Mawanda, 2012; Small, 2011).

Leadership quality, for certain collaboration, is vital and contributes strongly to the success of GVT tasks in the 21st century, and helps increase corporate productivity and performance levels. Organizations are faced with numerous—sometimes unpredictable or unimaginable—challenges, and need a quick and reliable intervention strategy. To realize long-term success, leadership strategy is essential to push the business forward and allow the organization to stand out in a congested business environment (emphasis added, Bartlett & Beamish, 2014; Suddaby, Hardy, & Huy, 2011) raised a key question: *Why does a gap still exist after all this time?* These authors noted that leadership theories have not yet completely detached themselves from the theories from which they were imported (i.e., psychology and sociology). Organizations have become much larger and more complex than before, and the challenges facing leaders no longer enable some to continue to lead the traditional way by command and control, but to engage followers to take on some leadership roles.

Individual leadership remains relevant and, in some cases, is essential to conduct business. Innovation as a practice has come a long way since Drucker shared his ideas in the 1980s. Drucker stated:

It is in the social sector that we find the greatest innovation, the greatest results in

meeting human needs and what we will do as a sector will determine the health,

the quality and the performance of the twenty-first-century society. (as cited in

Pearce, Maciariello, & Yamawaki, 2010, p. 119)

Bartlett & Beamish, (2014) noted that in times of change, opportunities abound. But meaningfully responding to them requires quality and versatile leadership, with sensitive and creative attitudes, thoughts and feelings to address the adjustments needed by those individuals affected within an organizational arena.

Throughout modern history, many leadership theorists have developed new theories to meet the demands of the time, whereas others expanded on existing ones. Leadership theories are commonly categorized by which aspect is believed to define the leader most effectively (Leadership-central.com, 2014). The most widespread theories are mentioned below, especially, transformational leadership, which I examined to determine leadership characteristics.

Great man theory (1840s). In the mid-19th century, the great man leadership theory evolved. The theory assumes that only a man could have the characteristics of a great leader. At the time, leadership was considered to be primarily a male quality. According to this theory, a man is either a natural born leader or not, and that such leaders are destined to rise to leadership when needed. Carlyle popularized this theory and believed that great leaders were a package of Godly motivation and the right personality (Leadership-central.com, 2014). Carlyle stated, "The history of the world is but the biography of great men" (Cherry, 2014, para 4). Like Carlyle, the great man

theory was inspired by the study of influential heroes, as some of the earliest research on leadership studied the lives of people who were already successful leaders.

Trait theory (1930s-1940s). Early in the 20th century, the great man theory evolved into the trait theory. Trait theory did not assume leadership traits were inherited but sought an understanding of common universal traits among leaders. Trait theory is based on the characteristics of successful and unsuccessful leaders and is used to predict traits of an effective leader (Management Study Guide, 2013). Effective leaders possess requisite traits such as drive (a constellation of traits and motives reflecting a high-effort level), the desire to lead, honesty/integrity, self-confidence (important in decision-making and in gaining others' trust), cognitive ability (follower's perceptions of cognitive ability in a leader as a source of authority in the leadership relationship), and knowledge of the business (Avolio, 2011). According to Leadership-central.com (2014) "There were many shortfalls with the trait leadership theory. However, from a psychology of personalities approach, Gordon Allport's studies are among the first ones and have brought for the study of leadership, the behavioral approach" (para 8).

Behavioral theories (1940s-1950s). Behavioral theories consider a perspective that focused on the leader's behavioral patterns rather than their mental, physical, or social characteristics. Behavioral theories support the notion that any individual can be a leader; a perspective in which individuals can be trained to be leaders, rather than needing inborn traits. Furthermore, effective leadership is a learnable behavior that any individual could access, rather than a natural gift (Leadership-central.com, 2014).

Contingency/Situational theories (1960s). Contingency leadership theories indicated that no single way of leading is most effective, and every leadership style should be based on certain situations. Leadership effectiveness needs to be considered based on the situation in which the leader functions, along with other factors, such as the leader's traits and behavior. According to Leadership-central.com (2014) "To a certain extent contingency leadership theories are an extension of the trait theory, in the sense that human traits are related to the situation in which the leaders exercise their leadership" (para 12). Of the several contingency theories, Fiedler's (1964, 1967) contingency theory averred that leadership is successful when the leader adapts the leadership style to the circumstances. House's (1971, 1996) path–goal theory proffered the leader should pick a leadership style that is specific to the personalities of the members of the group. Kerr and Jermier (1978) initiated the idea of situational characteristics that moderate the relationship between leaders' behaviors and outcomes (Leadership-central.com, 2014). In 1969, Hersey and Blanchard introduced the life-cycle theory of leadership, which in 1977, they renamed to the *situational leadership* theory. They claimed that leadership success depends on the subordinates' abilities to accept responsibility and work independently. To illustrate their claim they matched "subordinate independence" levels with "directive" and "supportive" leadership styles (Table 3 illustrates these predictions).

Table 3

Situational Leadership Style

Situational leadership style		
Subordinate independence level	*Directive*	*Supportive*
Very Low	High	Low
Somewhat Low	High	High
Somewhat High	Low	High
Very High	Low	Low

Note: From *Management of Organizational Behavior—Utilizing Human Resources,* by P. Hersey & K. H. Blanchard, 1969, Upper Saddle River, NJ, Prentice-Hall, p. 13.

Hersey and Blanchard's (1969) situational theory links leadership style with the maturity of individual members, and identified four leadership behaviors: telling (directive), selling (consultative), participating, and delegating, measured by the leadership effectiveness and adaptability description instrument. According to Burns (1978), this theory predicts that the situation is assessed through the eyes of followers and situations are affected by various factors such as motivation and interior factors such as stress and mood.

Situational Leadership®
Influence Behaviors

S1:   *Telling.* Provide specific instructions and closely supervise performance. This style is suited for followers of low maturity who are unable and unwilling.
52:     *Selling.* Explain your decisions and provide an opportunity for clarification. This style is appropriate for followers who are willing but unable.
S3:   *Participating.* Share ideas and facilitate in making decisions. This style is suited for followers who are able but unwilling.
S4:   *Delegating.* Turn over responsibility for decisions and implementation. This style is appropriate for followers who are able and willing.

Figure 1. Hersey and Blanchard's behavioral styles.
Note: From "*Situational leadership", (2014), Retrieved from*
    http://situational.com/situational-leadership/about-situational-leadership/

Additionally, cultural factors influence the way people respond to different

leadership styles. It is generally accepted that leaders are more likely to express their

leadership when they believe their followers will be responsive (Leadership-central.com,

2014).

Transactional leadership theories (1970s). Transactional theories, also known

as *exchange* theories of leadership, are characterized by a transaction or agreement made

between the leader and followers (Leadership-central.com, 2014). Transactional

leadership theory is an exchange process in which the follower may comply with the

leader's requests but not with enthusiasm and commitment to task objectives (Yukl, 2013). Transactional leadership has two disciplines: management-by-exception in its active form, and management-by-exception in its passive form, which is often associated with laissez-faire leadership style due to the inactivity of a leader until a problem occurs (Day & Antonakis, 2012). Additionally, a contingent reward is the detailing of expected objectives by the leader and rewards employees for accomplishing specified objectives. The contingent reward is the proactive style component of transactional leadership (Avolio, 2011).

Transformational leadership theories. Transformational leadership theory, also known as *relationship* theory, was initiated by Burns (1978) and Bass (1985), and has become quite popular in recent years. The theory focuses on the connections formed between the leaders and followers. Burns (1978), in the book *Leadership,* set the stage for the evolution of transformational leadership theory. The focus was on followers and their sense of self-concept, encouraging followers to build self-concept based on the mission and vision of the leader, by motivating followers to do their best and want to meet the expectations of their leaders. In this process, followers can achieve self-esteem, be involved, and be satisfied. In the 21st century, organizations are faced with new challenges, which in some cases are different from face-to-face challenges, and need quick and reliable intervention strategies.

Time is of the essence in the business world and having a reliable GVT to call for a meeting instantly can save an organization time and money. The key to success in GVTs is in the hands of the leader (Darling & Heller, 2011). The leader needs to

comprehend, think, feel, and then provide a workable strategy in a relatively short time.

Burns (1978) posited that transformational leaders engage followers not only to get them

to achieve something of significance, as he described them as "visionary change agents,"

but also to "morally uplift" them to be leaders themselves; hence, enriching the

relationship by creating followers' interdependence (p. 20). Bass (1985) added that to be

transformational, the leader has to learn the needs, abilities, and aspirations of the

followers to develop them into leaders. The outcome of implementing transformational

leadership is a mutual relationship that converts followers to leaders and leaders into

moral agents to satisfy the needs of their followers (Gill, 2006). Groves and LaRocca

(2011) stated, in their analysis of the ethical emphasis of transformational leaders, that

"transformational leadership is predicated on deontological ethics and a focus on the

morality of the means rather than the ends … predicated on the norm of social

responsibility" (p. 513). Leaders implementing transformational leadership can gain the

trust, admiration, confidence, and respect of other team members by personally

demonstrating an extraordinary ability of one kind, or another. These leaders put the

needs of their followers before their own and display high standards of ethical and moral

behavior that results in a high percentage of trust. Doing so will result in increased

motivation, intrinsic and extrinsic, in leaders and followers. Trust may be the single most

important factor in transformational leadership (Bass, 1999). Leaders implementing

transformational leadership will result in leaders becoming role models for their

followers: people identify with them and want to follow and emulate them. In general,

organizations can acquire the needed leadership either by recruiting new leaders or by building a leader from the followers.

Part of the transforming that occurs in the followers reshapes and reprioritizes their needs, as Bass originally discussed from lower-maintenance to higher-level self-actualization needs in line with the psychologist Maslow's hierarchy of needs (1943). In other words, "leaders and followers raise one another to higher levels of motivation and morality" (Burns, 1978, p. 20; see Figure 2).

Figure 2. Based on Maslow's hierarchy of needs.
Note: From "A Theory of Human Motivation," by A. H. Maslow, 1943, *Psychological Review, 50*, doi:10.1037/h0054346, pp. 370-396.

Transformational leaders demonstrate and communicate to help the target audience see a vision, encourage them to complete their assigned tasks and be more motivated and involved, which leads them to be more productive. According to Avolio (2011), transformational leadership fits best in an environment that constantly changes and adapts: the GVT environment. Bass (1985) identified components comprising transformational leadership from interviews with managers and the literature in psychology, sociology, and management. The initial components included individualized

consideration, intellectual stimulation, inspirational motivation, and charismatic leadership or idealized influence (the 4Is; see Table 4). Individualized consideration is a critical facet in transformational leadership discussed by Burns (1978) and Bass (1985), regardless of how it is measured. By recognizing the influence of satisfying employees' needs, leaders can boost employees' abilities to improve individual and group performance. Transformational leaders need to understand and know followers' needs and capabilities ahead of time to challenge followers and develop them into leaders. By doing so, transformational leaders can help followers reach their potential, as Burns (1978) stated, "Exceptional leadership may also make a difference in transforming dormant into active followers" (p. 137).

Additionally, Bass described the second main component of transformational leadership as intellectual stimulation, in which leaders challenge followers' basic thinking and assumptions on which such stimulation is based, to get them think about new ways to perform their duties (Burns, 1978). Bass (1985) defined the components of individualized consideration and intellectual stimulation as the "basic elements" that can drive the transformational process in followers, in that the leader has to know something about the followers wherever they may be to figure out how to get them think differently and align with the organization's vision. By adding the inspiring and charismatic component, Bass, Avolio, and colleagues were able to provide the "energy," "reasoning," and "sense of urgency" that promoted marked transformations in organizations, communities, and entire societies (Avolio, 2011).

Table 4

Transformation Model Components

Transformational Model Components
1. _Individualized consideration._ Transformational leaders display individualized consideration: they listen actively; they identify individuals' personal concerns, needs, and abilities; they provide matching challenges and opportunities to learn in a supportive environment; they delegate to them as a way of developing them; they give developmental feedback; and they coach him or her. Transformational leaders practice MBWA—"Management By Wandering Around."
2. _Intellectual stimulation._ Transformational leaders use intellectual stimulation. They question the status quo. They present new ideas to followers and *challenge* them to think. They encourage imagination and creativity in rethinking assumptions and old ways of doing things. Plus, they do not publicly criticize errors, mistakes, or failure or ideas or approaches that differ from their own. Such leaders use and encourage intuition as well as logic. Knowledge-based organizations require leaders who can create and maintain an environment in which innovation thrives.
3. _Inspirational motivation._ Transformational leaders display inspirational motivation. They communicate a clear vision of the possible future; they align organizational goals and personal goals so that people can achieve their personal goals by achieving organizational goals; and they treat threats and problems as opportunities to learn. They provide meaning and challenge to the work of their followers, and provide encouragement and meaning for what needs to be done.
4. _Charismatic Leadership, or Idealized Influence (Charisma)._ Transformational leaders are role models; they are respected and admired by their followers. Followers identify with leaders and want to emulate them. Leaders have a clear vision and sense of purpose and are willing to take risks. These leaders provide a role model for high ethical behavior, instill pride, and gain respect and trust.

Note. From "Individual consideration viewed at multiple levels of analysis: A multi-level framework for examining the diffusion of transformational leadership," by B. J. Avolio & B. M. Bass, 1995, The Leadership Quarterly, 6, doi:10.1016/1048-9843(95)90035-7, pp. 199-218.

As lives get more complicated in the 21st century, the impact of transformational leadership becomes exceedingly important. According to Bass (1998) that studies of the impact of transformational and transactional leaders were not limited to the United States or to particular organizational settings, as context was important "Context was of importance, but the fundamental phenomena transcended organizations and countries" (p. 1). Further, Avolio (2011) noted that transformational leadership could be taught, learned, and practiced. Effective leadership requires the leader to have credibility that followers can follow without questioning. A leader with a credible reputation is key to

having employees follow the guidelines set forth by such a leader. Transformational leadership helps followers infuse their energy into strategy, raising one another to higher levels of motivation and morality while interacting together.

Transformational leaders are dedicated to achieving an understanding of followers by comprehending followers' motives beyond reward and punishment (DuBrin, 2013; Mawanda 2012). Transformational leaders structure the work environment in a way to facilitate job satisfaction of higher needs, in which the individual and the team as a whole are fully engaged, and all benefit. Transformational leaders need to show followers some good qualities such as trust and honesty for followers to follow them willingly and benefit from their experience. Avolio and Bass (2004) asserted that transformational leaders "set examples" while providing "coaching and mentoring." Burns (1978) added "Leaders are a particular kind of power holders. Like power, leadership is relational, collective, and purposeful" (p. 18). Later, Burns (2007) noted, "leaders and followers raise one another to higher levels of morality and motivation" (p. 20).

Finally:

> The essence of the transformational theory is that leaders transform their followers through their inspirational nature and charismatic personalities. Rules and regulations are flexible, guided by group norms. These attributes provide a sense of belonging for the followers as they can easily identify with the leader and its purpose. (Leadership-central.com, 2014, para 20)

Process or emerging leadership theories. Over the years, the concept of leadership has changed and continues to evolve as researchers substantiate different

frameworks by which leadership can be analyzed. By the end of the 20th and beginning

of the 21st centuries, new emerging theories, such as the process leadership theories, have

developed to answer the changing culture in teams in which the focus is on self-

leadership of each individual (Avolio, 2011). Process leadership theories include theories

such as the servant leadership theory, shared leadership theory, directive leadership, the

social change model of leadership, and theory Z leadership theories. These theories are

also concerned with the quality of life and the leaders' role in facilitating that quality

(Helm, 2006). Leadership is seen as a process of influence in which determining who is

leading and who is following may be difficult to assess (Bass, 2000). For instance,

considering the social change model of leadership, one can infer that leadership is a

process in which individuals and teams work toward the common goal of improving the

quality of life for all. Greenleaf, in 1977, developed the servant leadership theory in

which the role of the leader is important, explaining that leaders serve others while

achieving the set goals (Servant leadership, 2014). More recently, Wheatley in a 1999

book, *Leadership and the New Science,* examined the connections between current

scientific theories and leadership, and in 2001, Jim Collins studied why some companies

are good whereas others are great and was "concerned with the character and motivation

of the leader" (as cited in Helm, 2006, pp. 4-5). Helm (2006) also stated "As much as

they tried to steer clear of the 'leadership' answer, the evidence pointed to great leaders

and their combination of humility and personal will" (p. 5). Another modern leadership

theory is the directive leadership theory, in which leaders lead by instructing followers to

carry out tasks, and use an action-and-outcome-based approach to getting things done (Sheahan, 2014).

Shared leadership has been compared to horizontal leadership, distributed leadership, and collective leadership: theories in which people on a team and organization lead each other (Bolden, 2011). The shared leadership style is that of a democratic, empowering, and participative leadership style. Avolio (2011) declared that the most widely cited definition of shared leadership comes from Conger and Pearce (2003), in which they defined shared leadership as a dynamic, interactive influence process among individuals in teams. The objective is to lead one another to the achievement of team goals. Shared leadership often involves peer-based, or lateral, influence although at certain times it involves upward or downward hierarchically based influence (pp. 285–303). Pearce (2010) stated that shared leadership is only appropriate for certain team-based tasks. Leaders are well aware, in many cases, that it is difficult to implement shared leadership, so if a leader is resistant to sharing the leadership style with followers, then the leadership will not be carried out effectively. This difficulty might likely be a cultural phenomenon, for example, "high-power-distant cultures may not engage in the distributed leadership approach because of an expectation of a designated leader or, possibly, a longer period of type needed to establish relationships" (Aritz & Walker, 2014, p. 88). Alternatively, it might be due to followers lacking the requisite knowledge, skills, and abilities for their task (Pearce, 2010). In times of rapid change, effective leaders need to adapt quickly and be flexible. Several researchers have argued that

flexible leadership is needed to respond quickly to various situations and balance the

competing demands that might arise (Klein & Wang, 2010).

In Sum, leadership theories have undergone numerous evolutions over the past

decades. Scholarly research on the topic of leadership has witnessed a dramatic increase

over the last decade, resulting in the development of new and diverse leadership theories.

Attention to collective goals, social justice, and sustainability are common threads in all

of the process theories, mirroring the desire of younger generations to reclaim a sense of

community and connectedness. This is an exciting time to study leadership theories

because of the discoveries in science and the resulting changes (Helm, 2006, p. 5).

Exceptional or Effective leadership

Exceptional leaders are effective leaders. They empower followers to achieve job

satisfaction and control resistance swiftly to keep the momentum for change, as Ulrich

(2014) stated, "Effective leaders inspire loyalty and goodwill in others because they

themselves act with integrity and trust. Decisive and impassioned, they are capable of

bold and courageous moves. Confident in their ability to deal with situations as they

arise, they can tolerate ambiguity" (para. 10). Effective leaders encompass attributes like

effective communication skills, integrity, motivation, trust, empowerment, creativity, and

vision. The most important quality a leader must have to show a sense of equal respect

for everyone is integrity (Banutu-Gomez, 2011). In the 21st century, more than ever,

organizations need leaders with integrity, who know how to delegate and innovate, and

how to encourage GVT productivity. Leadership is, first and foremost, a communication-

based activity. According to Thill and Bovée (2015), "Working in a team makes you even

more responsible for communicating effectively" (p. 35). Leaders spend much of their time shaping messages that are then presented to a variety of follower and stakeholder groups. Undoubtedly, globalization provides the foundation for GVTs. In addition to speed, organizations need to master good and effective communication as it is imperative to master effective communication. Effective leaders communicate with their behavior more than their words (Banutu-Gomez, 2011).

