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Exploring Which Leadership Styles are Effective with Millennial Employees

Samuel Long
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Walden University

College of Management and Technology

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Walden University

2017

Abstract

Exploring Which Leadership Styles are Effective with Millennial Employees

by

Samuel Long

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

College of Management and Technology

Walden University

November 2017

Abstract

Managers struggle with how to motivate the Millennial generation employee. Research that explores which leadership styles are effective with Millennial generation employees is limited. The purpose of this study was to explore what leadership styles are effective with Millennial employees, which led to a key research question: Which leadership styles facilitate employee motivation for the Millennial generation? The theoretical framework was based on the social learning, transformational leadership, and servant leadership theories, which were used to identify effective leadership styles. In the theoretical framework, different motivation theories were presented to establish the context in which motivation was discussed. This quantitative study used a survey administered online to collect data using the Multifactor Leadership Questionnaire, Ethical Leadership at Work Questionnaire, and SL-7 instruments. The participant pool consisted of randomly selected Millennial generation employees ($N = 158$) who worked in an office setting. The Mann-Whitney U test was used to test for stochasticity. The Kendall's coefficients of concordance and Spearman's correlation were conducted to perform the analysis. The results of this study indicated that all 3 leadership styles effectively motivate Millennial employees, and that the servant leadership style is most effective. This study may contribute to a positive change in leadership practices. Employee job satisfaction may increase as these leadership behaviors are adopted. This in turn may have a positive social impact on the individuals, as well as in the surrounding communities of the individuals who work for leaders who practice any 3 of these leadership styles.

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Dedication

This study is dedicated to my family. I could not have accomplished this achievement without their love and support. More specifically, I dedicate this study to my wife Dionne who not only inspired me with the passion that she has to teach, but who also made sacrifices to accommodate the temporary changes to our lives my pursuit of a PhD caused.

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Chapter 1: Introduction to the Study

Introduction

An organization that has a focus on developing its employees puts itself at an advantage (Christ-Martin, 2013). The organizational environment and culture affect the motivation of employees (Louden, 2012). While much research supports that transformational, ethical, and servant leadership styles are effective (Schuh, Zhang, & Tian, 2013; McCleskey, 2014; Rawung, Wuryaningrat, & Elvinita, 2015; Brown, Treviño, & Harrison, 2005; Mayer, Aquino, Greenbaum & Kuenzi, 2012; Greenleaf, 1977; Gotsis & Grimani, 2016; Huang, Li, Qiu, Yim, & Wan, 2016; Liden, Wayne, Zhao, & Henderson, 2008), other research supports that the transformational and ethical leadership styles could have a negative effect on an organization (Schuh, et al., 2013; Camm, 2016; Stouten, van Dijke, Mayer, De Cremer, & Euwema, 2013) and/or that the cultural aspects of the workforce will influence which leadership styles are most effective (Cox, Hannif, & Rowley, 2014).

Over the next 9 years, baby boomers will continue to retire, thus making up a low percentage of the United States workforce (Newport, 2015). As the percentage that the Millennial generation makes up of the workforce continues to grow, it has forced a change in how leaders should manage (Ferri-Reed, 2012; Thompson, & Gregory, 2012). Some general perceptions about the Millennial generation are that they are needy, have unrealistic expectations, and lack loyalty to the organization (Ferri-Reed, 2012; Thompson, & Gregory, 2012). In our current workforce, there are significant generational differences regarding individuals' belief systems towards their employers;

thus, the management model needs to be effective in managing both the X and Millennial generations (Thompson & Gregory, 2012).

The dynamic of the workforce will continue to change. Experts are realizing that the older generations must gain a deeper understanding of the overall educational, economic, social, and political makeup of the Millennial generation (Thompson & Gregory, 2012). This makes it important to understand which leadership styles facilitate motivation for employees from the Millennial generation.

This research could have implications for the manager-employee relationship. It may help to address the challenges that managers have with motivating and developing Millennial generation employees. Addressing this problem could lead to a more positive organizational culture. This would result in a more productive environment with higher employee retention and higher participation in corporate social responsibility. Increased productivity could lead to higher profits for an organization.

Addressing these challenges could also drive positive social change in the surrounding communities where the employees work. The development of individual leaders might have a significant impact on other individuals, which could in turn impact the broader workforce and community, thus extending the impact of the positive social change. Equally important, this study identified leadership styles that are effective with the Millennial generation. This understanding is needed for the sustainability of organizations given that Millennials have surpassed the baby boomer generation as the largest generation in America (Fry, 2016).

Following this introduction, the remainder of this chapter consists of a background for the study, the statement of the problem, the purpose of the study, the research questions and hypotheses, and the theoretical framework of the study. This is followed by the nature of the study, definition of terms, the assumptions, and the scope and limitations. This chapter then concludes with the significance of the study and how it will contribute to positive social change, followed by a summation of the entire chapter.

Background of the Study

The relationship between a manager and employee directly impacts the motivation and commitment of the employee (Xueli, Lin, & Mian, 2014). A manager who has a noncollaborative approach such as a dictatorship or micromanagement will not promote a productive work environment (Louden, 2012). Louden (2012) stated that this will lower motivation and harm employee morale.

A manager must focus on motivating employees (Carter et al, 2014) and serve as a mentor and leader who influences team members to be effective (Louden, 2012). Wood & Bandura (1989) stated that managers have a direct impact on the morale and motivation of their employees. Although an individual's technical experience may be the reason why that individual obtained a management position, the ability to interact with, motivate, and guide the employees is more important than functional ability when in a management role (Wood & Bandura, 1989).

Literature that identifies which leadership styles Millennial employees best respond to is limited (Amayah & Gedro, 2014). Acknowledging the challenges leaders currently face with managing the Millennial workforce (Thompson & Gregory, 2012),

my intent with this study was to identify how to effectively lead Millennial employees. This was achieved by exploring which leadership styles motivate Millennial employees. Adding knowledge in this area of leadership will provide the tools leaders need to adapt to the uniqueness of the Millennial employee. This may in turn put organizations in a position to enhance their culture (DuBois, Koch, Hanlon, Nyatuga, & Kerr, 2015) and improve performance and productivity (Larisa, 2015).

Problem Statement

Within the next 5 years, the Millennial generation will make up over 50% of the United States workforce (Thompson & Gregory, 2012). Managers in today's organizations struggle with how to connect with and manage the Millennial generation and fall short in adequately motivating these employees (Ferri-Reed, 2014; Thompson & Gregory, 2012). This may put those organizations in a position where they will have difficulty attracting or retaining employees from the Millennial generation (Ferri-Reed, 2013).

Literature exists that describes the attitudes and behaviors of the Millennial generation (Amayah & Gedro, 2014; Ferri-Reed, 2014). The general problem was that there was little research that examines which leadership styles are effective with Millennial generation employees (Amayah & Gedro, 2014). The specific problem studied was, which leadership styles facilitate motivation for the Millennial generation?

Purpose of the Study

The purpose of this quantitative study was to explore what leadership styles that facilitate employee motivation for the Millennial generation. The three independent

variables were transformational, ethical, and servant leadership. The dependent variable was employee motivation.

The population of the study consisted of Millennial generation employees who worked in an office setting. The outcome of the study may drive positive changes in the approach to the management and leadership of employees. This could have a positive social impact across many areas within an organization. This could also indirectly result in a positive social change outside of the organization by way of the social interactions that involve the impacted employees.