According to Lloyd (2012) in the article "Leaders Must Focus on Clarity in Communication", the key words in addition to effective communication are "specific" and "need". Leaders need to provide specific goals so employees can fulfill those needs and achieve the objectives successfully set forth by the organization. Communication is a process in which a leader understands how to make use of the process. Encoding and decoding a message is centered on how the sender and the receiver, based on their backgrounds, perceive what they are sending and understand what they are receiving. Leadership is a human communication that modifies the attitudes and behaviors of others to meet shared team goals (Hackman & Johnson, 2013, p. 11). Moreover, communication is a changing process and needs to be effectively and continuously managed to achieve an effective process benefitting not only the GVTs and the organization but the society at large.

The key to the success of any business, whether traditional or virtual, is effective communication. Thus, the type of leadership used is also essential in how GVTs conduct their business and provide the desired *successful outcome*. In a diverse work environment, emotional intelligence helps a person reduce stress and frustration caused

by the lack of understanding and miscommunication among GVTs. Exceptional

leadership needs to be effective and depends on developing effective communication

skills, and on the willingness of the leader to interact with others. The leader needs to

initiate and get the team started on the line of inquiry, offer or seek data, and then

coordinate among the GVT members. An exceptional leader needs to set an outline and a

timetable of what is to come, and how GVTs should approach the topic at hand and find

the proper solution within a set timeframe. Therefore, without engaging in skillful and

effective communication, exceptional or effective leaders are not likely to influence

others (Hackman & Johnson, 2013, pp. 21–22). Due to the growing diversity among the

followers and the leaders, discrimination against workers can take many shapes and can

be intentional or unintentional; discrimination is unlawful according to the U.S. Equal

Employment Opportunity Commission of 2007 (Chin, 2013). However, discrimination is

still practiced in many parts of the world. According to Ballman (2011), "Instead of

seeing them wane, I find that in some ways discrimination has gotten more blatant over

the years" (para. 2). Unintentional discrimination can occur due to having different

interpretations of events by diverse people, to attain effective communication, one needs

to be patient, understand others, and interconnect.

   In multicultural situations, misunderstandings may arise due to the size of one's

comfort zone, which varies from culture to culture. Thus, to manage diversity in a global

virtual business world, one should follow Socrates (470–399 B.C.): "I am not an

Athenian or a Greek, but a citizen of the world" (as cited in Goodreads, Socrates, 2014,

para 1). Exceptional leaders motivate and uplift subordinates, and lead them to willingly

meet the occasion. Organizations should not presume that employees understand their leader's intentions (Lloyd, 2012). Explaining intentions from the inception will enable followers to understand those intentions, be open, more productive, not feel lost, and achieve the social change needed. Leaders should not play word games or mollify feedback, but speak directly to the point, in plain language (Lloyd, 2012, p. 9). In other words, straight talk and being transparent will make business communication much more effective. With modern technology and the ever-changing political and market situation, it is crucial to provide future generations with the appropriate knowledge of globalization to prepare them to be effective leaders. Hence, effective business communication is becoming much more important in the 21st century.

Throughout the ages, humans have communicated, and language has played an important role in bringing people together. Further, Darling and Heller (2011) noted that the key for effective communication is to address stress in an organization. Exceptional team leaders need to have a global mindset and realize they need to understand the implications of organizations, not only locally, but globally. Cross-cultural understanding and communication play a pivotal role in supporting organization trust (Small, 2011). Leading change is not an easy task, especially knowing how to motivate the people one leads to generate their interest, is the responsibility of an exceptional leader. Managing change is important, without which the transformation process can get out of control. But what is more important is leading change. According to Kotter (2014) only leadership can motivate the actions needed to alter behavior in any significant way and get change to stick by anchoring it in the very culture of an organization. Chandler & Richardson,

(2012) added that, "There is nothing more motivational than leading from the front. This method changes people more deeply and more completely than anything else you can do. So, be what you want to see" (p. 31).

An exceptional leader has priorities with real meaning and knows how to convey the goals, mission, and vision of the organization in a clear and concise manner. Exceptional leaders build trust between them and the followers, which is vital in gaining a competitive edge for the organization. The exceptional leader depends on many internal and external factors, such as knowing the knowledge of employees and their cultural background. Transformational leaders encourage a sense of autonomy that helps followers have the power to make their own decisions, which will help develop an innovative virtual work environment. According to researchers, autonomy is a basic psychological need for motivation and performance (Hetland, Skogstad, Hetland, & Mikkelsen, 2011). Transformational leaders are constructive leaders who support and inspire their workers while fulfilling the goals of the organization. GVTs collaborate and work together toward shared objectives and contribute to the organization's success. This practice leads to employee job satisfaction and increased productivity. According to Maslow's (1943) hierarchy of needs, the leader motivates followers to reach their highest level of need satisfaction, labeled self-actualization. Likewise, transformational leaders empower followers to think independently, critically, and creatively, raising followers' levels of self-efficacy, self-worth, self-confidence, competence, autonomy, and risk taking (Gill, 2006, p. 50). However, transformational leadership occurs when both leader and followers raise each other's motivation and sense of higher purpose, resulting in a

positive impact on the empowerment, motivation, and morality of followers (Gill, 2006).

By doing so, they may achieve performance beyond expectations in their subordinates or

followers (Bass, 1985). In the 21st century leaders need to have the ability to adapt and

persevere in various cross-cultural environments, and need to have a keen capacity for

understanding and using cultural diversity to build successful organizations (Bartlett &

Beamish, 2014). This can only be attained by having GVT members lead, depending on

their positive qualities.

Global Virtual Teams and Leadership

The research into the extant literature helped provide me a better understanding of

transformational leadership and the GVT construct. The construct is in constant change

due to the global economy and the ever-accelerating advances in technology. I analyzed

transformational leadership and elaborated on the effect it has on GVTs, specifically, the

impact on leadership effectiveness, and employee productivity. I also explored

globalization, technology, and communication pertaining to GVTs. The 21st century

dawned with a new age of technology, the age of change, in which, through digital and

wireless communication and informational technology reengineering, data can change

every minute. This environment leads to the need for swift actions by flexible leaders

who lead interactive GVTs to stay afloat in the competitive business world. In brief, in

the new era, attempts to provide data anytime, anywhere, to anyone has become

immensely important and needed by organizations. Globalization is a complex and

delicate matter that has brought about massive changes in how organizations approach

business. Events that were of primary importance at a certain point may become

secondary or even totally irrelevant at another point (Drucker, 2007). Leaders must

constantly watch to be able to fulfill their tasks effectively. This concept supports the

notion that change is constant, and leaders need to keep up with the fast pace of change.

According to Dublin (2011), "No matter what new, cool tool, technology or approach

organizations are buzzing about, success still comes down to how well the change they

represent is implemented" (p. 38).

Transformational leaders are constructive change leaders who support the

organization and the followers. As constructive leaders, they motivate and inspire

employees to do their best, and change the status quo (Banutu-Gomez, 2011). This

concept is similar to Bass' main concept of "intellectual stimulation," in which the leader

challenges followers' basic thinking to get them to think about new ways to perform their

work and accomplish their tasks (Burns, 1978). The main characteristics of a

transformational leader are for the leader to be attentive to the needs and motives of the

followers, and help them reach their maximum potential (Northouse, 2016). In the

modern age, change is accelerating, and globalization can open new markets to be

exploited that demand flexible managers (Kotter, 2014). The rate of change in business is

increasing exponentially, and change may be a decisive factor in how organizations move

and are directed. Modern technologies are exciting, but leaders, most of all, need to be

flexible, "match the dynamics of the markets" (Pandey & Sharma, 2011, p. 88), and be

effective in understanding team diversity, and their impact on the organization.

Throughout history, cross-cultural interactions have been taking place, and the

people have shared many of the same problems, challenges, hopes, and dreams. With the

advancements in technology, cross-cultural interactions are now more accessible and much faster than ever. A diverse workforce requires leaders to be exceptional and interculturally competent. Virtual teams need leaders who are "global" in their approach and understanding. Irving (2010) noted, "Global leadership is the process of influencing culturally distinct individuals and groups" (p. 5). Investopedia (2015a) defined globalization as "The tendency of investment funds and businesses to move beyond domestic and national markets to other markets around the globe, thereby increasing the interconnectedness of different markets" (para.1). Additionally, "Marquardt and Horvath (2001, p. 3) argued that global leaders are recognizing the critical importance of GVTs as the key to future competitiveness and productivity in the new networked-style global organization" (Irving, 2010, p. 4). I asserted that by applying transformational leadership, businesses will achieve successful GVTs with job satisfaction, leadership effectiveness, and employee productivity (see Figure 3).
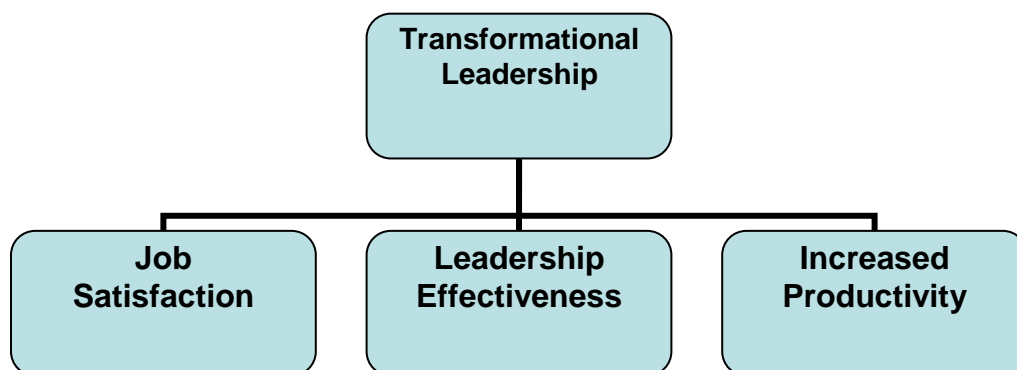
Figure 3. Transformational leadership and the dependent variables.

The business world that focuses on social change involves interconnectedness among many cultures and races, which is evident in the interdependence of global

economies in the past few decades. With the rise of globalization, the need for leaders

with a global perspective and intercultural competence to meet these growing challenges

and opportunities also increase. Such leaders need to recognize how culture affects

business communication among diverse GVTs. As Irving (2010) noted that, "In fact, one

report indicates that while the demand for global business understanding continues to

grow, nearly 85% of Fortune 500 companies have reported a shortage of managers with

the necessary global skills (Gregersen, Morrison, & Black, 1998)" (p. 10). Leaders who

have a global mindset can play a critical role in GVTs, and develop effective strategies to

motivate their GVTs (Small, 2011). Additionally, "One thing is certain for developed

countries and probably for the entire world: We face long years of profound changes. The

only policy likely to succeed is to try to *make* the future" (emphasis in original, Drucker,

2000, p. 20). Hence, leaders need to encourage collaboration and mutual respect and

balance the needs of self and others among the GVTs. Transformational leaders tend to

have higher agreement on the strategic goals of the organization. They voluntarily help

their followers and prevent any work-related problems that lead to job satisfaction

(Mawanda, 2012). The key is the connection that transformational leaders instill in the

followers from the beginning of the interactions.

Relational job design research has shown leaders as being proactive

communicators, defined as influencing the tempo, progression, and type of group

communication (Ziek & Smulowitz, 2014). Transformational leaders engage with

followers and create a connection that helps raise their level of motivation. Leaders

should help employees commit to the change plan, encourage them throughout the

process and allow them to lead. Transformational leaders allow leaders through effective communication to identify ways to promote their leadership quality, and increase productivity and job satisfaction. The progress recently made in the fields of megacorporations and technology has made the importance of leadership even more vital. Current social conditions need a leader who is willing to be open to other opinions and have GVTs believe and trust they are part of the big family and not just employees. Being part is what motivates employees and helps organizations succeed. Without trust, challenges and conflicts on teams will occur as members perceive that they are not treated fairly (Thill & Bovée, 2015). Simply, the leadership needed is based on followers' perspectives, necessitating transformational leadership.

Motivation. Knowing how to motivate and generate employees' interest is the responsibility of a leader. Transformational leaders should have clear, prioritized plans from the beginning of their interactions, and know how to convey them to their followers. This process helps motivate GVTs and help achieve the organization's objectives. Leaders do not want to confuse their employees but have them feel satisfied. Transformational leaders have to make followers, from whatever background, race, or ethnicity, believe in the leader's leadership and vision, which helps raise the level of human conduct and ethical aspirations of leader and followers alike (Ravenscroft, 2012). Followers come to identify themselves with the vision articulated by the leader, which then motivates them. This interaction helps transformational leaders monitor their followers for guidance rather than to inspect them. Leaders inspire followers with a vision of what can be accomplished through extra involvement and personal effort. Thus,

transformational leaders need to be well-rounded, educated, and empathetic with workers across cultural boundaries.

Implementing transformational leadership makes a significant difference to followers' motivation and development, and achieves performance beyond expectations' in followers (Bass, 1985). Further, transformational leaders do not only focus on the performance of followers but also help them fulfill their potential. The primary focus of this leadership is to make change happen in oneself, in followers and in the organization (Gill, 2006, p. 58), making followers feel they are leaders, and that they are vital to the success of the organization. One characteristic of transformational leadership is inspirational motivation, reflected in the leader's ability to express the importance of the task at hand and the follower's role in the organizational success that encourages and motivates followers. A leader who considers the plans of subordinates in making decisions empowers personnel. Leadership is only as empowering as the degree to which a leader shares the decision-making process with subordinates (Holt & Seki, 2012).

In a GVT, trust, which is the primary component of motivation, is essential for the team to succeed, as leaders are more likely to acknowledge initiative and creative thinking. Virtual team members often find it difficult to trust others outside their immediate environment due to their inability to monitor or control their behavior (Ziek & Smulowitz, 2014). GVTs are composed of individuals who bring their unique attributes to the team, so reducing uncertainty among GVTs will help in their self-enhancement. In doing so, GVTs form a unit, as each member brings in their own strengths. This process, if managed effectively, can help motivate followers. Effective motivation is needed that

GVTs are willing to implement, in which the team knows the set goals, believes in them, and lives them every day.

In cross-cultural regions, it is vital for leaders to have a wide-scope and in-depth knowledge of their teams, as the role of the leader is not just to lead the teams, but also to influence them and affect their involvement and performance. DuBrin (2013) stated, "In addition, cultural sensitivity, cultural intelligence, and certain specific global leadership skills are essential for inspiring people from cultures other than one's own" (p. 451). Mawanda (2012) indicated that employees believed transformational characteristics in their leader positively related to them being motivated to exert more effort and be more motivated.

In GVTs, the leader and team should overcome new challenges, such as keeping dispersed employees motivated, retaining competitive employees, and instilling unity and loyalty among virtual followers. Hence, the leader needs to understand the motivational factors that can influence followers. Leaders need to carefully think and analyze elements of resistance and implement strategies to encounter them, as stated by Kotter (2014) to minimize resistance and lead, the leader needs to make the employees commit to the change plan. Another important component of motivation is transparency, especially in GVTs, due to their nature of operation. Leaders need to share more information with the entire team in a timely manner to help reduce wasted time, gossip, and misinformation that effects employee job satisfaction and productivity. Sharing information increases followers' sense of being part of the big family and their commitment to fulfilling their tasks effectively.

Diversity. Cox (2001) defined diversity as "the variation of social and cultural identities among people existing together in a defined employment or market setting" (p. 3). Diversity is simply a fact of life for all companies and businesses, as Thill & Bovée (2015) stated, "Even if you never visit another country or transact business on a global scale, you will interact with colleagues from a variety of cultures with a wide range of characteristics and life experiences" (p. 67). Due to the nature of GVTs, leaders need to adopt new leadership strategies or reevaluate existing ones to meet the new challenges of the workplace, including how to deal with a diverse workforce. In the global business world, one important factor to address is perception. How businesspeople perceive themselves, and how they perceive others. Such perceptions affect their interactions, job satisfaction, and productivity. Chin (2013) stated that as societies, and multinational enterprises become increasingly diverse in the US and globally, it becomes important to understand how race, ethnicity, gender, and minority status interact in global teams to influence leadership. Drucker (1999) stressed the importance of diversity and interdependence and stated that, "Diversity reflects the uniqueness of each group-gender, ethnic, religious, racial, social, occupational, and national—and its claim to independence" (as cited in Pearce et al., 2010, p. 155). You can't change people, "You must be the change you wish to see in people." —Gandhi (as cited in Goodreads, Gandhi, 2014, para 1).

Leadership strategies should incorporate the different dimensions of diversity so that the businesspeople of different demographics work as one without bias or misunderstanding. Many researchers have examined diversity, but they have done so by

merely touching the surface of diversity in the context of apparent physical characteristics, or as described by Klein and Wang (2010), *surface-level diversity*. Diversity in GVTs is a group of people with a range of knowledge and skills dispersed geographically, and leaders need to understand how diversity influences the team members' outcome, given the creativity of individual team members (Shin, Kim, Lee, & Bian, 2012). Klein and Wang (2010) also revealed the relationship between diversity and leadership "By exploring the role of deep-level characteristics in leadership, researchers and practitioners can identify fundamental psychological variables that predict a host of work outcomes, including leader effectiveness" (p. 933).

The challenges for GVT leaders in the age of digital technology are different and complicated, but just as acute. Leaders to be exceptional and effective need to grasp how work is conducted in other parts of the world and how does that effect GVTs. As for diversity in the 21st century, researchers have raised issues to challenge researchers of leadership by expanding the scope of their leadership styles to be more inclusive, and to incorporate diversity into our understanding of leadership (Chin, 2013). According to Cox (2001) well-managed diversity can add value to the organization and effective encouragement of diversity will improve problem-solving, increase creativity and innovation, help in hiring more qualified followers for the task at hand, and improve marketing strategies (p. 6). People from different cultural backgrounds possess diverse concepts of expression, challenge, and assurance, and that leaders of the 21st century need to have a keen capacity for understanding and using diversity to build successful organizations (Thill & Bovée, 2015).

Researchers have used the term *culture* in several disciplines, as have leaders. These social identities (i.e., race, ethnicity, gender, and minority status) together with lived experiences associated with minority status were perceived as influencing their exercise of leadership, presenting both challenges and strengths in the contemporary world (Chin, 2013, p. 1). While Avolio and Bass (2004) identified culture as:

> Inspirational leaders articulate, in simple ways, shared goals and mutual understanding of what is right and important. They provide visions of what is possible and how to attain them. They enhance meaning and promote positive expectations about what needs to be done. (p. 28)

Growing competition and the speed by which information is being transmitted in international markets due to globalization, a lot of study has revolved around diversity and the relationships between the divergent team members. Further, as leadership is a transaction between leaders and followers, then followers' effectiveness is based on meeting followers' expectations (Chin, 2013). In addition to the individual employee, organizations need to improve team communication and interaction during the change process. Thill and Bovée (2015) echoed the importance of intercultural communication and elaborated on how difficult it is to interpret verbal and nonverbal signs, especially in electronic communication. Pandey and Sharma (2011) noted that the transorganizational development includes "integration" and "team building," which are based on people. Gates (1999) stated, "In the digital age, you need to make knowledge workers out of every employee possible" (para 24). Leaders need to support their knowledge workers, by providing them with constructive feedback, helping them acquire new information,

learning to accept diversity and providing necessary training. Not to mention, knowing how to motivate them depends on the followers being effective and able to achieve. According to Drucker (2007) every knowledge worker is responsible to contribute to the overall objective of the team, which in turn affects the capacity of the organization to perform and to obtain results (p. 5).