Research Questions

The research questions and the associated hypotheses were as follows:

RQ1: To what extent does the transformational leadership style facilitate employee motivation for the Millennial generation?

H_01 : Leadership characteristics whose philosophies align with the transformational leadership style do not facilitate employee motivation for the Millennial generation.

H_a1 : Leadership characteristics whose philosophies align with the transformational leadership style facilitate employee motivation for the Millennial generation.

RQ2: To what extent does the ethical leadership style facilitate employee motivation for the Millennial generation?

H₀₂: Leadership characteristics whose philosophies align with the ethical leadership style do not facilitate employee motivation for the Millennial generation.

H_{a2}: Leadership characteristics whose philosophies align with the ethical leadership style facilitate employee motivation for the Millennial generation.

RQ3: To what extent does the servant leadership style facilitate employee motivation for the Millennial generation?

H₀₃: Leadership characteristics whose philosophies align with the servant leadership style do not facilitate employee motivation for the Millennial generation.

H_{a3}: Leadership characteristics whose philosophies align with the servant leadership style facilitate employee motivation for the Millennial generation.

Theoretical Framework

The theoretical framework of this study was based on the social learning theory founded by Bandura (1977), the transformational leadership theory founded by Burns (1978), and the servant leadership theory founded by Greenleaf (1977). The ethical leadership style, founded by Brown et al. (2005), is rooted in the concepts of the social learning theory. Many of the characteristics of these three theories overlap. In all, the manager establishes the expectation of how the employee needs to behave through leading by example in a positive manner (Carter et al, 2014; Wood & Bandura, 1989; Greenleaf, 1977). These three theories and leadership styles, and how the utilization

thereof impacts employees and organizations, is expanded upon in the literature review in Chapter 2.

Employees of the Millennial generation has demonstrated a different set of values and expectations of employers than those of generation X (Ferri-Reed, 2014). The percentage of Millennial generation employees in the workforce is increasing, thus driving the need for managers to adapt their management styles (Ferri-Reed, 2014). The assumption was leadership characteristics that align with the transformational, ethical, and/or servant leadership styles will facilitate motivation for the Millennial generation.

Nature of Study

The quantitative method was used to conduct this research. Data was collected using the survey method. Qualtrics, an online survey instrument, was used to conduct the survey. The survey is a preferred method for collecting data in social science research (Frankfort-Nachmias & Nachmias, 2008). The three independent variables were transformational, ethical, and servant leadership. The dependent variable was employee motivation.

A Multifactor Leadership Questionnaire (MLQ) was utilized (Avolio & Bass, 2004) for the survey. This questionnaire assessed the transformational leadership style. An Ethical leadership work questionnaire (ELW) was utilized to assess the ethical leadership style (Kalshoven, Den Hartog, & De Hoogh, 2011b). The Servant Leadership Scale – 7 (SL-7) was used to assess the servant leadership style (Liden, Wayne, Meuser, Hu, Wu, & Liao, 2015).

The participants were randomly selected. Millennials were defined as the group of people who were born between 1981 and 2000 (Fry, 2016; Al-Asfour & Lettau, 2014). Only data collected from employees who were born within this range was used in this study. I purchased the project service through Qualtrics to facilitate administering the survey. Using this option, Qualtrics distributed the survey and collect the required responses needed to complete the study. G*Power can be used to determine the appropriate sample size. Using the F test with an effect size of 25%, err probability of 10%, and power of 90%, the appropriate sample size equated to 140. Please refer to Figure 1 below. A sample group of 158 was used to conduct this study.

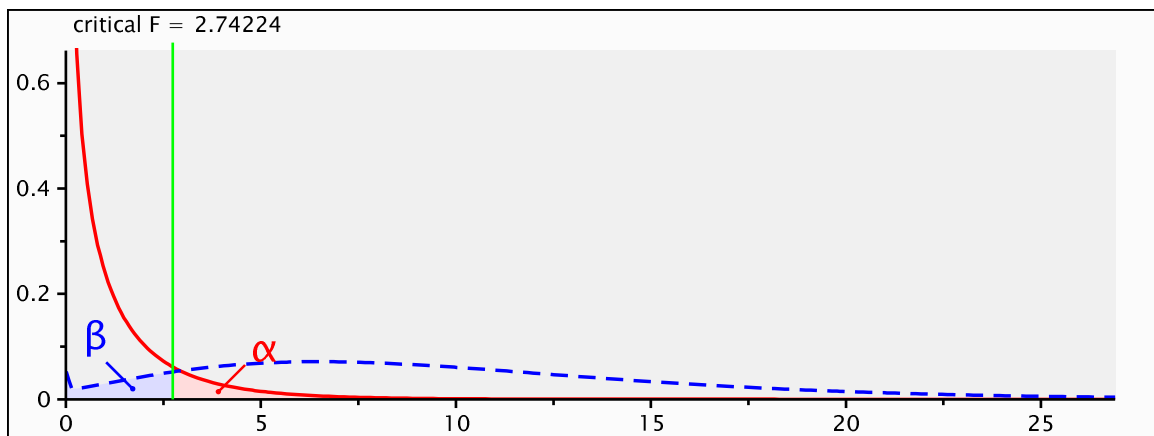


Figure 1. F tests – ANOVA: Fixed effects omnibus, one-way using G*Power 3.1.9 to compute required sample size given err probability, power and effect size.

Definitions

Ethical leadership: “The demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such

conduct to followers through two-way communication, reinforcement, and decision-making” (Brown et al., 2005, p.120).

Ethical leadership work questionnaire: A questionnaire that measures the level of leadership traits that relate to the ethical leadership style. This questionnaire captures the level of integrity and honesty a leader has, the level of effort that is put forth in holding employees accountable, as well as the behavioral traits that the leader demonstrates (Yukl, Mahsud, Hassan, & Prussia, 2013).

Expectancy theory: A theory founded by Vroom (1964) that supports that there is a connection between an employee’s level of motivation and the perceived reward resulting from the employee’s efforts. The expectancy theory supports that an individual will behave in a certain way based on what that individual expects to receive from taking those actions (Renko, Kroeck, & Bullough, 2012).

Goal-setting theory: A theory founded by Locke (1968) that suggests that an employee's performance is directly related to the type of goals that have been set for the employee. This theory contests that hard goals are motivating because the employee must achieve more to be satisfied (Locke & Latham, 2006).

Leadership: The relation between an individual and group who share common interests, where the individual determines and guides the group to behave in a certain manner. Leadership is the act of influencing a group to work together to set and achieve common goals (Pardesi & Pardesi, 2013).

Millennial generation: A group of individuals who were born in the same defined time period (Solnet & Kralj, 2011). The birth dates for each generation are inconsistent

amongst researchers (Al-Asfour & Lettau, 2014). For this study, Millennials were defined as the group of people who were born between 1981 and 2000 (Fry, 2016; Al-Asfour & Lettau, 2014).

Multifactor Leadership Questionnaire: A questionnaire developed by Avolio & Bass that measures the characteristics of the transformational and transactional leadership styles. This questionnaire can be used to measure self-perceived leadership behaviors or as the leader is seen by peers or subordinates (Dimitrov & Darova, 2016).

Organization: A social unit of individuals who operate within a shared structure with the purpose of meeting a collective goal. A management structure is used to determine relationships between the different activities and the members, as well as assign roles and responsibilities to carry out different tasks (Organization, 2016).

Productivity: The measurement of the output per worker and hour. This translates into the cost per worker or hour, which allows for productivity calculations. Increasing the output per hour or reducing the hours per unit of output will result in productivity gains (Field, 2008).

Servant leadership: When a leader functions to put the needs of the followers at the highest of priorities (Greenleaf, 1977). It is a leadership style that accentuates the relational, ethical, emotional, and spiritual aspects of leadership (Gotsis & Grimani, 2016).

Transformational leadership: Leading through influence, raising the followers' level of consciousness about the importance and value of achievement and the methods applied to meet those achievements (McCleskey, 2014). Instead of establishing control

in the work environment with written controls and procedures, a transformational leader uses inspiration and empowerment of the employees to sustain control (DuBois et al., 2015).

Assumptions

Below are the assumptions I made in conducting this study.

1. I assumed all participants who completed the survey worked in a capacity in which they were currently managed or had been managed by another individual.
2. To assure validity, the participants must be honest in their responses. I assumed all participants who completed the survey answered honestly.
3. In order to answer honestly, the participants must understand the questionnaire. I assumed the participants understood the survey questions.
4. Given that the survey was administered via the internet, I assumed all participants had access to a computer and to the Internet.

Scope and Delimitations

I conducted this study to explore what leadership styles facilitate employee motivation for the Millennial generation. The scope of this study addressed the gap in literature related to which leadership styles are effective with Millennial generation employees (Amayah & Gedro, 2014). The effectiveness of a leadership style can be measured in a number of ways, which include but are not limited to job satisfaction, retention, and motivation (Pokorny, 2013; Thompson & Gregory, 2012; Loudon, 2012).

Delimitations narrow the scope of a study. This study was narrowed to focus on the leadership styles that motivate Millennial employees. A number of leadership theories exist in current literature. The focus of this study was on leadership theories that are most popular amongst researchers and most relevant. This limited the theoretical framework to the more popular transformational leadership theory (Trmal, Umami Salwa Ahmad, & Mohamed, 2015; Caillier, 2014; Masa'deh, Obeidat, & Tarhini, 2016) and two of the more relevant leadership theories of ethical leadership, founded by Brown, et al. (2005) and servant leadership, founded by Greenleaf (1977).

There are over 53 million Millennial employees in the U.S. workforce (Fry, 2015). To mitigate bias and increase validity, U.S. Millennial employees who worked in an office setting were randomly selected as the sample group for this study. The population of Millennial employees who work in an office setting is unknown. Assuming the number is greater than 10,000, the appropriate sample size for this population was 140. Randomly selecting from such a vast population will allow for generalization.

Quantitative research is commonly used to conduct social science research (Frankfort-Nachmias, & Nachmias, 2008). The quantitative research methodology outputs statistics that support the outcome of the study, which contributes to the validity of the research. The survey methodology was used to collect data.

Limitations

This study explored how leadership styles impact Millennial employees' motivation. An online survey was the tool used to conduct the research. A limitation that exists with closed ended questionnaires is some level of bias. Employees being selected

from the vast population of Millennial employees who work in an office setting addressed measurement validity.

The literature review was used to support the research to mitigate empirical validity threats. The MLQ, ELW and SL-7 questionnaires have been proven to be valid (Avolio, Bass & Jung, 1999; Kalshoven et al., 2011; Liden et al., 2015). This addressed the construct validity threat. Qualtrics also took measures and offered options to further improve the validity of the data.

Although the participants were randomly selected, 67% of the respondents were female while 33% of the respondents were male. This may pose gender bias, which may limit the generalizability of the findings. Another limitation of the study was that the type of industry in which each respondent worked was not captured. By gathering this data, it could have been determined whether the industry type impacted which leadership styles and behaviors are most effective in motivating Millennial employees.

Significance of the Study

The work environment and culture of an organization are the primary contributors to the motivation and of an employee (Louden, 2012). Organizational cultures that follow a traditional management model that limits the empowerment of the employee tend to limit the employees' motivation (Louden, 2012). For example, organizations that support an autocratic leadership style encourage regulative and dictatorship types of behavior (Lopez & Ensari, 2014). Leadership styles such as these could have a negative impact on employees' productivity, motivation, and morale, which in turn could cause employees to leave the organization (Lopez & Ensari, 2014; Louden, 2012). Within any

organizational culture, it is important to understand the role the manager plays in the motivation of the employee. The question at hand was, within any organizational culture, what leadership styles facilitate motivation of the employees?

The results from this quantitative study could add to body of knowledge in the area of leadership, especially regarding how to effectively manage and lead the Millennial generation. These results may lead to positive social change for scholars as they contribute findings to an area where the literature is limited and for practitioners as they relate to the manager/employee relationship. The study was an original contribution that may lead to practical application related to how to manage and lead the Millennial generation employees to drive motivation in an organization.

Summary

The Millennial generation now makes up the largest percentage of America's workforce (Fry, 2016). In order to sustain a productive and high-performing work environment, leaders must be able to motivate the Millennial generation. This has continued to be an area of challenge for some leaders. Although research exists that describes the attitudes and behaviors of the Millennial generation, literature on the leadership styles that motivate the Millennial generation is limited. My intent with this study was to explore what leadership styles facilitate employee motivation for the Millennial generation.

In Chapter 1, I introduced the transformational and social learning theories. I also introduced the ethical leadership style, which is rooted in the social learning theory. Also included in Chapter 1 were 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, assumptions, delimitations and scope, the limitations, and the significance of the study.

In Chapter 2, I present literature on motivation and leadership. Chapter 2 contains an extensive literature review on the Millennial generation, accompanied by the social perceptions, attitudes and behaviors, and management concerns associated with the Millennial generation. In this chapter, I expand on the drivers behind the Millennial's attitudes and behaviors, management concerns, and how to properly lead the Millennial generation. Chapter 2 also includes a discussion of the theoretical framework, followed by a review of literature on the social learning theory, ethical leadership, transformational leadership, and servant leadership.

Chapter 2: Literature Review

Introduction

In this chapter, I provide an overview of the leadership styles that facilitate motivation for the Millennial employee. Literature exists that describes the attitudes and behaviors of the Millennial generation. However, there is little research that examines which leadership styles are effective with Millennial generation employees.

In the literature review presented in this chapter, I analyze the definitions of motivation and leadership and how they relate to the workforce. In this literature review, I also provide the background on the attitudes, behaviors, and social perceptions associated with Millennial generation employees. I analyze the drivers behind the attitudes and behaviors of Millennial generation employees and the management concerns that these attitudes and behaviors create. I round out the analysis with literature that discusses how an individual can effectively lead and motivate Millennial employees.

In this literature review, I also provide analysis on the social learning, transformational leadership, and servant leadership theories. I discuss how the ethical leadership style was developed from the social learning theory. In this chapter, I also analyze how the transformational, ethical, and servant leadership styles relate to employee motivation and performance. Through the literature review presented in this chapter, I provide the leadership characteristics and behaviors that motivate Millennial generation employees. How those behaviors correlate to the appropriate leadership style and the impact they have on the employee and organizational performance is also provided.

This chapter consists of three sections. In the first section, the literature search strategy is presented. The second section provides the theoretical framework. This is followed by the literature review and the summary and transition.