The world population is becoming more diverse, and world cultures are becoming more interconnected; the status quo needs to change, and leadership theories need to address what constitutes effective leadership in a changing, and diverse society (Chin, 2013). Leaders need to constantly engage in cross-cultural training to gain insight into other cultures. By doing so, leaders can have a better understanding of the followers and can better lead them (Thill & Bovée, 2015). A solution-driven change is needed. Infrequent address of diversity of employees in culture, gender, race, and ethnicity, or sexual orientation can affect how leaders lead. It has also weakened the ability of research and theory to address some of the most provocative aspects of contemporary leadership (Chin, 2013; Small, 2011). Thus, combining leadership and diversity can provide guidelines to optimize leadership in the new millennium (Thill & Bovée, 2015).

Instruments

The survey instruments in this study involved the use of a research questionnaire. The questionnaire contained scale based questions and structured along with unstructured questions on the research topic. The research site for this study was SurveyMonkey.com. For this study, I used two main instruments:

1. The MLQ:

    a. The MLQ Transformational subscale to measure the independent

    variable—transformational leadership

    b. The MLQ Extra-Effort subscale to measure team longevity pertaining to

    employee productivity; and

    c. The MLQ Effectiveness subscale to measure the dependent variable—

    leadership effectiveness, the third continuous dependent variable in this

    study.

According to Mind Garden (2014) "The MLQ provides an excellent relationship between

survey data and organizational outcome and is the benchmark measure of

Transformational Leadership."

    2. The Job Satisfaction Survey (JSS) to measure the first dependent variable—job

satisfaction. This multidimensional instrument is a well-established instrument among

other job satisfaction scales and has been repeatedly investigated for reliability and

validity. Further, the JSS is an important survey to measure employee satisfaction:

    The level of satisfaction employees feel toward their job is directly related to how

    successfully they perform their job, how long they remain at their current place of

    employment, and most importantly, it impacts the collective culture of the

    business. (National Business Research Institute, 2014, para 1)

    Multifactor Leadership Questionnaire (MLQ). Bass and Avolio (1995)

developed the MLQ, also known as the "MLQ 5X short" or "standard version" of the

MLQ to expand the dimensions of leadership measured by previous leadership surveys.

The MLQ offers researchers the most validated and efficient measure of transformational leadership, as well as a full range of leadership behaviors. According to Mind Garden (2014) the theoretical framework, on which the MLQ is based, centers on the concept of transformational, transactional, and laissez-faire leadership described by Bass and Avolio 1995. It measures the key factors that set leaders apart from marginal ones and effective leaders from ineffective ones. Bass (1985) designed the MLQ with the 360-degree feedback method. Researchers ask participants to respond to 45 items in the MLQ 5x-Short (the current, classic version) using a 5-point behavioral scale that consist of: (a) Idealized Attributes (builds trust, confidence and attracts a following), (b) Idealized Behaviors (build trust, confidence and attracts a following), (c) Inspirational Motivation (raises expectations and beliefs for the mission/vision), (d) Intellectual Stimulation (challenges old assumptions and stimulates idea generation), and (e) Individualized Consideration (determines individual needs and raises them to higher levels). Further, the MLQ allows individuals to measure how they perceive themselves with regard to specific leadership behaviors (using the Leader/Self-form). However, the heart of the MLQ comes in the rater/other feedback that is enabled with the Rater form.

The MLQ is a well-established instrument to measure transformational leadership as well as being extensively researched and validated (Mind Garden, 2014). The MLQ measures leadership behaviors and leadership outcomes such as success, employee productivity, and leadership effectiveness. For example, how often the raters perceive their leader to be motivating, and how satisfied raters are with their leader's methods of working with others (Mind Garden, 2014). The MLQ survey has been translated into

dozens of languages and is used all over the world for the measurement of transformational leadership as transformational leaders may be found in any culture. As for this study, the participants' written interactions were in English (Mind Garden, 2014).

The questionnaire was composed of three parts. In part one, the participant was asked a few demographics questions, such as gender and how long the employee has been working with a GVT. The second part of the questionnaire asked a few questions about the leader's traits using the MLQ. The third part of the questionnaire asked about the personal level of job satisfaction using the JSS. The reliability of the MLQ to identify leadership tendencies effectively based on the responses of research participants serves as its primary strength, and though the effectiveness of the instrument is most evident in its continued reliance on gathering data for research, researchers have at times questioned the validity of the MLQ. Cengiz, Eren, and Erzengin, (2012) supported the positions of Avolio, Bass, and Jung (1999) by asserting that although researchers have occasionally questioned the MLQ over the years in terms of its validity, the instrument has undergone several revisions and modifications to overcome such criticism. In fact several studies have shown the instrument to have relative stable factor structure using confirmatory factor analysis.

Job Satisfaction Survey (JSS). Spector in 1985 developed the JSS. This questionnaire is used to evaluate nine dimensions of job satisfaction related to overall satisfaction (Mind Garden, 2014). To take the test, researchers ask participants to respond to 36 items: four items for each of the nine subscales. For each item, participants choose along a range among "strongly disagree" and "strongly agree," with six choices (Mind

Garden, 2014). The instrument uses a 6-point Likert-type answer scale (from 1—disagree to 6—agree very much).

The literature points to a number of instruments that have been used to measure employee satisfaction in the workplace. Many of these are proprietary commercial products; however, several of these instruments have found their way into use in scholarly studies. These include the Job Diagnostics Survey (JDS), the Job Descriptive Index (JDI), the Minnesota Satisfaction Questionnaire (MSQ) and the Job in General (JIG) survey (Mind Garden, 2014). Also included is the Job Satisfaction Survey (JSS). It is the JSS that will serve as the instrument of measuring virtual workplace employee satisfaction for the purposes of this dissertation.

Chapter Summary

In the age of technological know-how organizations are faced with numerous and unpredictable challenges that need swift actions to solve. Leaders need to analyze the situation, plan, and then implement a successful business strategy. In the face of dramatic environmental changes, the key to successful leadership is embedded in the leader's thoughts and feelings (Darling & Heller, 2011, p. 11). This literature review provided a comprehensive review of the published literature and research on GVTs and leadership, especially transformational leadership. I provided information about why GVTs are important in the 21st century and their benefits and challenges. Additionally, I outlined the types of technologies that support GVTs and types of effective leadership with emphasis on transformational leadership.

In Chapter 2, I provided the theoretical basis for the research questions investigated in this study to improve leadership in GVTs in the 21st century. Various conceptual and empirical research on the topic of leadership confirmed that leadership has great influence on effectively managing and leading organizations. The leader needs to function as a role model (Bass, 1985). Transformational leadership is appropriate for GVTs in the face of the challenges emerging from the ever-changing business world and the rapid pace in which that change occurs. I conducted the study using the quantitative research methodology, and used statistical instruments, namely the MLQ, and the JSS, to interpret the survey data. By applying this research methodology to GVT members was to explore the role of transformational leadership and team longevity in predicting productivity and leadership effectiveness in GVTs. The sample for this research was drawn from electronic-team environments. Participants included businesspeople from global organizations that have participated and still participate in GVTs.

The study identified gaps found in seminal and recent resources on the topic of interest and reflected the need for further research. This study tied all the concepts together including describing how the present study filled at least one of the gaps in the literature and extended knowledge in the discipline. Mawanda (2012) noted that future research should incorporate team longevity on predicting employee satisfaction and leadership effectiveness. This study incorporated the team longevity in GVTs, as GVTs encompass people from different cultural backgrounds and evaluated the role and impact of team diversity and team longevity on predicting employee satisfaction and leadership effectiveness. Further, how transformational leaders encourage employees to adopt a

shared vision and accept responsibility as a factor in building successful GVTs, and how intercultural leadership can help enhance the competitive advantage that organizations seek. I also explored trust, globalization, technology, and communication; specifically, how culture plays an important role when working in multicultural teams on communication and trust. A review of the literature provided a better understanding of the GVT structure and how it is in constant change in response to the global economy, and the ever-accelerating advances in technology.

I speculated that with better knowledge and understanding of cultural backgrounds of GVTs, organizations can accomplish their mission in the desired timeframe with minimal costs, to achieve more complete business interactions. I believe that a more thorough specification of the leadership-development process could help address some of the limitations and perhaps help create a new leadership theory or even produce a project to minimize such limitations. Having more than one person with the right qualifications to lead in GVTs is the ultimate goal for multinational enterprises in our modern age, and that success of leadership is based on the strategies that translate the future position of the enterprise (Richardson, 2015). According to Gates (1999), "only managers who master the digital universe will gain competitive advantage" (para 1).

GVTs, who experienced a self-management leadership, reported higher levels of job satisfaction (Hamstra, Van Yperen, Wisse, & Sassenberg, 2011; Mawanda, 2012; Small, 2011). Change is even more important in the modern age as "the world no longer moves in incremental steps, but rather in significant leaps that call for new modes of effecting change" (Wolf, 2011, p. 21). In the majority of the articles studied in this

chapter, the future recommendations provided by authors encouraged more research that seeks to explore the impact of transformational leadership on leadership effectiveness in GVTs and to focus on how to overcome conflict and improve communication amongst diverse virtual members. The abovementioned recommendations revealed a research gap; supplying that information may significantly contribute to the scholarly knowledge base of GVTs and leadership effectiveness. Chapter 2 presented an overview of GVTs and leadership from the extant literature. I put in place a theoretical foundation for a number of factors to be considered in GVTs.

Chapter 3 provides a description of the research design and methodology employed to conduct this study. The ideas collected from the scholarly literature are relevant to leadership and the growing importance of understanding GVTs' construct as they evolve over time in response to the global economy and the advances in technology. I also provided insight into the importance of communication and the quality of such communication, especially in virtual environments, as transformational leaders rely on highly effective communication with their workers. My goal was to explore the impact of transformational leadership on the success of GVTs. In Chapter 4, I develop a better understanding of transformational leadership to see leadership effectiveness, employee satisfaction, and productivity, providing a presentation and interpretation of the gathered data. This study assessed and asserted the impact of transformational leadership in GVTs on performance and performance on subsequent team leadership.

Chapter 3: Research Method

Introduction

Chapter 3 consists of the research approach, including the research instrument and data analysis, data collection, population and sampling, informed consent, confidentiality, and validation. Chapter 3 also provides an overview of the quantitative method research design used in this study. The main purpose of this study was to gain an understanding of the effects of transformational leadership on the success of GVTs in the global business world and team longevity on predicting employee satisfaction and leadership effectiveness. The anticipated result was increased employee productivity leading to greater job growth. This quantitative study led to a greater understanding of the effects of transformational leadership on GVTs by examining the relationship between leadership effectiveness and GVT environments in the global workplace. The study contributed to the scientific knowledge base by investigating a research gap and future research recommendations, acknowledged by multiple seminal and current research studies, such as the ones conducted by Mawanda (2012), and Small (2011). Burns (1978) stated that transformational leaders inspire their followers, rather than merely exercising their authority; a clear contrast from the traditional leadership doctrine in which the leader dictates and the followers have to follow. Thus, the purpose of this study centered on the possible correlation between leadership and job satisfaction in off-workplace GVTs. The following methodology enabled that purpose.

Research Design and Rationale

This study used a quantitative methodology in conjunction with statistical analysis to interpret survey data. By using a quantitative study, I attempted to answer inquiries about the levels to which leadership and job satisfaction correlate on GVTs. The purpose of the correlational study was to apply a quantitative method—using the MLQ, and the JSS instruments—to GVT members to explore the impact of transformational leadership on GVTs' job satisfaction, productivity, and leadership effectiveness.

Data collected from administering two survey instruments, the MLQ, and the JSS, were assessed by frequency analysis, multiple regression analysis, moderation analysis, and analysis of covariance (ANCOVA) to test for moderation. The study design was correlational in nature and used a quantitative research approach to examine the correlative relationship between leadership effectiveness and GVTs. For the credibility of the research design, the participant sample reflected the topic of this study. In this empirical study, I used a survey methodology for data collection, and a stratified random-sampling strategy to identify study participants. The main survey instrument used to collect data to study leadership effectiveness was the effectiveness scale of the MLQ, and the MLQ's extra-effort subscale was used to measure employee productivity. Finally, the composite score from the JSS overall satisfaction scale was used to measure job satisfaction. The MLQ and JSS instruments are existing survey instruments whose validity and reliability have been tested in numerous research papers, as indicated in Chapter 2. According to Leedy and Ormrod (2014), research employing a quantitative description of the sample through the data collection process of asking questions of

people can enable researchers to generalize the findings to the population. In quantitative research, the criteria are reliability, validity, generalizability, and objectivity (Leedy & Ormrod, 2014). I selected a multiple regression analysis model for this study because the correlative relationship between leadership effectiveness and GVTs was being investigated from a quantitative perspective. A nonexperimental approach provided the research design with the correlative means needed to appropriately address the research problem and effectively answer the research questions by helping to focus primarily on correlative data findings. Finally, I entered data into SPSS version 22.0 for Windows. I conducted frequency analysis to describe the sample demographics and the research variables used. I calculated frequencies and percentages for categorical data, such as gender or team longevity. I also calculated means and standard deviations for any information pertinent to the sample as a whole, such as satisfaction and leadership scores (Sharpe, De Veaux, & Velleman, 2014).

Research Questions and Hypotheses

    Research Question 1. What is the effect of transformational leadership on team member satisfaction across culturally diverse groups in GVT environments?

        $H_0 1$: Transformational leadership has no statistically significant positive relationship with team members' satisfaction across culturally diverse groups in GVT environments.

        $H_a 1$: Transformational leadership has a statistically significant positive relationship with team members' satisfaction across culturally diverse groups in GVT environments.

Research Question 2. Does team longevity (short-term, long-term, or permanent) moderate the impact of transformational leadership on leadership effectiveness?

$H_0 2$: Team longevity (short-term, long-term, or permanent) does not moderate the effect of transformational leadership on leadership effectiveness.

$H_a 2$: Team longevity (short-term, long-term, or permanent) does moderate the effect of transformational leadership on leadership effectiveness.

Research Question 3. Does team longevity (short-term, long-term, or permanent) moderate the impact of transformational leadership on employee productivity?

$H_0 3$: Team longevity (short-term, long-term, or permanent) does not moderate the effect of transformational leadership on employee productivity.

$H_a 3$: Team longevity (short-term, long-term, or permanent) does moderate the effect of transformational leadership on employee productivity.
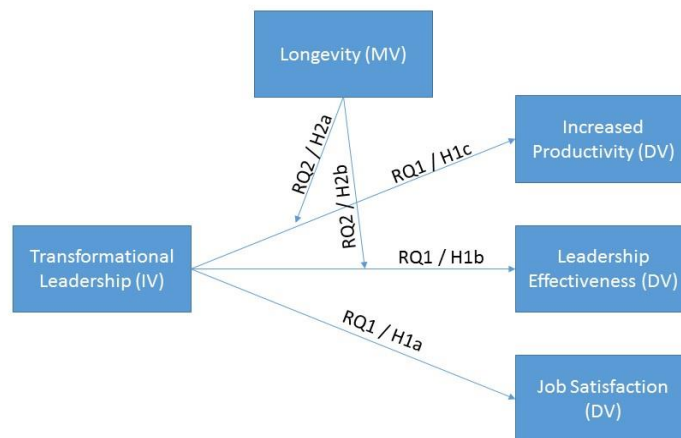
Figure 4. The visual models for the study based on the research questions

Methodology

The study adopted a quantitative approach to understand the impact of

transformational leadership on GVTs. The target population was businesspeople who

work as GVT members, aged 18 and above. The study methodology was facilitated to

minimize any bias in the manner respondents respond to the inquiries on the survey. The

Likert-type survey methodology incorporates greater variation while reducing the

vulnerability of the variation to bias in the responses (Leedy & Ormrod. 2014). The

scientific method for this research methodology was deductive, as I tested hypotheses and

theory with data. Data were collected using structured, precise, and validated data

collection instruments. The following section presents the study's sample.

Setting and Sampling Procedures

The study was performed in an online environment allowing respondents, who

have participated in GVTS, to participate in the study from various locations with an

active Internet connection. All analyzes were conducted only on the sample collected

from GVT members. Participants had a convenient process to participate in the survey for

this study by having direct access to the research study's online survey questionnaire. The

GVT environment provided participants with the flexibility of participating in the study

from work, home, or while traveling if an Internet connection was available.

Sample size was calculated using G*Power 3.1.7. The proposed study included

ANCOVA and multiple linear regression. The ANCOVA had a more stringent sample

size requirement and was entered into G*Power as a parameter to determine the

appropriate minimum sample size requirement for this study. Using G*Power version

3.1.7, I entered parameters for the proposed ANCOVA analyzes to examine Research

Questions 2 and 3. Parameters included an assumed medium effect size ($f^2 = 0.25$), a

generally accepted power of .80, and a 95% confidence interval ($\alpha = .05$). These

parameters corresponded to a chance of Type II error (i.e., the inability to detect

significant effects where they actually exist), which is four times greater than the chance

of a Type I error (i.e., detection of significant effects where they do not actually exist).

Based on these parameters, G*Power calculated that approximately 211 participants were

suggested to find significance in the moderation analyzes (Faul, Erdfelder, Buchner, &

Lang, 2013). In order to gather the required 211 participants, surveys were sent to a larger

sample to preemptively account for nonreturned responses. Assuming a response rate of

85%, an additional 39 participants above the required sample were contacted. Through

contacting a greater number of participants than necessitated by sample size calculations,

nonrespondents cannot greatly detriment a study's validity. As such, a sample of 250

participants was contacted. Through this procedure, up to 15% may elect to not respond,

and the sample would not fall below 211.

Data Collection Procedures

I administered surveys to GVT members who have participated in GVTs. These

diverse participants came from GVTs that have participated in electronic-team

environments. I designed the study to include participants who I had either direct or

indirect contact with at previous places of employment and participants who I was

connected to through professional networking who work in GVTs to see if they were

interested in participating in this study. I used the MLQ and JSS survey instruments, and

applied them to GVT members. The purpose was to explore the impact of

transformational leadership on the success of GVTs in the global business world and

team longevity on predicting employee satisfaction and leadership effectiveness. The

amalgamated survey inquiries pertained to team leadership behaviors and levels of job

satisfaction. The survey website remained open for data collection long enough to gather

the minimum requirement of 211 participants, in order to find significance in the

moderation analyzes, based on the calculations of the G*Power 3.1.7. The survey was

sent to a larger sample to preemptively account for nonreturned responses. The

demographic data collected were age, gender, length of time since the last time

participants were part of a virtual team, and longevity of the last team project. I directed

participants to a survey site, SurveyMonkey.com, where the survey was administered to

the participants. Analyzes of the data were completed through SurveyMonkey.com and

SPSS software. Responses to each Likert-type scale were tabulated and transferred to

SPSS software through secure media to calculate the scores. No information connecting

the data with a specific participant was collected at the survey site.

The data collection plan for this study consisted of the steps listed below:

Step 1: I sent participants an e-mail request from SurveyMonkey.com to

participate in the study, accompanied by an online informed consent form.

At the bottom of the informed consent form, potential participants were

given the option to select whether they "Agree to Participate" or "Will not

Participate" in the study. All participants who selected "Agree to

Participate" were automatically forwarded to an online web survey and

were allowed to begin answering the survey questions. All potential

participants who decided not to participate were forwarded to a web splash

page that thanked them for considering participating in the study.

Step 2: The MLQ and JSS instruments were used to collect participants' response

data through a web-based questionnaire hosted by SurveyMonkey.com.

Once response data from the intended participants' sample size were

collected, SurveyMonkey.com then aggregated all of the collected MLQ

and JSS response data onto two comma-separated-values (CSV) files.

Step 3: I downloaded the CSV-formatted response data files from

SurveyMonkey.com. I imported them into the SPSS version 22.0 software

application to perform the frequency and multiple linear regression

analyzes.

I used a self-administered web-based data collection process. According to

Singleton and Straits (2010), this method is both efficient and effective when collecting

data from a targeted, controlled population group. Additionally, several advantages are

associated with web-based self-administered questionnaires, such as convenience,

privacy, speed, and significant cost savings. The disadvantage is that the response rates

for self-administered questionnaires tend to be lower than in other methods (Singleton &

Straits, 2010).