Literature Search Strategy

The following search terms were used in the literature search: *social learning theory, transformational leadership theory, servant leadership theory, ethical leadership, employee motivation, Millennial generation, and leadership*. Some search term combinations used included *leadership and the Millennial generation, motivation and the Millennial generation, effective leadership, and leadership and social impact*. The types of resources discovered during the literature search were peer-reviewed journal articles, books, websites, and electronic sources.

The Walden library was the primary source used to conduct the research. The Walden library, various resource databases such as Business Source Complete, Academic Search Complete, EBSCOhost, Education Research Complete, Primary Search, and a series of Psyc databases, were used. The Google Scholar and Google search engines were also used.

The literature search was primarily limited to sources that were published no earlier than 2013. Some of the peer-reviewed journals where the sources were published were *Journal of Management, Journal of Management Policy & Practice, Organizational Behavior & Human Decision Processes, General Learning Press, Journal for Quality & Participation* and *Psychologist-Manager Journal*. Seminal literature was used to define the theoretical foundation of the study. The topics of the seminal literature were primarily

limited to social learning theory, ethical leadership, the transformational leadership theory, and the servant leadership theory.

Theoretical Framework

The focus of the study was how a leader can effectively motivate Millennial employees. An exploration of leadership theories was performed in preparation for conducting this study. The leadership theories explored were the transformational leadership theory founded by Burns (1978), the social learning theory founded by Bandura (1971), and the servant leadership theory founded by Greenleaf (1977).

The concept of the transformational leadership theory supports the leader functioning in a role that motivates and inspires the employee, facilitating buy-in and a team-oriented work environment with the leader and employees working towards one common goal. Due to these characteristics, it has become one of the most popular and most researched leadership theories (Caillier, 2014).

The social learning theory, which was introduced by Bandura (1971), was also explored. The theory suggests that individuals do not have to physically go through an experience in order to learn a behavior (Bandura, 1971). Individuals can learn how to behave through observing other's behaviors and the outcomes from those behaviors. Mastery modeling is a primary concept of the social learning theory where the leader influences the followers by demonstrating proper behaviors and serving as a mentor and teacher to assist the follower in adopting similar behaviors.

This theory has evolved, leading to the founding of the ethical leadership style theory by Brown et al. (2005). Applying the beliefs of the social learning theory, the

concepts of the ethical leadership style include leading by example, treating people fairly, and behaving in a moral and ethical manner. Similar to the transformational leadership style, the ethical leadership style focuses on the quality of the leader's interaction with the employee and the impact it has on the employee.

I explored the servant leadership theory founded by Greenleaf (1977) as well. This theory supports that a leader must put the needs of the followers at the highest of priorities (Greenleaf, 1977). This leadership style not only focuses on the relational aspect of leadership, but the ethical, emotional, and spiritual aspects as well (Gotsis & Grimani, 2016). The servant leadership theory supports that the leader has a moral responsibility for not just the organization and employees, but for all stakeholders (Huang et al., 2016; Liden et al., 2008). Unlike other leaders, a servant leader takes on a follower-centric approach instead of a leader-centric approach (Gotsis & Grimani, 2016; Huang et al., 2016).

The transformational leadership theory has often been researched. Research supports that the application of the transformational leadership style produces, among other things, employee motivation and job satisfaction (Masa'deh et al., 2016). Although the social learning theory was founded decades ago, the ethical leadership style that derived from this theory is fairly new in comparison to the transformational and servant leadership style theories. Due to previous research applying the social learning theory to management (Wood & Bandura, 1989) and the need for increased ethical considerations stemming from the corporate scandals and regulatory violations, ethical leadership style theory has been widely adopted and applied since its inception in 2005.

The servant leadership theory has continued to evolve from the time it was introduced in 1977. Having similar concepts to the social learning theory such as leading by example and building the self-efficacy of the employee, servant leadership theory has also been widely accepted and proven to be effective (Gotsis & Grimani, 2016; Liden et al., 2008). The individualized approach that the servant leadership style supports has a positive relation to employee performance (Liden, Wayne, Chenwei, & Meuser, 2014). The moral aspect of the servant leadership style has also contributed to its acceptance, especially in today's regulatory environment (Huang et al., 2016; Schwepker & Schultz, 2015).

Research also supports that the behaviors and attitudes of the Millennial generation employee are different from those of older generations (Ferri-Reed, 2013; Al-Asfour & Lettau, 2014; Derville-Gallicano, 2015). It may be inaccurate to assume that the same leadership characteristics that motivated older generations will motivate the Millennial generation employee. There is little research that explores what leadership styles motivate the Millennial generation employee.

The three independent variables for this study were transformational, ethical, and servant leadership, and the dependent variable was employee motivation. In this study, I explored the question of what leadership characteristics facilitate employee motivation for the Millennial generation. The intention of this study was to examine how the transformational, ethical, and servant leadership styles facilitate motivation of Millennial generation employees. Thus, I selected the transformational, ethical, and servant leadership styles and supporting theories as part of the study.

Employee Motivation

Motivating factors in the workplace include both intrinsic and extrinsic motivators (Ertas, 2015; Damij, Levnajić, Rejec Skrt, & Suklan, 2015). Intrinsic motivators refer to rewards that are associated with the work itself along with the need for achievement and appreciation (Ertas, 2015; Damij et al., 2015). The extrinsic motivators include monetary rewards, the work environment, and the leadership style of the manager (Ertas, 2015; Damij et al., 2015).

Today's employees understand their value to the organization (Pokorny, 2013). Leaders must realize that employees are the most important factor in an organization to operating effectively (Hitka & Balazovz, 2015). Given that employees are the most valuable resource of any organization, the employee's motivation level directly impacts organizational performance (Larisa, 2015).

The performance level of an employee directly relates to that employee's level of motivation (Ertas, 2015; Damij et al., 2015). An employee's level of persistence and productivity is also enhanced when the employee is motivated (Damij et al., 2015). Employees must be motivated in order to maximize their effectiveness and achieve organizational goals (Hitka & Balazovz, 2015). Leaders of organizations who realize this will experience greater overall success (Hagues, 2016).

Prior research presents different theories on what motivates employees. There are a number of motivation theories I have chosen to consider in the following literature review of employee motivation. Those theories are Herzberg's motivation-hygiene theory

(1965), Vroom's expectancy theory (1964), Adam's theory of inequity (1963), and Locke's goal-setting theory (1968).

The motivation-hygiene theory was introduced by Herzberg (1965). Herzberg (1965) contended that factors that cause job satisfaction are different from the factors that drive job dissatisfaction. The factors that drive job satisfaction are referred to as motivators (Herzberg, 1965; Herzberg, 1974, Brenner, Carmack, & Weinstein, 1971; Teck-Hong & Waheed, 2011). These motivators include the work itself and items such as recognition, achievement, advancement, and responsibility (Herzberg, 1965; Herzberg, 1974, Brenner et al., 1971; Teck-Hong & Waheed, 2011).

Herzberg (1965) referred to the factors that drive job dissatisfaction as hygiene factors. These factors included salary, company policy, employee and employer relations, and working conditions (Herzberg, 1965; Herzberg, 1974, Brenner et al., 1971). These factors are related to the work environment. The motivation-hygiene theory supports that the work that the employee does (the content) motivates the employee, while how the employee is treated by the employer (the context) can cause demotivation (Herzberg, 1974).