Instrumentation and Materials

Frequency analysis in this correlational study applied a combination of different valid and reliable instruments to measure relationships between transformational leadership and employee productivity, and transformational leadership and job satisfaction in GVTs. I used the MLQ instrument to measure and collect participant response data in the study. The MLQ measures the concepts of transformational leadership and shows excellent prediction of organizational performance and validity. The needed levels of measurement for the variables of interval were consistent with calculating a mean score from several Likert-scale items. This makes use of the Likert-scale design that the MLQ uses and provides a set of continuous variables that describe the extent to which participants exhibit any of the leadership styles of interest (Avolio & Bass, 2004). Although Likert-type scales are technically ordinal scales, most researchers treat them as continuous variables and use normal theory statistics with them. When there are five or more categories to be averaged, there is relatively little harm in doing this (Gadermann, Guhn, & Zumbo, 2012).

The MLQ has gone through several revisions to refine its assessment of the component factors of transformational leadership (Avolio & Bass, 2004). The importance of the MLQ to energize the emergence of literature was substantial. Many researchers around the globe had greater access to assessing constructs with an easily administered and well-validated questionnaire. The classic form (MLQ 5X Short) of the MLQ includes the self-form that measures self-perception of leadership behaviors, and the rater-form that measures leadership as perceived by people at a higher level, same level, or lower

level in the organization than the leader. Each form is 45 questions. According to Avolio (2011), the ideal number of raters for a leader is 8–10, with at least three in the subordinate category. The MLQ also includes nine outcome items rating the leader's effectiveness and the satisfaction the rater assesses with the leader. The rater form is at the heart of the MLQ and may be used without the leader form, if desired. The MLQ in its measurement of transformational leadership reflects on leadership behavior of an individual's leader. It provides a basis for growth and change. I performed linear regression analysis to test the level of correlation between the observed variables.

As stated above, the MLQ is a validated instrument whose reliability has been vetted due by numerous leadership research studies throughout numerous research papers. Because the study used a nonexperimental quantitative approach and existing survey instruments to collect participant response data, no field test was required for this study. Measurements were applied to GVT members to explore GVT leadership methodology and job satisfaction levels. The theoretical framework was Bass' (1985) theory of transformational leadership. Some researchers in the past few years have given particular attention to the relationship between leadership and job satisfaction in a global virtual workplace (Mawanda, 2012; Small 2011). Additionally, Mawanda (2012) noted that more research is required concerning the impact of transformational leadership on virtual teams and team longevity in predicting employee satisfaction, productivity, and leadership effectiveness in GVTs. These and early studies suggested that transformational leadership is also effective in the global virtual environment, successfully mitigating the challenges of this environment (Mawanda, 2012; Small, 2011).

I intended the study to add to the body of knowledge to further establish a base of information regarding transformational leadership and GVTs. I examined the effectiveness of transformational leadership on the success of GVTs, their motivation, and their job satisfaction. I expected the results to show that transformational leadership characteristics have a positive and effective relationship with employee job satisfaction, which leads to increased productivity in the global virtual workplace. In assessing this relationship, I used regression analysis to create an equation where a leader's expression of transformational leadership was used to calculate a predicted level of employees' satisfaction. The regression analysis for Research Question 1 followed the equation ($y = b_1*x_1 + c$); in this model, y = estimation of satisfaction, c = constant, b = regression coefficients, and x = transformational leadership scores. The regression analysis for Research Question 2 followed the equation ($y = b_1*x_1 + b_2*x_2 + b_3*x_3 + c$); in this model, y = estimation of satisfaction, c = constant, b = regression coefficients, and x_1 through x_3 = the three leadership style scores from the MLQ (i.e., transformational, transactional, and laissez-faire). Research Question 3 employed Baron and Kenny's (1986) method for moderation analysis using an ANCOVA.

The proposed model relevant to Research Question 1 is shown in Figure 5.
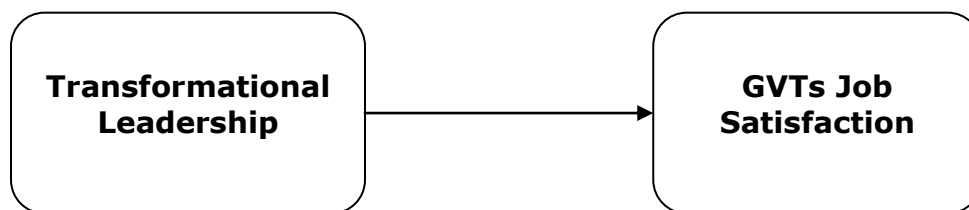
Figure 5. Transformational leadership predicting GVT member job satisfaction.

The proposed model for Research Questions 2 and 3 is shown in Figure 6.
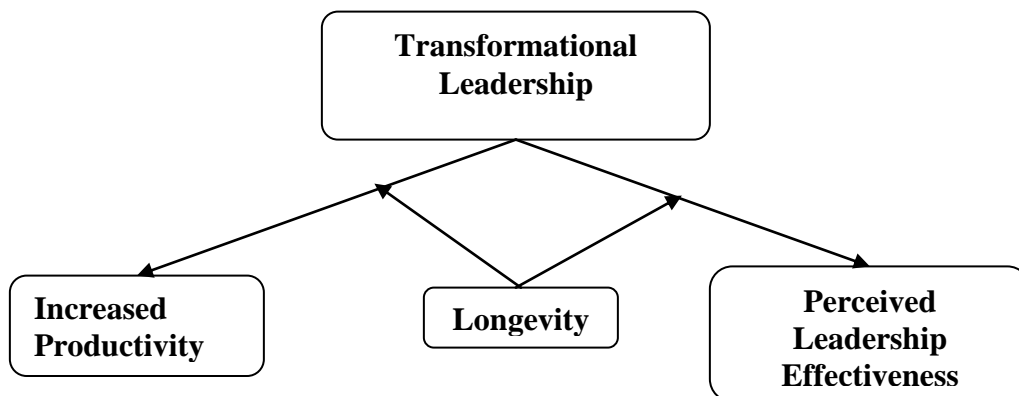
Figure 6. Longevity impacting the relationship between transformational leadership and productivity or perceived leadership effectiveness.

Operationalization of Variables

I examined transformational leadership (the independent variable), which was its own variable with a single score, whereas job satisfaction, effective leadership, and employee productivity were the dependent variables in this study. One moderating variable was also included: team longevity may impact the relationship between transformational leadership on the one side and employee productivity and effective leadership on the other side. Transformational leadership was a continuous variable, which was measured using the MLQ. For this variable, higher scores correspond with a participant's stronger perception of their leader as exhibiting this style of leadership. Team member job satisfaction was also a continuous variable, measured using the JSS instrument. For this variable, higher scores indicate participants' higher levels of satisfaction with their job. To measure effective leadership, the extra-effort scale of the MLQ was used. This score indicates the extent to which a participant feels their leader inspires them to put forth an extra effort, where higher scores indicate a greater extent or

more effective leadership. I measured team longevity from the demographic portion of the survey; it was a categorical variable with three levels. Participants may indicate whether their team endured for the short term, long term, or was permanent.

Validation

The quantitative methodology requires considering the validity of research in terms of confirming results that are repeatable and reliable. Validity represents how well a variable measures what it is supposed to - the extent to which a measure can support (validate) or rebut (invalidate) the theory. Sharpe, De Veaux, and Velleman (2014) identified validity as the degree to which the evidence supports that the interpretations of the collected data are correct and that the manner in which interpretations used are appropriate.

I also invited participants who have worked in GVTs worldwide to take the survey in an attempt to effectively have a diverse cultural and geographical configuration of GVT members. Sayer (2010) noted that internal consistency determined the dependability of instrument items' results yielded from constructs. The construct validity of the MLQ is determined through the use of confirmatory factor analysis. The resulting findings from the factor analysis performed by Avolio and Bass (2004) on the MLQ ranged between .74 and .92. Finally, to validate my study, I addressed the internal validity threats that can arise from the data collected and the statistical tools used for collecting the data. I also took care of the external validity by obtaining results after performing a careful analysis.

Data Analysis

I applied frequency analysis, moderation analysis, multiple linear regression analysis, and ANCOVA analysis to the variables of transformational leadership (IV), and job satisfaction (DV), and team longevity in predicting increased productivity (DV) and leadership effectiveness (DV) in GVTs. Because the study was based on ordinal data calculated into interval-level scores, the data sample can be presumed to originate from a normally distributed population. However, prior to analysis, I assessed the assumption of normality. I collected the data using a Likert-type instrument and calculated average responses for each set of items pertaining to a leadership score. Thus, the final score can have any range of values outside of the ordinal categories; it is appropriate to use interval data (Gadermann, Guhn, & Zumbo, 2012).

Frequency Analysis

I entered data into SPSS version 22.0 for Windows. I conducted frequency analysis to describe the sample demographics and the research variables used in the analyzes. I calculated frequencies and percentages for categorical data such as gender or team longevity. I calculated means and standard deviations for any continuous data representative of the sample, such as satisfaction and transformational leadership scores (Sharpe, De Veaux, & Velleman, 2014).

Preanalysis Data Screening

I screened data for accuracy, missing data, and outliers or extreme cases. I conducted frequency analysis and frequency distributions to determine that responses fell within the possible range of values and that the data was not distorted by outliers. The

presence of outliers was tested by examining standardized values. I created standardized

values for each subscale score and examined cases for values that fell above 3.29 or

below -3.29 (Tabachnick & Fidell, 2012). I examined cases with missing data for

nonrandom patterns. I excluded participants who did not complete major sections of the

survey.

Research Question 1. What is the effect of transformational leadership on team

member satisfaction across culturally diverse groups in GVT environments?

H_01: Transformational leadership has no statistically significant positive

relationship with team members' satisfaction across culturally diverse groups

in GVT environments.

H_a1: Transformational leadership has a statistically significant positive

relationship with team members' satisfaction across culturally diverse groups

in GVT environments.

To assess Research Question 1, I conducted a multiple linear regression to

determine the effect of transformational leadership on GVT member job satisfaction for

the culturally diverse sample while controlling for age and gender-based differences in

satisfaction. A multiple linear regression was an appropriate analysis when the goal of

research was to assess the extent of the relationship of a set of continuous level predictor

variables on a continuous criterion variable, and was useful when I aimed to disclose a

linear relationship between two variables, while controlling for an additional set of

covariates. Multiple linear regression used the following regression equation: $y = b_1 * x_1 +$

$b_2{}^*x_2 + b_3{}^*x_3 + \ldots + c$; in this model, y = estimated dependent, c = constant, b = regression coefficients, and x = independent variables (Tabachnick & Fidell, 2012).

In this analysis, the independent, or predictor, variables were the transformational leadership scores, measured by the MLQ transformational leadership subscale, age, and gender. The dependent, or outcome variable, was the GVT member job satisfaction, measured by the JSS, and was composed of the mean of the nine facets represented on the survey instrument. I treated transformational leadership scores, age, and membership job satisfaction scores as continuous variables. Gender was dichotomous where 0 = male and 1 = female. I determined statistical significance with an alpha value of .05. Setting an alpha level at 0.05 (a typical setting) ensures a 95% certainty that the relationships did not occur by chance alone. The researcher can assume the statistical results occur less than 5% of the time if the null hypothesis was true, or that 5% of the time, the relationship occurred by chance alone.

I used this linear regression to assess if the independent variables predict the dependent variable (criterion) by way of the *F* test. I reported R^2 and used it to determine how much variance in the dependent variable (job satisfaction) can be accounted for by the independent variable. I used the *t*-test to determine the significance of the predictor and used beta coefficients to determine the extent of prediction of the independent variables. For a significant continuous predictor, every one unit increase in the predictor indicates the dependent variable increases or decreases by the number of unstandardized beta coefficients. Because gender is a dichotomous variable, the *B* indicates how much higher female satisfaction ratings tend to be than males. I assessed the assumptions of a

linear regression: linearity and homoscedasticity. Linearity assumed a straight-line

relationship between the predictor variables, and the criterion variable and

homoscedasticity assumed scores are normally distributed about the regression line. I

assessed linearity and homoscedasticity by examining scatter plots. I also assessed for

issues of multicollinearity using variance inflation factors (VIFs), where any VIF over 10

may indicate an issue of multicollinearity, or high correlation between independent

variables (University of Wollongong, 2014). Any such variables were considered for

removal from the model.

      Research Question 2. Does team longevity (short-term, long-term, or permanent)

moderate the impact of transformational leadership on leadership effectiveness?

      $H_0 2$:   Team longevity (short-term, long-term, or permanent) does not moderate

            the effect of transformational leadership on leadership effectiveness.

      $H_a 2$:   Team longevity (short-term, long-term, or permanent) does moderate the

            effect of transformational leadership on leadership effectiveness.

      To address Research Question 2, I conducted one moderation analysis. The

hypothesis was used to examine the moderating effects of team longevity on the

relationship between transformational leadership and leadership effectiveness.

Moderators specify when or under what conditions a correlational relationship takes

place. Moderators affect the direction or strength of the relationship between an

independent variable and a dependent variable (Baron & Kenny, 1986). Moderation

analysis was appropriate when the goal of the research was to determine a moderating

variable's ability to affect the relationship between two continuous scores. In these

analyzes, the dependent variable was leadership effectiveness. The independent variable was transformational leadership. I examined moderating effects through the inclusion of the interactive terms of transformational leadership and team longevity. I included these interactive terms with transformational leadership scores as covariates. A statistically significant interaction term indicates moderating effects.

I collected team longevity from the demographic portion of the survey, treated as a nominal (categorical) moderating variable. I collected transformational leadership from the transformational leadership subscale of the MLQ, treated as a continuous independent variable. I also collected leadership effectiveness from the MLQ's effectiveness subscale, treated as a continuous dependent variable. To measure the strength of these potential moderating effects, I used Baron and Kenny's method (1986).

The Baron and Kenny (1986) method employs one ANCOVA for each dependent variable (leadership effectiveness). I determined statistical significance with an alpha value of .05. Setting an alpha level at 0.05 (a typical setting) ensures a 95% certainty that the relationships did not occur by chance alone. The researcher can assume the statistical results occur less than 5% of the time if the null hypothesis is true, or that 5% of the time, the relationships occurred by chance alone. Prior to analysis, I assessed the assumptions of the ANCOVA. I assessed equality of variance with Levene's test for each analysis. I also assessed normality using the Kolmogorov-Smirnov (KS) test for leadership effectiveness scores. The KS test has the advantage of making no assumption about the distribution of data. Technically speaking, it is a nonparametric and distribution-free test.

Research Question 3. Does team longevity (short-term, long-term, or permanent) moderate the impact of transformational leadership on employee productivity?

$H_0 3:$ Team longevity (short-term, long-term, or permanent) does not moderate the effect of transformational leadership on employee productivity.

$H_a 3:$ Team longevity (short-term, long-term, or permanent) does moderate the effect of transformational leadership on employee productivity.

To address Research Question 3, I conducted one moderation analysis. The hypothesis was used to examine the moderating effects of team longevity on the relationship between transformational leadership and employee productivity. Moderators specify when or under what conditions a correlational relationship takes place. Moderators affect the direction or strength of the relationship between an independent variable and a dependent variable (Baron & Kenny, 1986). Moderation analysis was appropriate when the goal of the research was to determine a moderating variable's ability to affect the relationship between two continuous scores. In these analyzes, the independent variable was the transformational leadership. The dependent variable was employee productivity. I examined moderating effects through the inclusion of interactive terms between transformational leadership and team longevity. I included these interactive terms with transformational leadership scores as covariates. Any statistically significant interaction term indicates moderating effects.

I collected team longevity from the demographic portion of the survey, treated as a nominal (categorical) moderating variable. I collected transformational leadership from the transformational leadership subscale of the MLQ, treated as a continuous independent

variable. I also collected employee productivity from the MLQ's extra-effort subscale, treated as a continuous dependent variable. To measure the strength of these potential moderating effects, I used Baron and Kenny's method (1986).

The Baron and Kenny method employed one ANCOVA for each dependent variable (team member productivity). I determined statistical significance with an alpha value of .05. Setting an alpha level at 0.05 (a typical setting) ensures a 95% certainty that the relationships did not occur by chance alone. The researcher can assume the statistical results occur less than 5% of the time if the null hypothesis is true, or that 5% of the time, the relationships occurred by chance alone. Prior to analysis, I assessed the assumptions of the ANCOVA. I assessed equality of variance with Levene's test for each analysis. I also assessed normality using the KS test for team member satisfaction scores and extra-effort subscale scores. The KS test has the advantage of making no assumption about the distribution of data. Technically speaking it is a nonparametric and distribution-free test.

Ethical Procedures

According to Solomon (1984), "Ethics is both a subject matter and a discipline." (as cited in Singleton and Straits, 2010, p. 47). Research ethics, on the other hand, is the application of ethical principles to scientific research (Singleton & Straits, 2010). In order to properly assess and conduct the study, I adhered to the established procedures of Walden University's Institutional Review Board research to ensure the ethical protection of research participants. It guided the ethical considerations of conducting this study with regard to participants, data, and data analysis. It is important to consider ethical issues of a proposed study from as many perspectives as possible in an attempt to minimize risk to

participants. The foundations for participant interaction were integrity and honesty out of respect for the participants and future researchers. According to Singleton and Straits (2010), researchers must be aware of four problems that can occur when conducting research using human subjects: potential harm, lack of informed consent, deception, and privacy issues.

Protection of Participants' Rights

The survey included directions for completion and submission. To assure anonymity, the results were only reported in an aggregated format and were not identifiable by name at any time. Data were held in the electronic-survey location for analysis with no indication of its specific source. Once the data collection was complete, I moved the data to a secure PC that I own, the survey site was closed, and all reference to the study was removed from the Internet. I then burned the data to a CD/DVD, removed it from the computer and will store the CD/DVD in a safe for 1 full year after the completion of the study when it will be destroyed by shredding. Leedy and Ormrod (2014) asserted that all participant involvement within a research investigation should be voluntary.

Additionally, participant protection is essential, given the sensitive nature of this study. *Human subjects* is a term currently used in most studies to describe the people who participate as subjects or participants in a research study. I adopted the following participant protection methods proposed by Leedy and Ormrod (2014): (a) all participation was voluntary, and participants were under no pressure from any third party; (b) I provided an informed-consent letter to each potential participant through the web-

based survey and an e-mail outlining the nature of the study and its duration; (c) in

advance I acknowledged in writing that participant contributions to this study would be

public information; (d) I gave participants the ability to opt out of the study at any time;

(e) I secured all transcripts, and all data was password protected; and (f) I am responsible

for all dimensions of the instrument design and model validation phase of this study

including data collection, analysis, and reporting.

Chapter Summary

This chapter presented the research methods for the quantitative study of

transformational leadership in GVTs. A significant increase in the recognition of

organizational development, globalization, innovation, and technology has emerged.

Organizations are becoming more global and need to know how best to address diverse

employees while minimizing costs. Organizations have discovered the importance of

diversity, but still need to acquire the knowledge of how to conduct their business in a

manner that can be more efficient and effective in the 21st century. The focus of this

study was to gain an understanding of the effects of transformational leadership on the

success of GVTs in the global business world and team longevity on predicting employee

satisfaction and leadership effectiveness.

Chapter 3 provided an overview of the research methodology of the study. The

purpose of the research design was to facilitate frequency analysis, correlational

techniques of a nonexperimental nature, and ANCOVA to explore GVTs views on the

characteristics of transformational leadership and job satisfaction. A quantitative

methodology was applied during the study because of the objective nature of the

research, the ability to generalize from the data, and the capability to examine correlation-based relationships. I obtained answers to three research questions through the application of survey instruments, and testing three hypotheses. I applied frequency and inferential statistical analyzes to the data collected. Leaders should have a vision and know how that vision provides change and movement in an organization (Banutu-Gomez, 2011).

The intended outcome of the study was to develop research literature on leadership that assist leaders to lead GVTs more effectively and efficiently in the intercultural, multinational and transnational business world in the 21st century. Burns (1978) stated that, "The most lasting and pervasive leadership of all is intangible and noninstitutional" (pp. 454–455). Bass (1985) observed a correlation between transformational leaders and team effectiveness. Sections of this chapter provided detail on the research design, ethical procedures, populations, data collection strategies, the data analysis strategy, and techniques that were used to maximize validity and reliability. In the following chapters the study presents the process of executing the research plan, that is, data collection, and analysis as well as the findings related to the research questions.

Chapter 4: Results

Introduction

This chapter presents the survey results, and data analysis for the research study

as laid out in Chapter 3. The purpose of this correlational study was to analyze the impact

of transformational leadership on employee job satisfaction, team longevity in employee

productivity, and team longevity in leadership effectiveness in GVTs. The first section of

the chapter, the data collection procedures, provides a list of the research questions and

hypotheses and a description of the instruments used for data collection, namely the MLQ

and the JSS. The second section, the description of the data analyzes, provides a

description and analysis of the participant sample, 248 respondents, who represent the

larger population of GVTs. Finally, the third section, study results and conclusions,

provides a detailed analysis and explanation of the correlations and the multiple

regression analysis conducted on the research questions with charts and tables to illustrate

the findings. The study sought to answer the three hypotheses that guided its creation and

implementation.

This chapter reports the results of the statistical analysis of the examined

relationships, specifically examining the transformational leadership style (the

independent variable), and GVTs in regard to job satisfaction, effective leadership, and

employee productivity (the dependent variables). One moderating variable was also

included: Team longevity may impact the relationship between transformational

leadership on the one side and employee productivity and effective leadership on the

other side. The intent in this study was to explore, and build on previous research

findings, especially those conducted in recent years by Mawanda (2012), Ravenscroft (2012), and Small (2011) about GVTs and leadership. Two instruments were used to measure and test the relationships, the MLQ developed by Avolio and Bass (2004) and the JSS developed by Spector (1985). The MLQ is a well-established instrument to measure transformational leadership as well as being extensively researched and validated (Mind Garden, 2014). For this variable, higher scores corresponded with a participant's stronger perception of their leader as exhibiting this style of leadership. Team member job satisfaction was also a continuous variable, measured using the JSS instrument, an important survey to measure employee job satisfaction. For this variable, higher scores indicated participants' higher levels of satisfaction with their job. To measure effective leadership, the extra-effort scale of the MLQ was used. The score indicated the extent to which a participant felt their leader inspired them to put forth an extra effort, where higher scores indicated a greater extent or more effective leadership. I measured team longevity from the demographic portion of the survey; it was a categorical variable with three levels. Participants indicated whether their team endured for the short term, long term, or was permanent.

The overarching research question that summarizes the entire study is: What is the impact of transformational leadership (IV) on employee job satisfaction (DV), team longevity in employee productivity (DV), and team longevity in leadership effectiveness (DV) in GVTs? Using a quantitative research design, I sought to add to the existing literature on this topic by answering three research questions and testing the subsequent hypotheses. The null and alternative hypotheses for the questions are listed below:

- $H_0 1$: Transformational leadership has no statistically significant positive relationship with team members' satisfaction across culturally diverse groups in GVT environments.

- $H_a 1$: Transformational leadership has a statistically significant positive relationship with team members' satisfaction across culturally diverse groups in GVT environments.

- $H_0 2$: Team longevity (short-term, long-term, or permanent) does not moderate the effect of transformational leadership on leadership effectiveness.

- $H_a 2$: Team longevity (short-term, long-term, or permanent) does moderate the effect of transformational leadership on leadership effectiveness.

- $H_0 3$: Team longevity (short-term, long-term, or permanent) does not moderate the effect of transformational leadership on employee productivity.

- $H_a 3$: Team longevity (short-term, long-term, or permanent) does moderate the effect of transformational leadership on employee productivity.

Instrument Validity and Reliability

In this study, I used methods of participant feedback, regression analysis, and statistical analysis to establish validity for this quantitative research (Sharpe, De Veaux, & Velleman, 2014). As stated above, the MLQ is a validated instrument, whose reliability has been vetted by numerous leadership research studies and has been used as the primary measurement tool in research on multifactor leadership theory. Avolio and Bass (2004) reported that the assessment has been used in over 200 doctoral dissertations

and master's theses. Several validation studies reported respectable validity and

reliability scores. Since the study used a nonexperimental quantitative approach, and an

existing survey instrument to collect participant response data, no field test was required

for this study. Factor analysis was used in the initial validation study where each scale

was tested for convergent and discriminate validity and yielded reliabilities ranging from

.74 to .94 for the leadership scales (Frankfort-Nachmias & Leon-Guerrero, 2014). In

addition, a subsequent study found measures of internal consistency for the MLQ 5X

ranging between .64 and .92 (Frankfort-Nachmias & Leon-Guerrero, 2014). The validity

of the MLQ is evidenced in its repeated use in research and its ability to allow researchers

to accurately make inferences about the participants based on the assessment items

(Leedy & Ormrod, 2014).

The MLQ and JSS instruments were used to collect participants' response data

through a web-based questionnaire hosted by SurveyMonkey.com. The purpose of this

study was to explore the impact of transformational leadership on the success of GVTs in

the global business world and team longevity on predicting employee satisfaction,

leadership effectiveness, and productivity. The amalgamated survey inquiries pertained

leadership behaviors and levels of job satisfaction. The survey website remained open for

data collection to gather the minimum requirement of 211 participants, in order to find

significance in the moderation analyzes, based on the calculations of the G*Power 3.1.7.

The survey was sent out to a larger sample size to preemptively account for nonreturned

or noncompleted responses. The demographic data collected were age, gender,

educational level, length of time since the last time participants were part of a virtual

team, job title, and longevity of the last team project. I directed participants to a survey

site, SurveyMonkey.com, where the survey was administered to the participants.

Analyzes of the data were completed through SurveyMonkey.com which aggregated all

the collected MLQ and JSS response data onto two CSV files. Then, the data was

downloaded from SurveyMonkey.com, and imported into the SPSS version 22.0 software

application to perform the frequency and multiple linear regression analyzes.

Data Collection

The data collection procedure began following the IRB ethical procedures

(approval # 04-01-15-0037880). To prepare for this study, I also completed the National

Institutes of Health (NIH) web-based training course "Protecting Human Research

Participants" to increase my skills in the areas of research. To measure and test the

relationships between the dependent variables and the independent variable, I

administered an online survey using MLQ and JSS instruments. The diverse participants

who completed the survey came from GVTs that have participated in electronic-team

environments in national, global, international, and multinational enterprises throughout

the globe.

Participants were briefed about the objective of the survey as well as the

instrumentation, duration of the study, and the procedure to complete the questionnaire in

the consent form that was sent to them as well as the confidentiality parameters to make

an informed decision to participate and take the survey or not. The study participants

were also informed about the expected benefits of the study for the larger community

worldwide. Participants were also provided with my email address so that I could answer any additional questions for them prior to or after participation.

The study was designed to include participants who I had either direct or indirect contact with at previous places of employment and participants who I was connected to through professional networking who work in GVTs to participate in this study. I used a self-administered web-based data collection process. No interventions or treatment activities were conducted. Initial contact was by sending them an email or request inviting them to participate in the survey. According to Singleton and Straits (2010), this method is both efficient and effective when collecting data from a targeted, controlled population group. Invitations were sent out accompanied by an online informed consent form. There were minimal risks associated with participating in this study as the participants would not be identified at any time, nor would I be able to identify specifically who completed the survey. All participants who agreed to participate in the study accessed the survey by clicking on the survey link included in the web posting. The survey study was completely voluntary and could be taken within 30 minutes in duration on SurveyMonkey.com, and the participants were given the option on the consent form to terminate their participation at any time in the event they experienced stress or anxiety about their participation. Additionally, they could refuse to answer any questions they considered invasive or stressful. This was important as only surveys answered completely were used in the correlations and multiple regressions. Participants were asked nine specific demographic questions to help describe the population as well as the limit of generalizability. After providing the requested demographic information, participants

directly began the series of assessments. They first were asked the MLQ questions, and then the JSS questions. Once the measure was completed, participants were thanked for their participation. After completion, I retrieved the data from the secure website for statistical analysis.

Information collected for the study was obtained through a secure website. After the completion of data collection, the records of this study will be kept confidential. Results are only reported in an aggregated format and participants are not identifiable by name at any time. Research records will be kept in a locked, encrypted file at my home office on a personal computer for 1 full year after the completion of the study.

I received 240 responses to the survey before any data cleaning. Data were checked for missing values and univariate outliers. Five participants were removed for not providing any answers to the survey despite consenting to the research. I also removed 42 participants for not having responses to the MLQ survey. The next step was to check the data for outliers, which were defined as any scores with a standardized value above 3.29 or below -3.29 (Tabachnick & Fidell, 2012). I identified three outliers for total job satisfaction, three outliers for transformational leadership, and three for leadership effectiveness scores. The final data set was comprised of 189 participants.

To determine the effect of failing to meet the sample size suggestion calculated from G*power, a post hoc power analysis was conducted to compute the achieved power based on the observed effect size and total sample size. First, the outcome from Research Question 1 was assessed. This regression had a coefficient of determination of .41, corresponding with a large effect size, and was significant at the $p < .001$ level. The post

hoc power analysis indicated that the analysis achieved a power of .99. Statistical power

is defined as the probability of rejecting the null hypothesis when the alternative

hypothesis is true. Therefore, if there is truly a significant effect underlying this study, the

analysis would be able to detect a significant effect 99 times out of 100. The sample size

limitation was not found to have an adverse effect on this analysis.

Next, the outcomes from Research Question 2 were assessed. While the

ANCOVA indicated that there was a significant relationship between transformational

leadership and effectiveness, the moderator and interaction terms were not found to be

significantly related to the effectiveness measure. A power analysis conducted on this

ANCOVA determined that the analysis had a power of .05, indicating that, given the

observed effect size and sample size, this analysis would only reject an incorrect null

hypothesis 5 out of 100 times on average. This suggested that it was quite likely that the

analysis was unable to detect the effect for which it assessed. This is a possible

explanation for the lack of statistical significant findings when examining the interaction

term and making inferences regarding moderation. This is particularly true if the

moderating effect is small (Cohen, 2013).

The outcomes from Research Question 3 were assessed last. While the ANCOVA

indicated that there was a significant relationship between transformational leadership

and productivity, the moderator and interaction terms were not found to be significantly

related to the productivity measure. The effect of the moderator interaction was assessed

further to determine if this was due to the limited sample size. A power analysis

conducted on this effect determined that the analysis had a power of .05 as well. This also

indicated that it is unlikely to discover a significant effect when the null hypothesis is false. This suggested that it is quite likely that the analysis was unable to detect the effect for which it assessed. This is a possible explanation for the lack of statistical significant findings when examining the interaction term and making inferences regarding moderation. This is particularly true if the effect of the moderator is small (Cohen, 2013).

Data Analyses

After reviewing individual questionnaires for completeness and consistency from administering MLQ and the JSS instruments, the data collection process ended. I then adopted a stratified random-sampling strategy to identify study participants. I also adopted a correlation study to analyze the research hypotheses. Statistical conclusion validity is the degree to which one can infer that the independent variable (IV) and dependent variables (DV) are related and the strength of that relationship. The null hypothesis testing tells us whether we have observed a real relationship, and the effect size indicator tells us how strong a significant relationship is (Frankfort-Nachmias & Leon-Guerrero, 2014). SurveyMonkey.com provided an excel spreadsheet of all participant responses and composite scores for the MLQ 5X and of all participant responses for the JSS instruments, as well as the responses for the demographic questions. I also used common sense to include or exclude variables and always plotted the data. I chose the three dependent variables for this study as they have an effect on the dependent variable.

Survey Participants Demographic Classifications

Descriptive Statistics of Demographic Data

Participants under the first part of the questionnaire were asked nine demographic questions. These questions were picked to gain a better understanding of the sample being surveyed for the purposes of this study. The questions were also selected to aid in subsequent analysis and future studies.

Demographic Analysis - Gender.

- What is your gender?

    Male

    Female.

As illustrated in Table 5, the final data set was composed of 98 males (52%), 90 females (48%), and one participant preferred not to answer.

Table 5

Frequencies and percentages of demographics - Gender

Demographic	n	%
Gender		
Male	98	52
Female	90	48
Prefer not to answer	1	< 1

Note. Due to rounding error, not all percentages may sum to 100

Demographic Analysis - Education

- What is your highest degree or level of school you have completed?

    High school graduate (Diploma or GED).

    Some college credit.

Associate degree.

Bachelor's degree.

Master's degree.

Professional degree (MD, DDS, DVM, LLB, JD).

Doctorate degree.

Most of the participants report holding a Master's Degree (82, 43%), while the remaining have a Doctorate Degree ($n = 41$, 21%), a Bachelor's Degree ($n = 39$, 21%), an Associate Degree ($n = 11$, 6%) or a Professional Degree (n=7, 4%). The lowest number of participants who answered this question had a high school diploma or GED ($n = 2$). Frequencies and percentages of demographic information (education level) is presented in Table 6.

Table 6

Frequencies and percentages of demographics-Education

Demographic	*n*	%
Highest level of school completed		
High School Graduate (Diploma or GED)	2	1
Some College Credit	7	4
Associate Degree	11	6
Bachelor's Degree	39	21
Master's Degree	82	43
Professional Degree (MD, DDS, DVM, LLB, JD)	7	4
Doctorate Degree	41	22
Prefer not to answer	1	< 1

Note. Due to rounding error, not all percentages may sum to 100

Demographic Analysis - Employment

- Are you currently…?

    Employed with wages.

    Self-employed.

    Out of work.

    A homemaker.

    A student.

    Retired.

    Unable to work.

The majority of the participants are employed with wages (171, 91%). The least of the participants are retired (2, 1%). As for student participants, they came at (3, 2%) only. Frequencies and percentages of demographic information (employment) is presented in Table 7.

Table 7

Frequencies and percentages of demographics

Demographic	n	%
Employment		
Employed with wages	171	91
Self-employed	10	5
Out of work	2	1
A Student	3	2
Retired	2	1
Prefer not to answer	1	< 1

Note. Due to rounding error, not all percentages may sum to 100

Demographic Analysis – Years of Employment

-        Length of employment?

         Years _____ Months _____.

The number of years employed was collected as a continuous measure so that

participants could indicate the number of years and months that they had been employed.

These data were grouped for examination so that categories could be examined through

frequencies and percentages. The largest two groups of participants have been employed

for 5 to 9 years (37. 20%) and 10 to 14 years (35. 15 %). The least of the participants had

been employed for over 40 years (1, <1%). Frequencies and percentages of demographic

information for categorical years of employment are presented in Table 8.

Table 8

Frequencies and percentages of demographics

Demographic	*n*	%
Years of Employment		
0-4 years	30	16
5-9 years	37	20
10-14 years	35	19
15-19 years	20	11
20-24 years	22	12
25-29 years	17	9
30-34 years	17	9
35-39 years	9	5
Greater than 40 years	1	0.5
Missing	1	-

Note. Due to rounding error, not all percentages may sum to 100

Demographic Analysis – Total Household Income

- What is your total household income?

    Less than $10,000.

    $10,000 - $25,999.

    $26,000 - $40,999.

    $41,000 - $65,999.

    $66,000 - $85,999.

    $86,000 - $99,999.

    $100,000 - $149,999.

    $150,000 or more.

Most of the participants received a salary between $100,000 and $149,999 (56, 30%), while 27% of the participants received over $150,000 in salary ($n = 51$), and the remainder received less than $100,000 in salary. Frequencies and percentages of demographic information (total household income) is presented in Table 9.

Table 9

Frequencies and percentages of demographics

Demographic	*n*	%
Total Household Income		
Less than $10,000	3	2
$10,000 – $25,999	5	3
$26,000 – $40,999	11	6
$41,000 – $65,999	16	9
$66,000 – $85,999	19	10
$86,000 – $99,999	26	14
$100,000 – $149,999	56	30
$150,000 or more	51	27
Prefer not to answer	2	< 1

Note. Due to rounding error, not all percentages may sum to 100

Demographic Analysis – Types of Organization you work for

- What best describes the type of organization you work for?

    For profit.

    Non-profit (religious, arts, social assistance, etc.)

    Government.

    Health Care.

    Education.

    Auto Industry.

    Financial Industry.

    Other.

The majority of the participants work for a for-profit organization (85, 45%). The least number of participants work in health care (8, 4%). Frequencies and percentages of demographic information (type of organization) is presented in Table 10.

Table 10

Frequencies and percentages of demographics

Demographic	*n*	%
Organization type		
For profit	85	45
Non-profit (religious, art, social assistance, etc.)	10	5
Government	20	11
Health Care	8	4
Education	29	15
Auto Industry	9	5
Financial Industry	15	8
Other	12	6
Prefer not to answer	1	< 1

Note. Due to rounding error, not all percentages may sum to 100

Demographic Analysis – Job Title

- Which of the following most closely matches your job title?

    Intern.

    Entry Level.

    Analyst/Associate.

    Manager.

    Senior Manager.

    Director.

Vice President.

Senior Vice President.

C level executive (CIO, CTO, COO, CMO, etc.)

President or CEO.

Owner.

Table 11

Frequencies and percentages of demographics

Demographic	*n*	%
Job Title		
Intern	1	0.5
Entry Level	11	5.8
Analyst/Associate	29	15.3
Manager	64	33.9
Director	45	23.8
Vice President	12	6.3
Senior Vice President	6	3.2
C Level executive (CIO, CTO, COO, CMO, etc.)	3	1.6
President or CEO	4	2.1
Owner	11	5.8

Note. Due to rounding error, not all percentages may sum to 100

Descriptive Statistics of Continuous Variables

The age of participants ranged from 21 years to 74 years with a mean of 46.92

($SD = 10.77$). As for the length of time with the current job, it was also treated as

continuous for the purpose of describing the central tendency and spread. Length of time

at the current job ranged from zero months to 470 months with $M = 160.40$ and $SD =$

131.82. Total satisfaction scores ranged from 85 to 214 with a mean of 174.83 ($SD =$

29.75). Transformational leadership scores ranged from 2.2 to 5.0 with $M = 4.22$ and SD

$= .58$. Descriptive statistics of continuous variables are presented in Table 12.

Table 12

Descriptive Statistics of Continuous Variables

Continuous Variables	*Min.*	*Max.*	*M*	*SD*	*n*
Age	21	74	46.92	10.77	186
Time with team (in months)	0	470	160.40	131.82	85
Total satisfaction	85	214	174.83	29.75	183
Transformational leadership	2.2	5.0	4.22	.58	170

Descriptive Statistics for MLQ Transformational Items

Idealized influence (Attributes). The idealized influence (attributes) scale

measures the degree to which a leader is perceived to build trust with employees. This

scale consists of items 10, 18, 21, and 25 on the MLQ-45. Descriptive statistics for these

items are presented in Table 13.