According to Vroom's expectancy theory (1964), there is a connection between an employee's perceived reward associated with the employee's effort and the level of motivation (Vroom 1964; Nimri, Bdair, & Al Bitar, 2015). Vroom (1964) believed that employees will be motivated to put forth more effort if they believe it will result in good performance accompanied with a reward. The reward must also match the effort put forth (Vroom 1964; Nimri et al., 2015). Simply put, the expectancy theory supports that

an individual will behave a certain way based on what that individual expects to receive from taking those actions (Renko et al., 2012).

The equity theory was introduced by Adams in 1963. Adams (1963) suggested that inequity can be caused by two different occurrences. The first type of occurrence is when employees perceive that their contributions exceed the pay and/or job status (Adams, 1963; Goodman & Friedman, 1971). The second type of occurrence is when employees perceive that their job status for pay does not equate to peers or coworkers despite contributing at the same level (Adams, 1963; Goodman & Friedman, 1971). The contributions Adams referred to extend beyond the task of the job. The contributions include characteristics such as education, experience, age, social status, and so forth (Adams, 1963).

The equity theory suggests that an existence of inequity where the employee is underpaid will demotivate the employee (Adams, 1963; Adams & Jacobsen, 1964; Goodman & Friedman, 1971). On the other hand, employees will be motivated to produce more when their perception is that they are overpaid (Adams, 1963; Adams & Jacobsen, 1964; Goodman & Friedman, 1971). The employee and employer must agree on the level of importance of the employee's contribution (Adams, 1963). When what the employee recognizes as a contribution differs from what the employer perceives as relevant, this can cause a feeling of inequity and demotivate the employee (Adams, 1963).

Different from Vroom, who suggested that employee motivation is driven by the reward or level of satisfaction, Locke (1968) suggested that the employee's performance

is directly related to the type of goals that have been set for the employee. Per Locke's goal setting theory (1968), more difficult goals will result in higher levels of performance. Hard goals are motivating because the employee must achieve more to be satisfied (Locke & Latham, 2006; Chacko, & McElroy, 1983). Locke (1968) also suggested that an individual's behavioral intentions will regulate choice behavior. The goal setting theory assumes an employee's level of performance is not impacted by financial incentives, time restrictions, or knowing the outcome alone. The employee's goals and intentions must be factored in as well (Locke, 1968).

Researchers disagree on whether money is an effective motivator (Larisa, 2015). Due to the different stages in life individuals are in and the amount of money it takes to motivate a given individual, money is not always an effective motivator (Larisa, 2015). This assumption aligns with the equity theory and that the individual's perception of inputs will change depending on the stage in life the individual is in. This may cause inequity when the compensation does not change as the employee expects.

Higher retention, productivity, and job satisfaction have a positive relationship to employees who are well rewarded and well recognized (Pokorny, 2013), which aligns with Vroom's expectancy theory (1964). Public recognition of high performers is effective in motivating employees (Srivastava, 2015; Tinsley, 2015). Employees' levels of engagement and whether they view the organization as a part of their life would depend on how valued the organization makes the employees feel (Pokorny, 2013). As Herzberg stated, the context of the job must meet the employee's expectations to avoid

demotivation (1974). Ultimately, what motivates individuals goes well beyond monetary rewards.

Herzberg contended that hygiene factors only contribute to demotivation (Herzberg, 1965; Herzberg, 1974; Brenner et al., 1971). Other research supports that hygiene factors such as lightening the work environment and allowing for some fun and laughter (Tinsley, 2015) and offering social activities at work can result in employee motivation (Srivastava, 2015). Status, positive relationships with other individuals, learning, creating, and being part of a positive movement also motivates employees (Pokorny, 2013). Showing respect and being transparent with employees will motivate them (“Four steps to help employees self-motivate (cover story),” 2015). In alignment with the motivation-hygiene theory, Larisa (2015) stated that when employees understand how their work contributes to the organization, their motivation increases.

According to the expectancy theory, if the employee perceived that the reward justified the workload, the employee will remain motivated (Vroom, 1964). In contradiction, research supports that a reasonable work-life balance comes into play with motivation as well. The technological capabilities of today allow employers to task employees to work around the clock (Jha & Kumar, 2016). This leads to high stress, poor psychological and physical health, and in turn, to low motivation (Jha & Kumar, 2016).

Leaders must know their employees at the individual level (Pokorny, 2013; Hannah, & Pfenninger, 2015). The more leaders get to know their employees on a personal level, the more motivated, engaged, and influenced the employees will be

(Pokorny, 2013). Leaders must acknowledge and respect the differences between individuals (Hitka & Balazovz, 2015). Collaboration and participation are preferred qualities employees seek in organizations (Pokorny, 2013). Providing an opportunity for the employee's voice to be heard will result in motivation (“Four steps to help employees self-motivate (cover story),” 2015).

It is common for employees to desire a feeling of connection and shared meaning from their organization (Pokorny, 2013). Emotional incentives that meet the employee's social needs increase the employee's performance, motivation, and job satisfaction (Larisa, 2015). This is because these types of incentives affect the psyche of the employee (Larisa, 2015). Employees who are engaged can contribute to increased profitability, customer satisfaction, and customer retention (Pokorny, 2013). Happier employees mean happier customers (Pokorny, 2013). Motivating the employee intrinsically will maximize motivation and performance (Hitka & Balazovz, 2015; Larisa, 2015).

A leader must assign meaningful tasks to the employee so that the level of self-motivation will increase, thus positioning the employee to deliver the highest levels of performance (Larisa, 2015; Hannah, & Pfenninger, 2015). This research aligns to the motivator factors of the motivation-hygiene theory (Herzberg, 1974, Brenner et al., 1971). Larisa (2015) and Hannah & Pfenninger's (2015) statement also support Locke's goal setting theory in that hard and meaningful goals will drive motivation (Locke, 1968).

The literature shares alignment to aspects of all of the motivation theories considered in this literature review. Research supports that the reward does impact

employee motivation, thus supporting the expectancy theory. However, if the emotional and work-life balance needs are not being met, those areas of deficiency may outweigh the reward factor and de-motivate the employee.

The literature presented on motivation shows that all of the motivation theories discussed have some relevance. Research supports that pay can be a motivator, or the discrepancy between pay and the employee's expectations may demotivate the employee, supporting the equity theory. The need for achievement and meaningful work ties into the goal-setting theory. Although this literature review supports the motivator factors of the motivation-hygiene theory, there was some contradiction on whether the context of the job only serves as a demotivator. Much of the literature in this review supports that the context of the job can serve as a motivator as well.

Millennials

Social Perceptions

A generation is a group of individuals who were born in the same defined time period (Solnet & Kralj, 2011). The birth dates for each generation is inconsistent amongst researchers (Al-Asfour & Lettau, 2014). For this study, Millennials were defined as the group of people who were born between 1981 and 2000 (Fry, 2016; Al-Asfour & Lettau, 2014).

Leaders, especially those who use a traditional approach, continue to struggle with understanding and motivating Millennials (Thompson & Gregory, 2012). Peer-reviewed publications providing analysis on the Millennial generation's attitudes and behaviors are contradictory (Solnet & Kralj, 2011). There are many negative stereotypes

about the Millennial generation. These stereotypes are derived from several publications that focused on the worst traits of the Millennial generation (Ferri-Reed, 2014).