Table 13

Frequencies and Percentages for MLQ Idealized Influence (Attributes) Items

Variables	*n*	%
MLQ10		
Fairly often	56	30
Frequently, if not always	97	52
Not at all	3	2
Once in a while	5	3
Sometimes	26	14
MLQ18		
Fairly often	100	53
Frequently, if not always	63	34
Not at all	3	2
Once in a while	5	3
Sometimes	17	9
MLQ21		
Fairly often	54	29
Frequently, if not always	109	58
Not at all	1	1
Once in a while	7	4
Sometimes	16	9
MLQ25		
Fairly often	72	38
Frequently, if not always	96	51
Not at all	1	1
Once in a while	3	2
Sometimes	17	9

Note. Due to rounding error, percentages may not add up to 100

Idealized Influence (Behaviors). The idealized influence (behaviors) scale measures the degree to which a leader is perceived to act with integrity. This scale consists of items 6, 14, 23, and 24 on the MLQ-45. Descriptive statistics for these items are presented in Table 14.

Table 14

Frequencies and Percentages for MLQ Idealized Influence (Behaviors) Items

Variables	*n*	%
MLQ6		
Fairly often	57	31
Frequently, if not always	56	30
Not at all	7	4
Once in a while	16	9
Sometimes	50	27
MLQ14		
Fairly often	54	29
Frequently, if not always	112	60
Not at all	1	1
Once in a while	7	4
Sometimes	13	7
MLQ23		
Fairly often	55	30
Frequently, if not always	116	62
Not at all	2	1
Once in a while	6	3
Sometimes	7	4
MLQ24		
Fairly often	12	7
Frequently, if not always	9	5
Not at all	87	48
Once in a while	57	31
Sometimes	17	9

Note. Due to rounding error, percentages may not add up to 100

Inspirational Motivation. The inspirational motivation scale measures the degree to which a leader is perceived to encourage others. This scale consists of items 9, 13, 26, and 36 on the MLQ-45. Descriptive statistics for these items are presented in Table 15.

Table 15

Frequencies and Percentages for MLQ Inspirational Motivation Items

Variables	*n*	%
MLQ9		
Fairly often	64	34
Frequently, if not always	97	52
Not at all	2	1
Once in a while	4	2
Sometimes	20	11
MLQ13		
Fairly often	55	29
Frequently, if not always	108	58
Not at all	1	1
Once in a while	5	3
Sometimes	18	10
MLQ26		
Fairly often	46	25
Frequently, if not always	115	62
Not at all	4	2
Once in a while	4	2
Sometimes	16	9
MLQ36		
Fairly often	64	34
Frequently, if not always	111	59
Not at all	1	1
Once in a while	5	3
Sometimes	7	4

Note. Due to rounding error, percentages may not add up to 100

Intellectual Stimulation. The intellectual stimulation scale measures the degree to which a leader is perceived to encourage innovative thinking. This scale consists of items 2, 8, 30, and 32 on the MLQ-45. Descriptive statistics for these items are presented in Table 16.

Table 16

Frequencies and Percentages for MLQ Intellectual Stimulation Items

Variables	*n*	%
MLQ2		
Fairly often	82	44
Frequently, if not always	38	20
Not at all	2	1
Once in a while	16	9
Sometimes	48	26
MLQ8		
Fairly often	85	45
Frequently, if not always	54	29
Not at all	3	2
Once in a while	13	7
Sometimes	32	17
MLQ30		
Fairly often	78	42
Frequently, if not always	73	39
Once in a while	8	4
Sometimes	28	15
MLQ32		
Fairly often	77	41
Frequently, if not always	81	43
Not at all	2	1
Once in a while	9	5
Sometimes	19	10

Note. Due to rounding error, percentages may not add up to 100

Individualized Consideration. The individualized scale measures the degree to which a leader is perceived to coach and develop people. This scale consists of items 15, 19, 29, and 31 on the MLQ-45. Descriptive statistics for these items are presented in Table 17.

Table 17

Frequencies and Percentages for MLQ Individual Consideration Items

Variables	*n*	%
MLQ15		
Fairly often	59	32
Frequently, if not always	49	27
Not at all	6	3
Once in a while	17	9
Sometimes	53	29
MLQ19		
Fairly often	82	44
Frequently, if not always	75	40
Not at all	1	1
Once in a while	10	5
Sometimes	18	10
MLQ29		
Fairly often	65	35
Frequently, if not always	21	11
Not at all	13	7
Once in a while	27	14
Sometimes	62	33
MLQ31		
Fairly often	65	35
Frequently, if not always	89	47
Not at all	5	3
Once in a while	7	4
Sometimes	22	12

Note. Due to rounding error, percentages may not add up to 100

Descriptive Statistics for JSS Items

The JSS measures employee attitudes toward the job and the aspects of this job. This scale is used to identify satisfaction with the job by gathering perceptions of pay, promotion opportunities, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, the nature of the work, and communication. In the present

analysis, the JSS was examined in its entirety such that the overall satisfaction with the

job was gathered. Descriptive statistics for the sample's responses to all 36 items are

presented in Table 18.

Table 18

Frequencies and Percentages for JSS Items

Variables	*n*	%
I feel I am being paid a fair amount for the work I do.		
Agree moderately	65	36
Agree slightly	19	11
Agree very much	65	36
Disagree moderately	10	6
Disagree slightly	6	3
Disagree very much	14	8
There is really too little chance for promotion on my job.		
Agree moderately	9	5
Agree slightly	23	13
Agree very much	16	9
Disagree moderately	55	30
Disagree slightly	44	24
Disagree very much	35	19
My supervisor is quite competent in doing his/her job.		
Agree moderately	46	25
Agree slightly	13	7
Agree very much	114	63
Disagree moderately	3	2
Disagree slightly	3	2
Disagree very much	2	1
I am not satisfied with the benefits I receive.		
Agree moderately	14	8
Agree slightly	15	8
Agree very much	6	3
Disagree moderately	22	12
Disagree slightly	15	8
Disagree very much	109	60

When I do a good job, I receive the recognition for it that I should receive.

Agree moderately	59	32
Agree slightly	21	11
Agree very much	82	45
Disagree moderately	5	3
Disagree slightly	11	6
Disagree very much	5	3

Many of our rules and procedures make doing a good job difficult.

Agree moderately	13	7
Agree slightly	51	28
Agree very much	7	4
Disagree moderately	39	21
Disagree slightly	50	27
Disagree very much	22	12

I like the people I work with.

Agree moderately	62	34
Agree slightly	7	4
Agree very much	110	60
Disagree moderately	1	1
Disagree slightly	2	1

I sometimes feel my job is meaningless.

Agree moderately	3	2
Agree slightly	9	5
Agree very much	4	2
Disagree moderately	25	14
Disagree slightly	10	5
Disagree very much	131	72

Communications seem good within this organization.

Agree moderately	55	30
Agree slightly	17	9
Agree very much	87	48
Disagree moderately	5	3
Disagree slightly	9	5
Disagree very much	8	4

Raises are too few and far between.

Agree moderately	10	6
Agree slightly	15	8
Agree very much	16	9
Disagree moderately	36	20
Disagree slightly	16	9

Disagree very much	88	49

Those who do well on the job stand a fair chance of being promoted.

Agree moderately	69	38
Agree slightly	21	12
Agree very much	67	37
Disagree moderately	7	4
Disagree slightly	9	5
Disagree very much	9	5

My supervisor is unfair to me.

Agree moderately	4	2
Agree slightly	5	3
Agree very much	1	1
Disagree moderately	14	8
Disagree slightly	12	7
Disagree very much	147	80

The benefits we receive are as good as most other organizations offer.

Agree moderately	76	42
Agree slightly	41	23
Agree very much	36	20
Disagree moderately	7	4
Disagree slightly	14	8
Disagree very much	8	4

I do not feel that the work I do is appreciated.

Agree moderately	1	1
Agree slightly	14	8
Agree very much	5	3
Disagree moderately	23	13
Disagree slightly	13	7
Disagree very much	126	69

My efforts to do a good job are seldom blocked by red tape.

Agree moderately	26	14
Agree slightly	96	53
Agree very much	8	4
Disagree moderately	23	13
Disagree slightly	14	8
Disagree very much	14	8

I find I have to work harder at my job because of the incompetence of people I work

Agree moderately	5	3
Agree slightly	14	8
Agree very much	4	2

Disagree moderately	27	15
Disagree slightly	17	9
Disagree very much	116	63

I like doing the things I do at work.

Agree moderately	48	26
Agree slightly	10	5
Agree very much	119	65
Disagree moderately	2	1
Disagree slightly	3	2
Disagree very much	1	1

The goals of this organization are not clear to me.

Agree moderately	6	3
Agree slightly	4	2
Agree very much	1	1
Disagree moderately	22	12
Disagree slightly	8	4
Disagree very much	142	78

I feel unappreciated by the organization when I think about what they pay me.

Agree moderately	10	5
Agree slightly	9	5
Agree very much	8	4
Disagree moderately	22	12
Disagree slightly	13	7
Disagree very much	121	66

People get ahead as fast here as they do in other places.

Agree moderately	53	29
Agree slightly	57	31
Agree very much	27	15
Disagree moderately	20	11
Disagree slightly	16	9
Disagree very much	9	5

My supervisor shows too little interest in the feelings of subordinates.

Agree moderately	6	3
Agree slightly	7	4
Agree very much	4	2
Disagree moderately	26	14
Disagree slightly	18	10
Disagree very much	120	66

The benefit package we have is equitable.

Agree moderately	95	53

Agree slightly	30	17
Agree very much	33	18
Disagree moderately	5	3
Disagree slightly	13	7
Disagree very much	4	2

There are few rewards for those who work here.

Agree moderately	10	5
Agree slightly	10	5
Agree very much	5	3
Disagree moderately	33	18
Disagree slightly	27	15
Disagree very much	97	53

I have too much to do at work.

Agree moderately	56	31
Agree slightly	49	27
Agree very much	35	19
Disagree moderately	13	7
Disagree slightly	21	11
Disagree very much	9	5

I enjoy my coworkers.

Agree moderately	69	38
Agree slightly	9	5
Agree very much	101	55
Disagree moderately	2	1
Disagree slightly	1	1

I often feel that I do not know what is going on with the organization.

Agree moderately	7	4
Agree slightly	13	7
Agree very much	5	3
Disagree moderately	22	12
Disagree slightly	10	5
Disagree very much	125	69

I feel a sense of pride in doing my job.

Agree moderately	34	19
Agree slightly	13	7
Agree very much	127	70
Disagree slightly	6	3
Disagree very much	1	1

I feel satisfied with my chances for salary increases.

Agree moderately	46	25

Agree slightly	13	7
Agree very much	91	50
Disagree moderately	15	8
Disagree slightly	7	4
Disagree very much	9	5

There are benefits we do not have which we should have.

Agree moderately	10	5
Agree slightly	17	9
Agree very much	10	5
Disagree moderately	47	26
Disagree slightly	38	21
Disagree very much	60	33

I like my supervisor.

Agree moderately	51	28
Agree slightly	10	5
Agree very much	113	62
Disagree moderately	1	1
Disagree slightly	4	2
Disagree very much	3	2

I have too much paperwork.

Agree moderately	59	32
Agree slightly	50	27
Agree very much	26	14
Disagree moderately	18	10
Disagree slightly	17	9
Disagree very much	12	7

I don't feel my efforts are rewarded the way they should be.

Agree moderately	13	7
Agree slightly	13	7
Agree very much	8	4
Disagree moderately	32	18
Disagree slightly	21	12
Disagree very much	94	52

I am satisfied with my chances for promotion.

Agree moderately	62	34
Agree slightly	16	9
Agree very much	74	41
Disagree moderately	10	5
Disagree slightly	9	5
Disagree very much	11	6

There is too much bickering and fighting at work.

Agree moderately	2	1
Agree slightly	10	6
Agree very much	3	2
Disagree moderately	24	13
Disagree slightly	14	8
Disagree very much	128	71

My job is enjoyable.

Agree moderately	44	24
Agree slightly	13	7
Agree very much	113	62
Disagree moderately	3	2
Disagree slightly	7	4
Disagree very much	1	1

Work assignments are not fully explained.

Agree moderately	11	6
Agree slightly	15	8
Agree very much	1	1
Disagree moderately	18	10
Disagree slightly	6	3
Disagree very much	129	72

Note. Due to rounding error, percentages may not add up to 100

Research Questions and Hypotheses Results

The findings suggested that there were no statistically significant relationship between leadership and team member satisfaction, when controlling for age and gender. Further analysis indicated that there is a relationship between transformational leadership and leadership effectiveness, but there is no sufficient evidence to indicate that time spent with the team was a moderator to this relationship. Similarly, the results suggested that there is a relationship between transformational leadership and team productivity, but time could not be proven to moderate this relationship either. These results are discussed in detail in the following sections.

Research Question 1

What is the effect of transformational leadership on team member satisfaction across culturally diverse groups in GVT environments?

H_01: Transformational leadership has no statistically significant positive relationship with team members' satisfaction across culturally diverse groups in GVT environments.

H_a1: Transformational leadership has a statistically significant positive relationship with team members' satisfaction across culturally diverse groups in GVT environments.

I proposed a multiple linear regression to assess Research Question 1. Before conducting the regression analysis, I assessed the assumptions of normality, homoscedasticity (also known as the homogeneity of variance), and the absence of multicollinearity. Normality between transformational leadership and employee job satisfaction was assessed by a normal P-P plot, which shows that the data follows the normal line. Thus, the assumption of normality is met. The normal P-P plot can be seen in Figure 7.
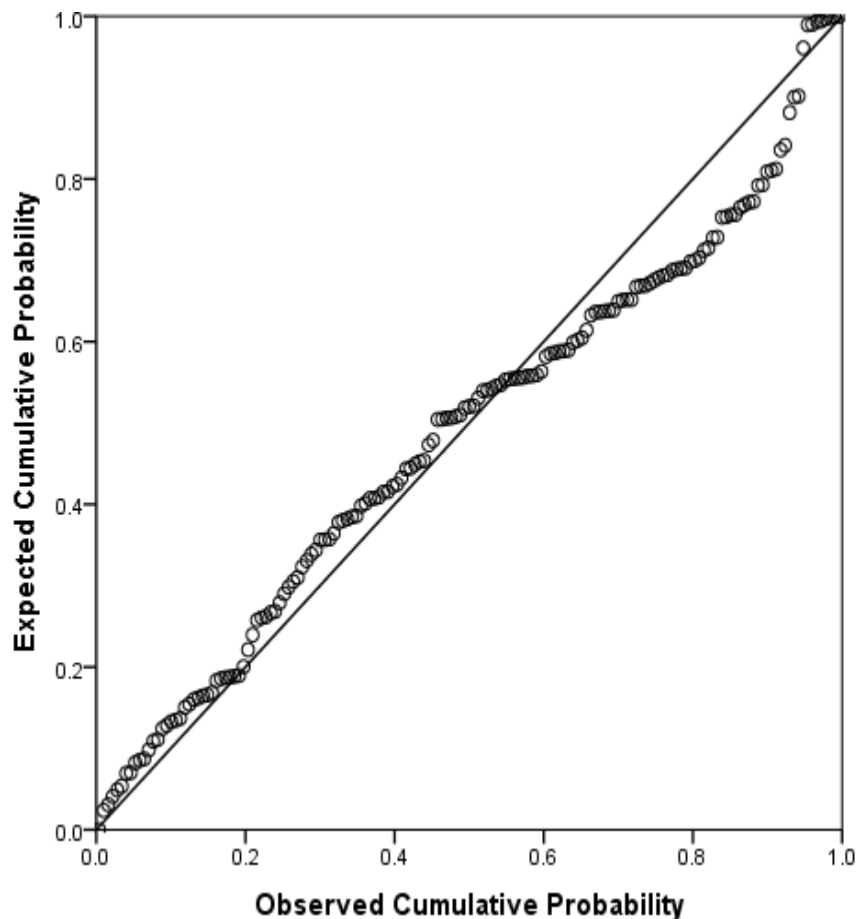
Figure 7. P-P plot for multivariate normality between transformational leadership and satisfaction.

Homoscedasticity was assessed with a scatter plot of the regression residuals as a function of the predicted values. Since the scatter plot shows a rectangular distribution without any distinguishable pattern, the assumption of homoscedasticity was met. The scatter plot of standardized residuals versus standardized predicted values is presented in Figure 8. The absence of multicollinearity was assessed by VIFs, such that any VIF over 10 may indicate an issue of multicollinearity, or high correlation between independent variables (University of Wollongong, 2014). For the multiple linear regression for this

study, none of the VIFs exceeded 1.03, so the assumption of absence of multicollinearity

was met.
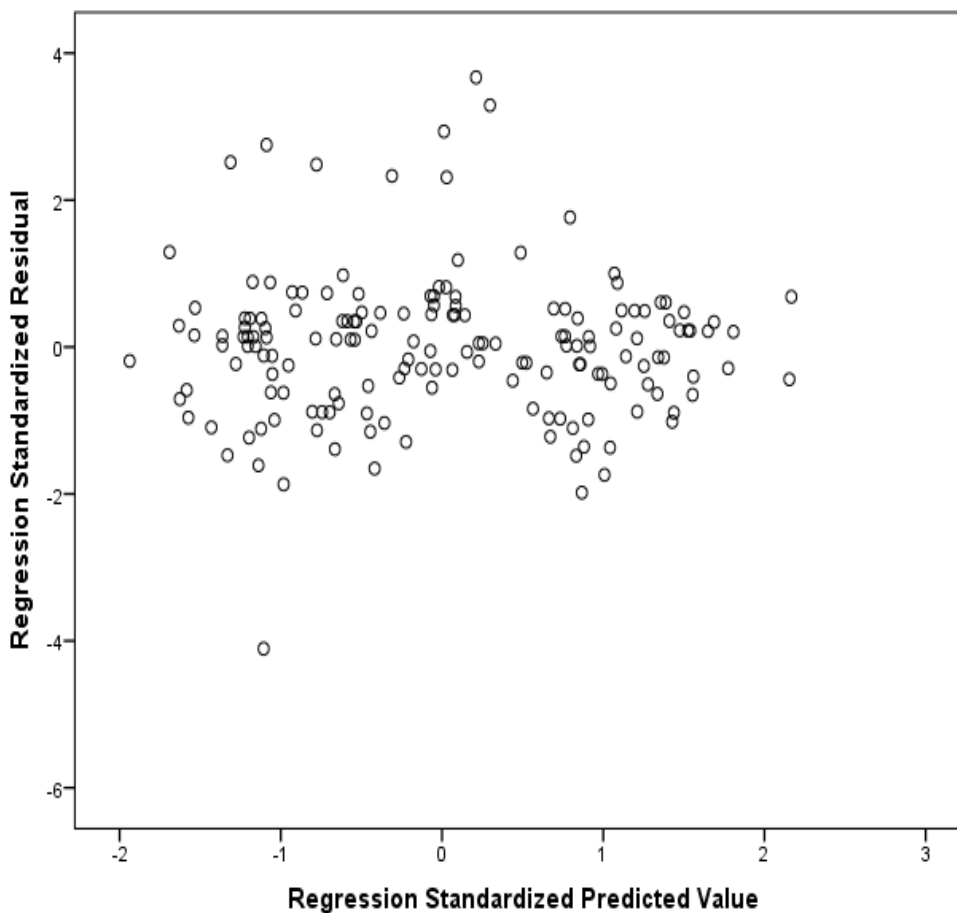
Figure 8. Scatterplot of standardized residuals versus standardized predicted values for
homoscedasticity.

The results of the multiple linear regression indicated that there is no statistically

significant relationship between transformational leadership, age, and gender to predict

employee job satisfaction, $F(3, 161) = 37.56, p < .001, R^2 = .41$. The coefficient of

determination, R^2, suggested that approximately 41% of the variability in satisfaction was

predicted by the three independent variables, meaning that the predictors had a little less

than half ability to predict the outcome variable. The only statistically significant

predictor of employee job satisfaction was transformational, $B = 30.23$, $p < .001$. The regression coefficient, $B = 30.23$, suggests that a one unit increase in transformational leadership score yields a 30.23 unit increase in job satisfaction score. The multiple linear regression indicated that I could reject the null hypothesis in favor of the alternative, and that there was sufficient evidence to infer that transformational leadership is related to job satisfaction, when controlling for age and gender. In Table 19, the results of the multiple linear regression are presented.