Some stereotypes about the Millennial generation are extremely harsh. Examples of that harshness include that Millennials are narcissistic, attention seeking liars who do not understand politics, finances, or culture (Clemons, 2014). Millennials are also perceived as being needy and high maintenance (Thompson & Gregory, 2012).

Some management perceives that the Millennial employee must receive feedback at least once per month, using this as a justification that Millennials are needy (Thompson & Gregory, 2012). Research suggests that feedback on a monthly basis is not unreasonable, which may indicate that managers need to improve the quality of their feedback. Just because receiving feedback is more important to Millennials than it has been for the other generations does not mean it is wrong (Thompson & Gregory, 2012). Another Millennial stereotype is that they job hop (Thompson & Gregory, 2012; Bertolino, Truxillo, & Fraccaroli, 2013). The fact that 60% of Millennials say that it is unlikely that they will work for the same employer for their entire career supports that stereotype (Thompson & Gregory, 2012).

Over time, there has been an increase of positive stereotypes associated with the Millennial generation (Aruna & Anitha, 2015). Positive stereotypes portray Millennials as being hard-working, team oriented, and quick learners (McGlone, Spain, & McGlone, 2011; Bertolino, Truxillo, & Fraccaroli, 2013). Millennials have been viewed as friendly, open-minded, intelligent, responsible, socially minded, informed and civically minded (Aruna & Anitha, 2015; Gergen, Green, & Ceballos, 2014). Some view Millennials as

consistently looking to do what is best for the given situation, portraying them as perhaps the best workers in the industries today (Clemons, 2014).

The Millennial generation is the most ethnically and racially diverse generation in American history (Clemons, 2014; Ertas, 2015). The Millennial generation is more culturally aware, which is not surprising given that they are the most diverse (Clemons, 2014). We are in a time now where the Millennial workforce has existed long enough, and the population of Millennial employees are at a level at which where individuals must look beyond stereotypes and measure whether the Millennial employee is contributing to the workforce in a positive or negative manner (Ferri-Reed, 2014).

Thompson & Gregory (2012) contended that the negative stereotypes associated with Millennials become strengths in an environment that promotes transformational leadership. For example, disloyalty could potentially be viewed as entrepreneurial or externally focused (Thompson & Gregory, 2012). Neediness transforms into a yearning to learn and develop (Thompson & Gregory, 2012). Entitlement becomes ambition and relationship building from a casual platform results in genuine, lasting client relationships (Thompson & Gregory, 2012).

Attitudes and Behaviors

The attitudes and behaviors a generation forms are driven by the social environment of the time in which the members of the generation were raised (Solnet & Kralj, 2011; Lyons & Kuron, 2014). This causes a generation to share common values and beliefs (Solnet & Kralj, 2011). The environment of the time frame that helps cultivate the attitudes and behaviors of a generation establishes the principles by which

its members will operate in a work environment (Solnet & Kralj, 2011; Lyons & Kuron, 2014).

Millennials are well educated with high aptitudes for technology (Ferri-Reed, 2012). The Millennial generation is committed to the job more so than to the organization they work for (Aruna & Anitha, 2015). They also are self-confident (Ferri-Reed, 2012) and comfortable with challenging management decisions, often requesting that they be part of the decision-making (Aruna & Anitha, 2015).

The Millennial generation is known to be impatient and have high and sometimes unrealistic expectations, while under-valuing experience. Prior to proving themselves, Millennials expect their ideas and opinions to be valued with the same reverence as a more senior employee (Ferri-Reed, 2012). An area where the Millennial generation is challenged is in their ability to perceive and understand why certain aspects of their job are limited by their level of experience (Derville-Gallicano, 2015). Often, Millennials believe their education and internships equate to a level of work experience that allows them to perform manager-level tasks (Derville-Gallicano, 2015).

The Millennial generation has the mindset that focuses on what the organization can do for them compared to previous generations, who concerned themselves with how they could contribute to the organization (Aruna & Anitha, 2015). Millennials expect to have exposure to senior leaders while in junior positions (Ferri-Reed, 2012). Millennials also expect to be promoted up through the ranks fairly quickly, and are often frustrated and disappointed when that does not happen (Gergen, Green, & Ceballos, 2014; Ferri-Reed, 2012).

The Millennial generation does not buy into the delayed or long-term reward system (Aruna & Anitha, 2015). Millennials expect their monetary rewards to occur immediately and for their salaries to continually increase early in their careers (Aruna & Anitha, 2015). This mindset of the Millennial generation often puts organizations in a position of offering robust compensation packages to retain them (Aruna & Anitha, 2015). For some leaders, this translates into a generation that is needy, disloyal, approaches work in a casual manner, and carries a sense of entitlement (Thompson & Gregory, 2012).

Some leaders view the attitudes and behaviors of the Millennial employee as radical. Nonetheless, the Millennial generation is shaping today's work environment, making it absolutely necessary to understand how their beliefs and motivations differ from other generational groups (Solnet & Kralj, 2011). The attitudes and beliefs of Millennials are changing not just the culture of organizations and the marketplace, they are also driving changes in politics, education, and family structure (Aruna & Anitha, 2015). The technological growth that occurred during their time and the negative political and economic environment that the Millennials were raised in also contributes to their attitudes and behaviors (Thompson & Gregory, 2012).

The Millennial generation's technological aptitude and ability to learn quickly has helped organizations to become more responsive and efficient (Aruna & Anitha, 2015). Globalization and social media have contributed to the uniqueness of this generation (Aruna & Anitha, 2015). Social networking has also allowed Millennials to change how professional relationships are developed (Thompson & Gregory, 2012). The casual nature

of technology, which enables individuals to establish relationships through social media, often sets the tone for the professional relationship (Thompson & Gregory, 2012). This has caused a shift from the mindset that the title of *manager* alone commanded respect (Thompson & Gregory, 2012). Now respect can be established in a more casual nature through social media (Thompson & Gregory, 2012).

The Millennial generation demands a fair work life balance, whereas the X generation and baby boomers believe achievement in the workplace has a connection with the time spent working (Thompson & Gregory, 2012; Ertas, 2015). The work environment of old included working long hours in the office and consisted of a more serious, professional atmosphere (Aruna & Anitha, 2015). Millennial employees are attracted to more informal work environments that are rich with technology and allow for a lighter atmosphere that is more conducive to having fun at work (Aruna & Anitha, 2015; Al-Asfour & Lettau, 2014; Ertas, 2015). With the technological advances that allow for work to be done virtually, their expectation is to have the flexibility to work remotely part-time or even full-time (Thompson & Gregory, 2012).

Aligning with this generation's personal priorities, female Millennials are concerned about having the work-life balance to raise a family and play a leadership role in an organization (Ferri-Reed, 2013). This limits the number of female Millennial employees who show an interest in operating in a leadership capacity (Ferri-Reed, 2013). This could result in less diversity at the senior level in the future (Ferri-Reed, 2013).

In terms of work-life balance, it is a Millennial's perception that their performance should be measured on what they are delivering instead whether they are delivering it

from home or the office and how long it takes them to deliver (Thompson & Gregory, 2012). This allows the employee to manage their personal and professional responsibilities interchangeably (Thompson & Gregory, 2012). This is clearly a shift from the traditional definition of work-life balance, which consisted of the employee trying to find a reasonable balance between the amount of time spent in the office working compared to the amount of time spent away from work (Thompson & Gregory, 2012).

The working styles between generations differ significantly as well. Previous generations focused more on following the rules and regulations, while Millennial employees prefer their work to be challenging and meaningful, focused on problem solving and collaboration (Aruna & Anitha, 2015). Millennials are more preferential to project-oriented work (Clemons, 2014).

A belief of the Millennial generation is that individuals must be committed to making a positive difference in society (McGlone, Spain, & McGlone, 2011). Millennials also believe that corporations have a social responsibility to make a positive contribution to society (McGlone, Spain, & McGlone, 2011). Research supports that the majority of the Millennial generation refuses to work for a company that is not socially responsible (McGlone, Spain, & McGlone, 2011).

The Millennial generation puts a high value on working collaboratively to address social issues (McGlone, Spain, & McGlone, 2011). Millennials also put a high value on social issues and community involvement (Ertas, 2015). Because of these values, the volunteer rates of the Millennial generation are extremely high compared to previous

generations (McGlone, Spain, & McGlone, 2011). Part of this influx is a result of Millennial generation employees using volunteering as a method to build a more attractive resume (McGlone, Spain, & McGlone, 2011). This high volume of volunteer activity coming from the Millennial generation is forcing organizations to change the organizational culture and seek guidance from the younger employees on how to relate with its external stakeholders (McGlone, Spain, & McGlone, 2011).

Millennials also have a stronger focus on corporate social responsibility (CSR) and transparency (Clemons, 2014), thus, expecting the organization to have CSR included as part of their strategic plan, not to just contribute to charity when it is convenient for the organization (McGlone, Spain, & McGlone, 2011). As organizations strive to move forward, the Millennial generation is proving that their awareness of cultural diversity and CSR is positioning them to become today's leaders (Clemons, 2014).

Since Millennials' volunteer activities are to fulfill self-interests and not so much corporate interests, organizations whose CSR activities align with the volunteering interests of the Millennial employee will be more successful in motivating and retaining the employee (McGlone, Spain, & McGlone, 2011). Some experts suggest that the Millennial employees put more emphasis on the work environment than they do on compensation (Aruna & Anitha, 2015).

Per Thompson & Gregory (2012), whether a Millennial commits to an organization or not is dependent upon the reporting manager. Millennials were used to attention, constant feedback and praise, with clear direction and guidance at home.

Because of this, the same is expected from the person who manages them (Thompson & Gregory, 2012).

Drivers Behind Attitudes and Behaviors

The attitudes and behaviors of the Millennial generation were driven by the era they grew up in (Ferri-Reed, 2012). It was an era where constant praise and positive reinforcement were used (Ferri-Reed, 2012). This, coupled with the over emphasizing of accomplishments, created individuals who are used to being catered to and tend to be over-confident, to a fault at times (Ferri-Reed, 2012).

The Millennial generation went through experiences that were different from prior generations (Thompson & Gregory, 2012). This has contributed to their behaviors, attitudes and culture (Thompson & Gregory, 2012). The uniqueness of the time period in which the Millennial generation was raised included both parents working full time, a surge for social awareness, respect for all ethnic and cultural groups, and a focus on social justice (Al-Asfour & Lettau, 2014). This time period also included the surge of computer internet usage, contributing to how technologically advanced Millennials are compared to prior generations (Al-Asfour & Lettau, 2014; Ertas, 2015).

The parenting approach used to raise this generation is different from any other generation (Thompson & Gregory, 2012). Often referred to as helicopter parents, the parenting approach consisted of continuous, positive feedback and encouragement (Thompson & Gregory, 2012). This parenting approach also intentionally shielded the Millennial generation from experiencing competitive loss and rejection (Thompson & Gregory, 2012). This created a mindset of the Millennial generation that it is acceptable

to be rewarded for simply participating instead of being rewarded based on their performance, accomplishments, or victory (Thompson & Gregory, 2012). This in turn has earned this generation the nickname of *trophy kids* because they received trophies for just showing up compared to prior generations receiving trophies to indicate who were the winners or who was the best.

Being rewarded for participation contributed to the Millennial generation's sense of entitlement (Thompson & Gregory, 2012). This has further developed into their willingness to voice their expectations, albeit unreasonable at times, as well as their unwillingness to be diligent in working through challenging situations, which many perceive as a poor work ethic (Thompson & Gregory, 2012). The Millennial individual, however, describes these attitudes and behaviors as ambition that was developed through the pressure and heightened expectations that they endured in their upbringing (Thompson & Gregory, 2012). Mind you, the very leaders and managers who are complaining about these behaviors are the parents who raised the Millennial generation, therefore making them directly responsible for these attitudes and behaviors (Thompson & Gregory, 2012).

Another generational parenting approach was to prevent children from experiencing failure or defeat (Ferri-Reed, 2012). However, the effect it has had as these children have become adults is that they do not know how to accept failure and disappointment (Ferri-Reed, 2012). The reality of a professional career is that one will often experience failure and disappointment. Being able to accept failure, learn from those failures, and become a better employee and person in the future is an important part

of growth and development, both personally and professionally. Millennials struggle with this because they cannot get beyond the failure or disappointment.

The differences in beliefs between generations will result in different psychological contracts, which causes attitudes towards work to differ between generations (Lyons & Kuron, 2014). This existence of psychological commitment contributed to employees from older generations remaining with the same organization for long periods of time (Thompson & Gregory, 2012). The layoffs of employees that Millennials witnessed and the challenges that Millennials faced trying to find jobs during the financial crisis of 2008 eliminated the chance of the Millennial generation developing any psychological commitment towards an employer (Thompson & Gregory, 2012). Living through this time period influenced the Millennials to adopt a *work to live* attitude (Lyons & Kuron, 2014). *Work to live* refers to a belief that quality of life takes precedent over professional achievements and advancement.

When analyzing the common criticism that Millennials are disloyal to organizations and job-hop frequently, we must realize that many Millennials were starting their careers during the financial crisis of 2008, witnessing employees who have committed their career to organizations being let go (Thompson & Gregory, 2012). They also struggled trying to find jobs because organizations were not hiring (Thompson & Gregory, 2012). The Enron scandal also occurred while the Millennials were growing up (Ertas, 2015). This painted a clear picture that the employer showed no loyalties to the employee, which led them to question why should the employee be loyal to the employer (Thompson & Gregory, 2012). Hence, the common Millennial expectation is for the

employer to continue to give the employee reasons to stay with the organization (Thompson & Gregory, 2012).

If we focus on how the education system worked during the Millennial generation's upbringing, we will realize that with the No Child Left Behind act of 2001, the standards of education and measures of success for schools shifted from process oriented to test score oriented (Thompson & Gregory, 2012). Therefore, the educational environment was all about outcome and constant feedback to make sure that the outcome measured up to the educational standard (Thompson & Gregory, 2012). Millennials have been taught to operate in this manner in a professional environment (Thompson & Gregory, 2012). Leaders must realize that this does not mean they are needy (Thompson & Gregory, 2012), they have simply been taught that constant feedback facilitates learning (Thompson & Gregory, 2012).

One area of challenge that leaders of older generations are having relates to their perception of the lack of respect Millennial employees have towards superiors (Ferri-Reed, 2014). What these leaders fail to realize is, unlike how the older generation was raised by parents and taught by teachers through use of a more authoritative and autocratic style, the Millennial generation was raised and taught through more of a relationship based approach, with the relationship to the parents and teachers often equating to a friendship instead of that of a superior and subordinate (Ferri-Reed, 2014). So their behavior towards superiors is not due to a lack of respect. Instead, it is simply the way the Millennial employee has learned to interact with superiors (Ferri-Reed, 2014).