Table 19

Results for Multiple Linear Regression with Transformational Leadership, Age, and Gender to predict Job Satisfaction

Source	*B*	*SE*	β	*t*	*p*
Transformational Leadership	30.23	2.86	0.64	10.57	< .001
Age	0.06	0.16	0.02	0.35	.726
Gender (reference = female)	0.06	3.39	0.01	0.17	.863

Note. $F (3, 161) = 21.37$, $p < .001$, $R^2 = .41$

Research Question 2

Does team longevity (short-term, long-term, or permanent) moderate the impact of transformational leadership on leadership effectiveness?

H₀2: Team longevity (short-term, long-term, or permanent) does not moderate the effect of transformational leadership on leadership effectiveness.

H_a2:   Team longevity (short-term, long-term, or permanent) does moderate the

effect of transformational leadership on leadership effectiveness.

To examine Research Question 2, I proposed a Baron and Kenny (1986)

moderation analysis using an analysis of covariance (ANCOVA). Before conducting the

analysis, the assumptions of normality and homogeneity of variance were assessed with

the KS test and the Levene's test, respectively. The KS test was significant, which

suggested that the data do not follow a normal distribution ($p < .001$). However, the

central limit theorem states that data with large sample sizes can be considered normal

(University of Wollongong, 2014); thus, the assumption of normality was met. The

Levene's test of equality of error variances indicated that the assumption of homogeneity

of variance was met because the test was insignificant ($p = .980$).

The results to the Barron and Kenny moderation (1986) ANCOVA indicated a

significant relationship between leadership effectiveness and transformational leadership

($F(1, 70) = 131.48$, $p < .001$, partial $\eta^2 = .67$). The ANCOVA suggested that the

moderator, time with company, was not significant ($F(1, 70) = .25$, $p = .781$, partial $\eta^2 = .01$), nor was the interaction term ($F(1, 70) = 1.87$, $p = .176$, partial $\eta^2 = .03$). Because

neither the moderator nor the interaction terms were significant, the assumption of

moderation was not supported. Thus, the null hypothesis could not be rejected, and team

longevity could not be proven to moderate the effect of transformational leadership on

leadership effectiveness. Results of the moderation analysis are presented in Table 20.

Table 20

Results of Moderation ANCOVA between Effectiveness and Transformational Leadership with Time as Moderator

Factor	SS	MS	$F(1, 70)$	p	Partial η^2
Independent Variable					
Transformational	26.95	26.95	131.48	< .001	.67
Moderator					
Time with Team	.10	.05	.25	.781	.01
Interaction					
Time X Transformational	.38	.38	1.87	.176	.03

Research Question 3

Does team longevity (short-term, long-term, or permanent) moderate the impact of transformational leadership on employee productivity?

$H_0 3$: Team longevity (short-term, long-term, or permanent) does not moderate the effect of transformational leadership on employee productivity.

$H_a 3$: Team longevity (short-term, long-term, or permanent) does moderate the effect of transformational leadership on employee productivity.

In order to examine Research Question 3, I proposed a Baron and Kenny (1986) moderation analysis using an analysis of covariance (ANCOVA). The assumptions of normality and homogeneity of variance were assessed via the KS test and the Levene's test, respectively. The results of the KS test were insignificant which suggested that the data is not normally distributed ($p < .001$). However, the central limit theorem states that data with large sample sizes can be considered normal, therefore the assumption was met

(University of Wollongong, 2014). The Levene's test of homoscedasticity was insignificant, thus the assumption of homogeneity of variance was met ($p = .579$).

With the assumptions met, I conducted a Baron and Kenny moderation analysis using ANCOVA to assess the research question. The results of the ANCOVA suggested that there is a statistical significant relationship between transformational leadership and productivity ($F(1, 70) = 99.40$, $p < .001$, partial $\eta^2 = .60$). This relationship is illustrated using a scatterplot in Figure 9 while the relationship after controlling for time with the team is illustrated in Figure 10.
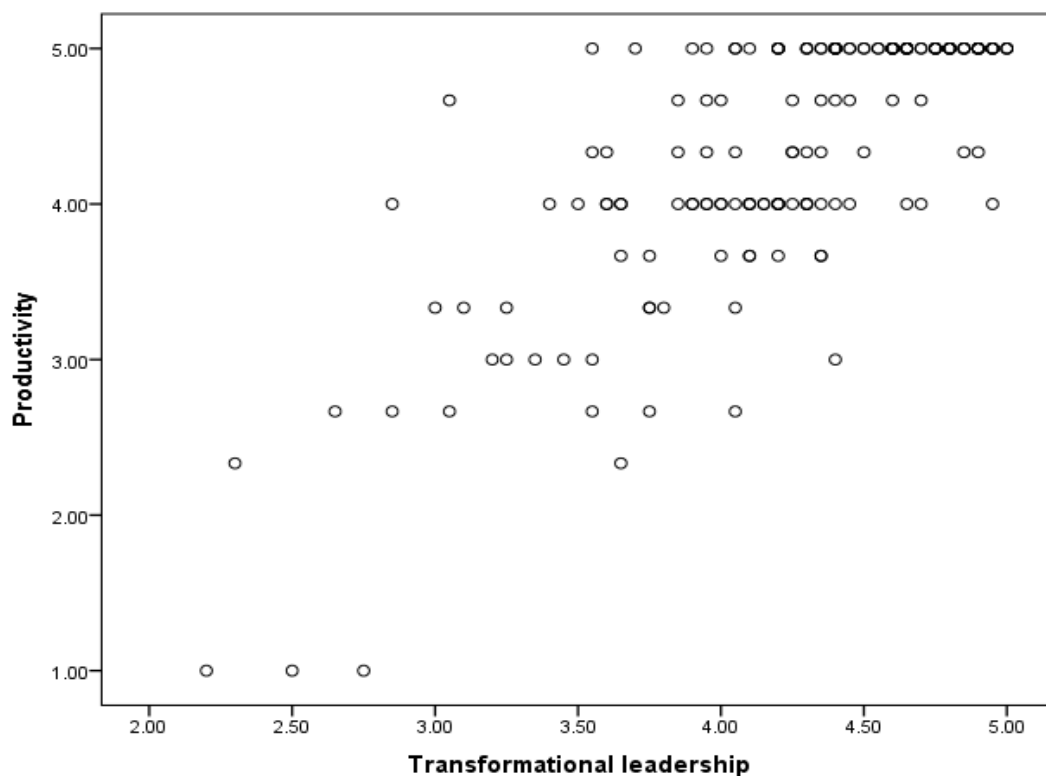
Figure 9. Scatterplot between transformational leadership scores and productivity.
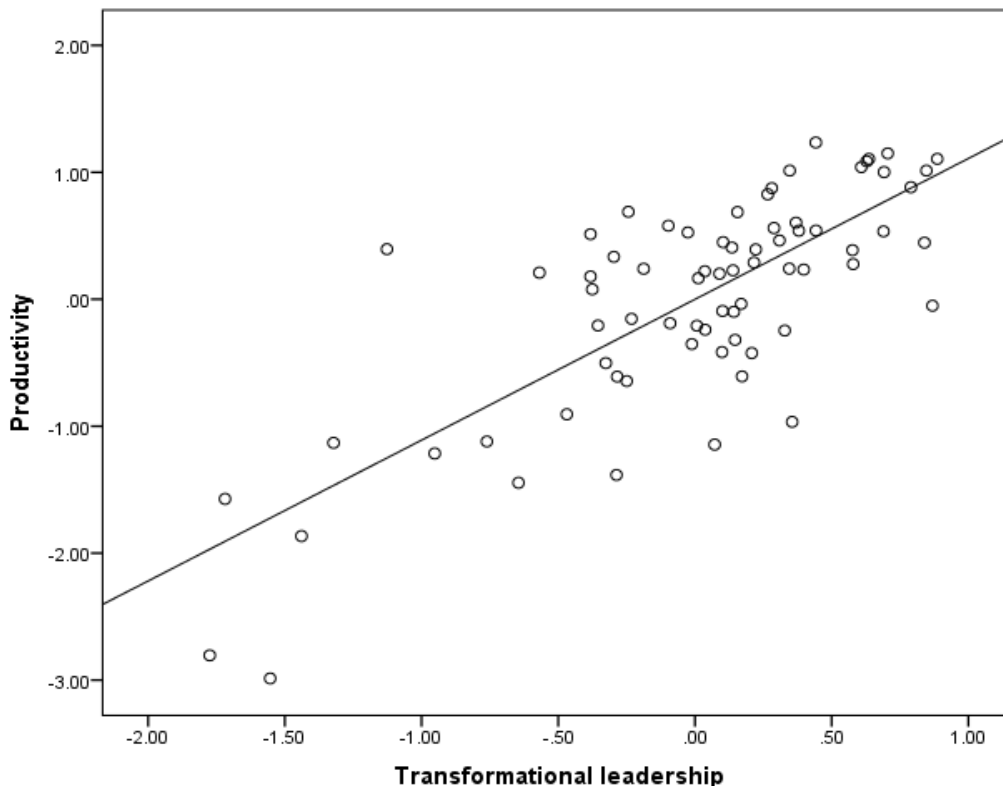
Figure 10. Partial scatterplot of the relationship between transformational leadership and productivity while controlling for time spent with the company.

The moderation analysis with time as a moderator and an interaction term indicated that there was no statistical significant effect of time to moderate this relationship. Time with the multinational enterprise was insignificant ($F(1, 70) = 0.09$, $p = .916$, partial $\eta^2 = .00$). The interaction term was also insignificant ($F(1, 70) = 2.34$, $p = .131$, partial $\eta^2 = .03$). The null hypothesis could not be rejected, and it could not be proven that *time* spent with the team in the off-workplace moderated the relationship between transformational leadership and productivity. The results of the moderation analysis are presented in Table 21.

Table 21

Results of Moderation ANCOVA between Productivity and Transformational Leadership with Time as Moderator

Factor	SS	MS	$F(1, 70)$	p	Partial η^2
Independent Variable					
Transformational	31.73	31.73	99.40	$< .001$	.60
Moderator					
Time with Team	.06	.03	.09	.916	.00
Interaction					
Time X	.75	.75	2.34	.131	.03
Transformational					

Chapter Summary

Chapter 4 included a restatement of the problem and the purpose to contextualize the results. This statement was followed by a report on the various demographic features of the collected sample and a brief summary of the study findings. This chapter discussed and revealed the results of the data collection, analyzes, and the testing of the null hypotheses of each of the three null hypotheses established in the current study. Research questions were then analyzed in detail, and the results were organized by the research question that each analysis informed. The results were interpreted to determine whether the respective null hypothesis could be rejected. The chapter assessed and focused on the role and impact of transformational leadership on employee satisfaction, and team longevity in predicting increased productivity and leadership effectiveness in off-workplace GVTs. Understanding how the employees perceive the world is significant for the leader to have a transformational effect on them and motivate them (Holt & Seki, 2012). Data were assessed by frequency analysis, moderation analyzes, and multiple

regression analysis on the dependent variables of employee job satisfaction, leadership effectiveness, and productivity.

For Research Question 1, the null hypothesis was rejected in favor of the alternative. The multiple linear regression indicated that there was sufficient evidence to infer that transformational leadership is a predictor of employee job satisfaction after controlling for age and gender. Whereas, the analysis for Research Question 2 indicated that the null hypothesis could not be rejected, and that the team longevity could not be proven to moderate the effect of transformational leadership on leadership effectiveness. Likewise, in Research Question 3, the moderation analysis with time as a moderator and an interaction term indicated that there was no statistically significant effect of time to moderate the relationship between transformational leadership and productivity.

The next chapter summarizes and discusses the analysis of data that was presented in this chapter to help in answering the research questions concerning the impact of transformational leadership on the success of off-workplace GVTs, their motivation, and their satisfaction by incorporating team longevity to measuring leadership effectiveness, employee productivity, and employee job satisfaction. Chapter 5 also contains a synthesis of the findings and suggestions for future study.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

We are living in a global village where people work together without geographic and psychological boundaries. Organizations in our current knowledge-oriented economy have a diverse workforce that is spread around the globe, and the 21st leaders need to understand how best to manage this workforce, and how to know the diverse skills and knowledge of each team member in order to capitalize on these differences and carry out their roles in an efficient and effective manner. Organizations are faced with many more dynamic business atmospheres than ever before. The new millennium marked a new age in globalization with many correlated changes. Changes that have led to even more changes in this new era of technology and industry. Due to the limited physical contact of team members, global leaders are challenged to lead and influence those off-workplace employees. Under these circumstances, organizations need to find alternative methods to thrive and survive; namely, the concept of effectively managing GVTs. This concept is one such method that supports organizations to sustain their competitive advantage.

The purpose of this study was to explore the impact of transformational leadership on the success of GVTs in the global business world and team longevity on measuring employee satisfaction and leadership effectiveness. The study used a quantitative research design to examine the relationship between transformational leadership and employee job satisfaction when controlling for age and gender, and team longevity pertaining to leadership effectiveness and employee productivity. The applicable participants in this research were off-workplace employees from national, international, global, and

multinational organizations in GVTs and from Walden's participant pool. An online survey instrument was administered through SurveyMonkey.com to gain access to participants in various geographical locations.

One of the main objectives of this study was to examine the impact of transformational leadership behavior on off-workplace employee job satisfaction, and whether transformational leadership is positively associated with job satisfaction of employees or not. Virtual teams rely on electronically mediated communication to stay in touch and get their work done. They use a variety of technologies, such as telephones, faxes, teleconferences, e-mails, videoconferences, collaborative design tools, and knowledge-management systems.

Maslow's theory still finds quite a lot of favor even 70 years after he first presented it and many of us can relate personally to the hierarchy that he proposed. From the literature study, I found a positive relationship between transformational leadership and job satisfaction, as the four dimensions of transformational leadership behavior such as intellectual encouragement, idealized influence, individualized consideration, and inspirational motivation provided encouragement to employees by articulating a clear vision, mission, providing individual consideration, and establishing a relationship based on emotional commitment with the organization (Avolio & Bass, 1995). I also found a positive relationship between transformational leadership, especially intellectual stimulation, and job satisfaction (Hanaysha et al, 2012). Other recent literature also support the positive relationship between transformational leadership and employee job

satisfaction (Mawanda, 2012); (Small, 2011); and (Wang, Oh, Courtright, & Colbert, 2011).

Interpretation of Findings

The structures that make up the GVT organizational context are important for virtual team success. GVTs need certain enabling conditions to be successful. Information technology provides the infrastructure for virtual collaboration. It enables GVT members from any location to communicate and coordinate their work effectively. Trust, understanding diversity, and integration among the GVT members are key for effectiveness outcomes. This section includes the interpretation of findings for each research question, and how the findings reinforce existing research. The research questions will be discussed with respect to previous literature. This study examined three research questions addressing employee job satisfaction when controlling for age and gender, and team longevity pertaining to GVT productivity, and leadership effectiveness. The goal of Research Question 1 was to determine that there is a relationship between the transformational leadership style and employee job satisfaction in GVTs.

The findings in Chapter 4 indicated that I could not reject the null hypothesis in Research Question 1 and that there was sufficient evidence to infer that transformational leadership is related to employee job satisfaction in GVTs. In addition, the findings indicated that team longevity could not be proven to moderate the effect of transformational leadership on leadership effectiveness and therefore, the null hypothesis in Research Question 2 could not be rejected. As for Research Question 3, the moderation analysis with time as a moderator and an interaction term indicated that there was no

statistically significant effect of time to moderate this relationship. The null hypothesis could not be rejected, and it could not be proven that time spent with the team moderated the relationship between transformational leadership and productivity. The current study findings were in alignment with results and conclusions from several previously published research studies (Avolio & Bass, 1995; Bass, 1985, 1998; Burns, 1978; Mawanda, 2012; Ravenscroft, 2012; and Wang et al., 2011).

The goal of the second research question was to examine whether longevity may impact the relationship between transformational leadership and leadership effectiveness. Transformational leaders are charismatic, give supportive leadership, empower their followers, and arouse followers to a higher level of thinking (Avolio & Bass, 1995; DuBrin, 2013). The findings in this study confirmed that transformational leadership has a positive correlation to leadership effectiveness, but team longevity pertaining to leadership effectiveness does not have a positive correlation to transformational leadership style.

As for employee productivity, the third research question in this study was about longevity and whether it may impact the relationship between transformational leadership and employee productivity. The findings in this study confirmed that transformational leadership increases team productivity, but team longevity pertaining to productivity does not have a positive correlation to transformational leadership style. The findings from this study are meant to reinforce the positive relationships found between the characteristics of transformational leadership and job satisfaction in off-workplace GVTs.

Limitations of the Study

The intent of this study was to examine, describe, and build on previous research findings, especially those conducted in recent years by Chin (2013), Mawanda (2012), and Small (2011) about leadership and GVTs. I examined dissertations and research papers pertaining to leadership (particularly transformational leadership), leadership and culture, global management, global leadership, leadership effectiveness, and virtual team dynamics, including papers from Walden University. Transformational leadership was of particular importance because it is required for culturally diverse organizations (DuBrin, 2013).

In the study, I examined the limitations in previous studies about the role of transformational leadership, and team longevity in predicting employee productivity and leadership effectiveness in GVTs (Ocker et al., 2011; Small, 2011; and Wang et al., 2011). The general picture of the impact of the transformational leadership style is that, at its best, it can through coaching and mentoring arouse the followers to a higher level of thinking (Burns, 2007; Frankfort-Nachmias & Leon-Guerrero, 2014). Transformational leaders, as change agents, inspire and motivate employees to do their best by challenging their status quo while empowering their people (Banutu-Gomez, 2011).

As perceived by GVT members, transformational leaders help the members feel more potent, as stated by DuBrin (2013), "Team potency is the generalized beliefs of members about the capabilities of the team to perform well with a variety of tasks in different situations. Team potency, in turn, improved team performance" (p. 95). The findings in this study confirmed that transformational leadership increases team

productivity, but team longevity pertaining to productivity does not have a positive correlation to transformational leadership style.

Therefore, in order to survive and prosper in the 21st century, multinational enterprises using GVTs need to adapt to their respective virtual environments, have a better understanding of the diverse cultural and subcultural workforce, and find ways for different systems and organizational structures to work together to create value. Different people and countries have different perceptions about leadership. One key of being successful in global leadership practice is to study and get to know the employees, organizations, and global trends before engaging in leadership practices. Holt and Seki (2012) argued that most leaders today are considered global leaders, and that transitioning from an effective leader in a single-culture context to an effective global leader requires more than just adding a new competency or two (p. 197). Global leaders need to have a global mindset, in which the leader has an openness and awareness to diversity and the ability to understand and integrate across multiple cultures (Lovvron & Chen, 2011, pp. 279 - 283).

The study established that a positive correlative relationship exists between transformational leadership and employee job satisfaction, and that the study's findings were consistent with my assumption regarding the impact of this leadership style on off-workplace employee job satisfaction. Further, the research design and methodology used were found to be appropriate for the research conducted; however, the study did have some limitations. A limitation to the study was that the participant response results were not examined or compared on the basis of race differences. Another limitation of this

study was that off-workplace employees in GVTs that responded were not requested to state their heritage or nationality to see how culture plays a role in the impact of transformational leadership style on employee job satisfaction, and increases productivity. Without this knowledge, a leader cannot create appropriate motivational techniques (e.g., reward and recognition) to stimulate employees' performance.

The MLQ is one of the most widely used instruments to measure leadership ability in organizations, but there have always been questions regarding its validity. Research reveals that different cultures differ in the value they give to certain leadership styles, resulting in problems in the potential application of the MLQ as an instrument to measure leadership. Finally, time, resources, and off-workplace employee engagement are other limitations of this study.

Implications

The findings of this study indicate that transformational leadership has an impact on the success of GVTs in the global business world. With this information, multinational enterprises can develop strategies that can increase employee job satisfaction in off-workplaces. Such strategies, in turn, could help increase team productivity and leadership effectiveness in GVTs.

Leaders that follow the transformational leadership theory enjoy a deeper commitment to the relationship between the follower and the leader, as opposed to the project-by-project approach to leadership (Avolio & Bass, 1995). Transformational leaders must examine how to create effective communication networks conductive to reciprocal global collaborations. One of such collaborations is *coaching and training*.

This form of organizational learning is enabled by technology or by an employee from different geographical locations, while *reviews and rewards* is another kind of collaboration (Thill & Bovée, 2015). GVT members are reviewed and rewarded on the basis of their shared understanding, integration, and acceptance of vulnerability based on expectations of intentions of others in the team.

This study contributes the following to academic research. First, this study reaffirms the results of previous research that there is a correlation between transformational leadership and employee job satisfaction (Chin, 2013; Mawanda, 2012; Small, 2011; Ziek & Smulowitz, 2014). Second, I examined the effect of transformational leadership on leadership effectiveness pertaining to team longevity. The findings in this study confirmed that transformational leadership has a positive correlation to leadership effectiveness, but team longevity pertaining to leadership effectiveness does not have a positive correlation to transformational leadership style. Often, judgments of performance are subjective and are best done by the followers in their social system. Further, GVT member attitudes such as commitment, and longevity, that is, the capacity to work together in the future dictates the outcome. Finally, I examined the effect of transformational leadership on employee productivity pertaining to team longevity. The findings in this study also confirmed that transformational leadership has a positive correlation to employee productivity, but again team longevity pertaining to productivity does not have a positive correlation to transformational leadership style.

The findings in this study may also be used to help strengthen and provide the leaders of off-workplace employees (e.g., GVTs) with insight on how to increase job

satisfaction and increase productivity in the current era of technology and innovation.

The leadership implications of this study may also provide opportunities for multinational

enterprises to enhance their off-workplace GVT infrastructure and efficacy. The

contributions made from this study may help to further extend the adoption of effective

GVTs as a universal norm for organizations that operate on a national, international,

global, multinational, and transnational levels.

Implications for Social Change

Today, multinational enterprises are expected to promote corporate social

responsibility, an important concept in dealing with stakeholders (DuBrin, 2013).

Consequently, global leaders have their social responsibilities to create pleasant

workplaces (including off-workplaces), which directly affect the well-being of employees

to fulfill their social responsibilities. According to Bartlett and Beamish (2014) continual

change in the international business environment has always characterized the task facing

multinational managers, especially in the 21st century.

Implications of positive social change include improvements in GVT interactions

to increase the exchange of ideas and skills that lead to increased productivity and

employee job satisfaction. The study adds to the body of knowledge on best practices of

global leaders who have universal approaches to lead their diverse pool of employees

worldwide. The social significance for global leaders of off-workplace teams on a daily

basis is to find ways to effectively work together, determine how to build strong teams

without damaging relationships, increase self-assurance, and find competitive business

strategies to differentiate their goods or services from others in the industry. One of the

insights gained from this study is that global leaders need to build trust. While, Ravenscroft (2012) emphasized the importance of having a good relationship between the leader and the followers, and stated that "Finding ways to work together and determining how to build alliances towards adopting what is best and managing, what is not, without damaging relationships is a daily task mentioned by numerous global leaders" (p. 132).

The definition of positive social change provides an intellectually comprehensive and socially constructive foundation for research created by the Walden academic community. Walden University (2015) continuously supports positive social change and states that positive social change results in the improvement of human and social conditions as positive social change is a deliberate process of innovating and applying ideas, strategies, and actions to promote the worth, and development of individuals, communities, organizations, cultures, and societies. Several authors (Berry, 2011; and Chandler & Richardson, 2012) identified common themes that effective GVT leaders need to address, such as trust building, setting clear expectations, variations in time-zones, developing supportive communication structures, promoting cohesive work environment, and understanding diversity and culture. Simply, an effective leader needs to have a global mindset. Transformational leaders motivate and develop the followers to be leaders and have significant impact upon global leader effectiveness and job satisfaction. Commitment to work together for the good of their employees and the people at large can lead to a positive social change.

Recommendations for Action

To keep pace with the rapidly changing business environment, and the diverse cultures around the globe, leaders need to delegate responsibilities to their followers as they are better equipped to understand individual reactions to situations and approaches to decision-making in their region. The followers could also help the leader to overcome ethnocentrism and stereotyping by avoiding assumptions and judgments (Thill, & Bovée, 2015). Thus, transformational leadership is vital in order to meet current and future challenges.

In the knowledge-intensive and information-based economy of the 21st century, organizations need to continue to develop and manage cross-border innovations and intellectual capital to make them effective. Despite the vast research studies conducted in the field of leadership, management, team productivity, and leadership effectiveness, there is still the need for continuous research to ensure that the concepts embrace changes in the business environment, particularly in organizations utilizing GVT environments. Indeed, global leaders face a tremendously complex, multicultural world which requires appreciation of individual uniqueness (Holt & Seki, 2012). Each employee has particular behaviors that are shaped by cultural background, life experiences, and values. This is why in the first section of the study questionnaire; I requested some demographics to learn about diversity. Moreover, the global leader should look at similarities rather than differences among GVT members to lead more effectively (Thill & Bovée, 2015). Leaders can thus build relationships and close the cultural gap within a group. Cross-cultural understanding is key in the new era of technology and innovation.

Leaders need to understand local cultures and sub-cultures and avoid stereotyping and bias. An outstanding cross-cultural leader thinks globally and leads locally (Gutierrez, Spencer, & Zhu, 2012). Leaders in multinational enterprises need to be open-minded, think globally and act swiftly to maintain their competitiveness in the competitive global markets, learn to offer their support when needed, and have proper communication skills (Thill & Bovée, 2015). Hence, it is critical for global leaders to enrich their cultural understanding or in other words their cultural intelligence (Lovvorn & Chen, 2011).

The study examined the relationship between transformational leadership and the success of global virtual teams using the MLQ and the JSS instruments. Specifically, the study explored leadership in GVTs by addressing the nature and type of relationship between transformational leadership and other predictor variables: employee job satisfaction, leadership effectiveness, and employee productivity. It is therefore recommended that further research is conducted to examine the relationship but have '*culture*' as a variable to see what kind of leadership style is more effective in increasing job satisfaction and employee productivity. Another recommendation is that further study can measure the impact of leadership effectiveness in organizational interaction on a national, global, international, multinational, and transnational levels.

While conducting this study, several areas reflecting the need for further research became apparent. This study considered the transformational leadership behavior style, other leadership styles may be considered for future research analysis. It would be beneficial by continually exploring and empirically investigating the essential leadership

skills for global leaders. Future research may also incorporate additional predictor variables, such as, diversity, type and scope of industry, creative work involvement, size of GVTs, as part of the overall model for measuring leadership effectiveness and employee job satisfaction in GVTs.

Further moderators, mediators and intercultural management perspectives might be included in the leadership style and examined. Transformational leadership provides a good basis for future experimental analyzes. Future research that compares global leadership strategies across multinational enterprises will be of great value to global leadership practices. Another recommendation for future research involves the use of the qualitative research method to explore the dynamic cross-cultural skills of GVT employees and their working environments.

Chapter Summary

The study concluded with a close examination of the characteristics of the correlation between transformational leadership and employee job satisfaction, and team longevity pertaining to team productivity and leadership effectiveness. The trick to effective and great leadership is to develop more "transformational leaders, those who not only *know* that empowering people is important, but also know how-to do it" (emphasis in original, Jones, 2014, para. 3). Leaders that implement the transformational leadership style make group members aware of the importance and values of certain rewards and how to achieve them (DuBrin, 2013).

The study was designed to use transformational theory as the independent variable (IV), and employee job satisfaction, team productivity and leadership

effectiveness as the dependent variables (DVs) in this study. Multinational enterprises in the new era of technology and innovation more than ever need to foster strategies to coach and train their off-workplace employees worldwide. By training GVT members to be transformational leaders, the national, global, international or multinational enterprise could improve its operational efficiency, revenue and quality of life for the company, the stakeholders and the employees. To be most effective, GVT members need to better understand culture, know how to show appreciation and understand nonverbal cues, which are great ways to build strong cross-cultural relationships. Transformational leaders coach and transform their followers to be global effective leaders themselves. Global transformational leaders can consider how to refine global leadership effectiveness while capturing knowledge to have the competitive advantage in GVTs worldwide.

Based on the findings of this study, social implications were discussed along with implications for current practices in off-workplace GVTs. Commitment to empowering the GVTs is a continuous process and needs macro leaders that maintain a positive attitude, have a clear vision, provide concrete action plans, and continue to educate and improve. In conclusion, while the study was a very rich study that examined many structures of GVTs and leadership, further research should continue to examine this relationship as these structures become more common and grow in importance.

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Appendix A: Informed Consent

The Impact of Transformational Leadership on Global Virtual Teams

Dear Global Virtual Team Participant,

My name is Shery Wojtara-Perry and I am a doctoral candidate in the School of Management and Technology at Walden University. Prior to undertaking the study, I had worked in both government and in global organizations. I had also worked in global virtual teams.

You are invited to take part in a research study of leadership that happens in global virtual teams whose members are located throughout the world. You were invited because you identified yourself as a member of a global virtual team in a global and multinational organization within which you became an unofficial leader for team activity or participated as a team member. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

Background Information:

The purpose of this study is to explore the role and impact of transformational leadership (leadership that empowers the employees to be leaders themselves) on employee satisfaction, and team longevity in predicting increased productivity and leadership effectiveness in global virtual teamwork, especially in the case where the team is made up of diverse cultures and from different locations.

Voluntary Nature of the Study:

This study is completely voluntary. Your decision of whether or not to participate in the study is yours. You can also choose not to respond to any survey item; however, I hope you will respond to each of the items.

Risks and Benefits of Being in the Study:

There are minimal risks associated with participating in this study. You will not be identified at any time nor will the researcher be able to identify specifically who completed the survey. The data will remain with the researcher in a secured location. There are no apparent conflicts of interest in this matter. The expected benefits for the larger community is for leaders in global virtual teams to increase productivity and employee job satisfaction. In the event you experience stress or anxiety during your participation in the study you may terminate your participation at any time. You may refuse to answer any questions you consider invasive or stressful.

Compensation:

There will be no compensation for participating in this study.

Privacy:

The records of this study will be kept confidential. Results will only be reported in an aggregated format and you will not be identifiable by name at any time. Research records will be kept in a locked encrypted file in the researcher's home office on a personal computer. Only the researcher will have access to the data. The research data will not be shared with your employer or used by your employer.

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via email – email address provided. If you have any questions about your rights as a participant in a research study, please contact Dr. Leilani Endicott, Research Participant Advocate, Walden University (1-800-925-3368, ext. 3121210).Walden University's approval number for this study is IRB 04-01-15-0037880, and it expires on 03.31.2016. Please print or save this consent form for your records.

Statement of Consent:

In order to protect your privacy signatures are not being collected and your completion of the survey would indicate your consent, if you choose to participate.

Procedures:

- Participate in a survey - up to 30-minutes duration on SurveyMonkey.com.

If you agree to be in this study, you will check the box at the bottom of this page and be taken to the survey.

Appendix B: Demographic Questionnaire

Please select the most appropriate response for each item. Please remember, responses to the questions below are strictly on a **voluntary basis** AND as a reminder, ALL information provided to the researcher is anonymous.

1. *What is your gender?*

    Male

    Female

2. *What is your Age?*

    _____

3. *What is the highest degree or level of school you have completed? If currently enrolled, mark the previous grade or highest degree received.*

    High school graduate (Diploma or GED).

    Some college credit.

    Associate degree.

    Bachelor's degree.

    Master's degree.

    Professional degree (MD, DDS, DVM, LLB, JD).

    Doctorate degree.

4. *Are you currently….?*

    Employed with wages.

    Self-employed.

    Out of work.

A homemaker.

A student.

Retired.

Unable to work.

6. *What is your total household income?*

Less than $10,000.

$10,000 - $25,999.

$26,000 - $40,999.

$41,000 - $65,999.

$66,000 - $85,999.

$86,000 - $99,999.

$100,000 - $149,999.

$150,000 or more.

7. *What best describes the type of organization you work for?*

For profit.

Non-profit (religious, arts, social assistance, etc.)

Government.

Health Care.

Education.

Auto Industry.

Financial Industry.

Other.

8. *Which of the following most closely matches your job title?*

Intern.

Entry Level.

Analyst/Associate.

Manager.

Senior Manager.

Director.

Vice President.

Senior Vice President.

C level executive (CIO, CTO, COO, CMO, etc.)

President or CEO.

Owner.

9. *Length of employment?*

Years _____ Months _____.

Appendix C: Permission to use the Multifactor Leadership Questionnaire (Form 5X)

Instrument

I received the following email regarding written permission to use the MLQ (Form 5X)

designed by Bass & Avolio in 1995.

----- Forwarded Message -----
From: Mind Garden
To: Shery Wojtara-Perry
Sent: Friday, October 31, 2013 8:07 PM
Subject: Re: MGAgree: Multifactor Leadership Questionnaire from Shery Wojtara-Perry (Order #)

Dear Shery,

Thank you for your order (-) and for completing the Online Use Agreement.
Please feel free to proceed with your study.

Best regards,

Mind Garden, Inc.
===============
Quoting Shery Wojtara-Perry
>Name: Shery Wojtara-Perry
>Email address:
>Company/Institution: Walden University
>Order/Invoice number:
>Order Date: 10.31.2014
>Project Title: the Impact of Transformational Leadership on Global Virtual Teams
>Instrument Name: Multifactor Leadership Questionnaire
>
>I will compensate Mind Garden, Inc. for every use of this online form.
>
>I will put the instrument copyright on every page containing question items from this instrument.
>
>I will remove this form from online at the conclusion of my data collection.
>
>Once the number of administrations reaches the number purchased, I will purchase additional licenses or the survey will be closed to use.
>
>The form will not be available to the open Web.
>

>I will include information on my list of survey respondents so that Mind Garden can verify the proper use of the instrument.
>
>NOTE: If I decide not to require a unique login for each respondent, the survey method I use may elicit a large number of responses to my survey. If the response count gets out of my control, I am responsible for compensating Mind Garden for every administration, regardless of circumstances.
>
>I will not send Mind Garden instruments in the text of an email or as a PDF file to participants.
>
>I understand that my use is governed by Mind Garden's Terms of Service.
>
>The outside online survey website I will be using and how I plan to put this instrument online:
> I will use SurveyMonkey.com to develop survey. The Internet survey will be e-mailed
to research participants as undisclosed recipients and personal information will not be
recorded in the research records to ensure privacy during the data collection process.
>
>Electronically signed on 10.31.2014 by S. Wojtara-Perry.

Appendix D: Permission to use the Job Satisfaction Survey

Instrument

Sharing of Results for Researchers Who Use My Scales

All of my scales are copyrighted. I allow free use under two conditions.

1. The use is for noncommercial educational or research purposes. This means no one is charging anyone a fee. If you are using any of my scales for consulting purposes, there is a fee.

2. You agree to share results with me. This is how I continue to update the norms and bibliography.

_____

Source: *Spector, P., 1994, Sharing of Results for Researchers Who Use My Scales. Retrieved from* *http://shell.cas.usf.edu/~pspector/scales/share.html*

Note: The JSS is a copyrighted scale. It can be used free of charge for noncommercial educational and research purposes, in return for the sharing of results. See the "Sharing of results" paragraph above for instructions. The JSS is copyright © 1994, Paul E. Spector, All rights reserved. All reproductions of the JSS should include this copyright notice. Date modified 2011.

_____

Source: *Spector, P., 2011, Job Satisfaction Survey. Retrieved from* *http://shell.cas.usf.edu/~pspector/scales/jsspag.html*

Appendix E: The Job Satisfaction Survey

	JOB SATISFACTION SURVEY Paul E. Spector Department of Psychology University of South Florida Copyright Paul E. Spector 1994, All rights reserved.						
	PLEASE SELECT YOU LEVEL OF AGREEMENT, USING THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION.	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
1	I feel I am being paid a fair amount for the work I do.	1	2	3	4	5	6
2	There is really too little chance for promotion on my job.	1	2	3	4	5	6
3	My supervisor is quite competent in doing his/her job.	1	2	3	4	5	6
4	I am not satisfied with the benefits I receive.	1	2	3	4	5	6
5	When I do a good job, I receive the recognition for it that I should receive.	1	2	3	4	5	6
6	Many of our rules and procedures make doing a good job difficult.	1	2	3	4	5	6
7	I like the people I work with.	1	2	3	4	5	6
8	I sometimes feel my job is meaningless.	1	2	3	4	5	6
9	Communications seem good within this organization.	1	2	3	4	5	6
10	Raises are too few and far between.	1	2	3	4	5	6
11	Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5	6
12	My supervisor is unfair to me.	1	2	3	4	5	6
13	The benefits we receive are as good as most other organizations offer.	1	2	3	4	5	6
14	I do not feel that the work I do is appreciated.	1	2	3	4	5	6
15	My efforts to do a good job are seldom blocked by red tape.	1	2	3	4	5	6
16	I find I have to work harder at my job because of the incompetence of people I work with.	1	2	3	4	5	6
17	I like doing the things I do at work.	1	2	3	4	5	6

18	The goals of this organization are not clear to me.	1 2 3 4 5 6
19	I feel unappreciated by the organization when I think about what they pay me.	1 2 3 4 5 6
20	People get ahead as fast here as they do in other places.	1 2 3 4 5 6
21	My supervisor shows too little interest in the feelings of subordinates.	1 2 3 4 5 6
22	The benefit package we have is equitable.	1 2 3 4 5 6
23	There are few rewards for those who work here.	1 2 3 4 5 6
24	I have too much to do at work.	1 2 3 4 5 6
25	I enjoy my coworkers.	1 2 3 4 5 6
26	I often feel that I do not know what is going on with the organization.	1 2 3 4 5 6
27	I feel a sense of pride in doing my job.	1 2 3 4 5 6
28	I feel satisfied with my chances for salary increases.	1 2 3 4 5 6
29	There are benefits we do not have which we should have.	1 2 3 4 5 6
30	I like my supervisor.	1 2 3 4 5 6
31	I have too much paperwork.	1 2 3 4 5 6
32	I don't feel my efforts are rewarded the way they should be.	1 2 3 4 5 6
33	I am satisfied with my chances for promotion.	1 2 3 4 5 6
34	There is too much bickering and fighting at work.	1 2 3 4 5 6
35	My job is enjoyable.	1 2 3 4 5 6
36	Work assignments are not fully explained.	1 2 3 4 5 6

Job Satisfaction Survey (JSS; Paul Spector, 1994). http://shell.cas.usf.edu/~pspector/scales/jsspag.html

Appendix F: Multifactor Leadership Questionnaire (Form 5X)

Please provide the frequency with which you exhibit each of the following traits using the following rating scale:

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

1. I provide others with assistance in exchange for their efforts...........................01234
2. I re-examine critical assumptions to question whether they are appropriate…. 01234
3. I fail to interfere until problems become serious 01234
4. I focus attention on irregularities, mistakes, exceptions, and deviations from standards…………………………………………………………………………….01234
5. I avoid getting involved when important issues arise...01234

The dissertation cannot include the entire MLQ instrument due to copyright laws; however, five sample items are included.