Management Concerns and Considerations

The challenges Millennial employees present have caused the need for leaders to improve their leadership skills (Ferri-Reed, 2014). Many managers are not changing their leadership styles (Ferri-Reed, 2014). Generational differences between the leader and employee can be an obstacle to communication and effective interaction (Al-Asfour & Lettau, 2014). Leaders are challenged to communicate differently, articulating to Millennials why a certain level of work and managerial experience is needed for certain jobs (Derville-Gallicano, 2015).

Millennials are viewed as the most entrepreneurial generation in American history (Ferri-Reed, 2015). This raises issues with employers in that the top candidates from this generation may choose to pursue opening their own businesses instead of working for an organization (Ferri-Reed, 2015). A poll taken in 2012 showed that 50% of Millennials were aspiring to start their own business (Ferri-Reed, 2015). The poor job market that existed after the financial collapse of 2008 contributed to this mindset (Ferri-Reed, 2015). The Millennial generation was faced with unemployment, which forced them to think entrepreneurially (Ferri-Reed, 2015).

Millennials struggle to operate in corporate cultures and often lack the social skills to navigate today's corporate political environment (Ferri-Reed, 2012). Also, generation X employees were taught to respect elders and to “know your place,” whereas the Millennial's teachings focused on self-confidence (Ferri-Reed, 2012). One of the primary concerns for leaders today is their inability to retain Millennial employees (Ferri-Reed, 2014). A survey conducted in 2014 showed that 74% of the managers surveyed

were worried that they would not be able to retain their Millennial employees (Ferri-Reed, 2014). This level of fear supports the need for new leadership and management styles to be adopted (Ferri-Reed, 2014). Simply put, if the leadership style being used is ineffective, a different leadership style must be applied (Ferri-Reed, 2014). Of the managers surveyed, 88% of them changed their management styles in order to better manage Millennial employees (Ferri-Reed, 2014).

One area of significant change was in the amount of feedback provided to this generation compared to what was provided to the older generations (Al-Asfour & Lettau, 2014). Many managers view this as coddling the employee (Ferri-Reed, 2014). Understanding that this is how this generation interacted with their parents and teachers, the style of leadership keeps them on task because it is how they are accustomed to communicating (Ferri-Reed, 2014).

Prior Research on Millennials

By the next decade, Millennials may account for half of the US workforce (Thompson & Gregory, 2012). Because of this, experts are realizing that the older generations must gain a deeper understanding of the overall educational, economical, social, and political makeup of this generation (Thompson & Gregory, 2012). The first step in becoming a more effective leader is to stop stereotyping the Millennial generation (Thompson & Gregory, 2012).

Leaders must realize that what is inappropriate to them and their generation may be not inappropriate to employees of a different generation (Al-Asfour & Lettau, 2014). That is why it is critical to be aware and considerate of the values and beliefs of all

generations to bridge any gap in understanding (Al-Asfour & Lettau, 2014). Building rapport and trust with the Millennial employee will motivate them. In order to attract, motivate, and retain top Millennial talent, organizations and leaders must be flexible and allow for change in their leadership approach (Thompson & Gregory, 2012).

Training the Millennial generation cannot consist of the traditional classroom setting that involves lectures and presentations alone (Ferri-Reed, 2013). Instead, the training must include live examples of what they are expected to learn, as well as interaction with existing employees (Al-Asfour & Lettau, 2014; Ferri-Reed, 2013). Because of how they have learned, the Millennial generation responds best to multimedia training that offers the ability to grow both laterally and vertically, using a system that offers the opportunity for continuous progression (Aruna & Anitha, 2015).

The training must also be visual, interactive, and brief (Ferri-Reed, 2013). The Millennial generation is accustomed to the technology-driven videos and webpages, which makes them accustomed to receiving information in a short and concise manner (Ferri-Reed, 2013). Automating parts of the training would make it even more effective (Ferri-Reed, 2013). Not properly training an employee is a waste of resources and can pose a risk to an organization (Vincent, 2015).

The Millennial generation will respond better to a work environment where they can learn collaboratively as well as socialize (Aruna & Anitha, 2015). The training must stop for employee interaction (Ferri-Reed, 2013). Millennial employees are more motivated in collaborative work environments (Ferri-Reed, 2013). Leaders must put the Millennials in a position where they are working alongside older generations (Al-Asfour

& Lettau, 2014). This would put the employees in a position to understand and respect each group's generational beliefs, building a positive team environment (Ferri-Reed, 2014). Leaders must ensure that the training is transparent, fully informing the employees of the company's history, policies, procedures and expectations (Ferri-Reed, 2013).

A Millennial employee tends to thrive in an environment that allows multitasking and the opportunity to work independently (Aruna & Anitha, 2015). Leadership that focuses on the deliverable and not so much on the process, allowing the employee to work within the organization and from where they choose, as long as they are delivering the right results, is the optimal environment for a Millennial employee (Aruna & Anitha, 2015).

How technologically advanced an organization is plays a significant role in motivating and retaining Millennial employees (Ferri-Reed, 2014). With the older generations, the technological advances in the workplace were more sophisticated than what the employees had at home (Ferri-Reed, 2014). Coming to work was enhancing their technological capability and access (Ferri-Reed, 2014). On the other hand, today's personal technological access and advances, in most cases, exceed the level of technology that is offered in the workplace (Ferri-Reed, 2014). The organization must be current with technological advances. Organizations that lag behind with technology will be viewed as unattractive by the Millennial generation (Aruna & Anitha, 2015).

Millennials make up the largest percentage of our US workforce (Thompson & Gregory, 2012). Organizations must change their leadership styles in order to effectively

lead and manage this new workforce (Thompson & Gregory, 2012). One suggested leadership approach to keep Millennials focused is to communicate a detailed progression plan that identifies the specific skills and competencies that are needed for them to advance to the next position (Ferri-Reed, 2012).

A leader must also be able to clearly articulate what needs to be achieved to grow and advance within the organization (Clemons, 2014). This not only helps clarify the expectations, it also allows Millennial employees to take control of their career (Clemons, 2014). This will encourage Millennial employees to be more patient their career growth (Ferri-Reed, 2012). Leaderships must take the initiative to provide detailed and specific instruction on what is required to perform specific jobs effectively, and what an employee has to do to obtain the experience needed to perform the job (Derville-Gallicano, 2015). Changing the communication style is how a leader accommodates the challenges Millennials present with their advancement expectations, influencing Millennials to stay motivated and continue to develop in their position.

One way to set the Millennial employee's expectations and keep them motivated is to work with the employee to develop a long-term plan, offering honest and consistent feedback that shows how he or she is progressing within the plan (Ferri-Reed, 2014). Again, this demonstrates to the employee that the leader cares for her advancement, thus helping to build the personal relationship needed to help facilitate motivation with the Millennial employee (Ferri-Reed, 2014).

An effective manager will ask Millennial employees for their input and provide continuous feedback to them. When providing feedback, the manager should emphasize

the positive (Al-Asfour & Lettau, 2014). When providing constructive feedback, the leader must be more sensitive in how it is done with Millennial employees compared to older generation employees (Ferri-Reed, 2014).

Leaders must ensure that is done in private, using the proper channels (Ferri-Reed, 2014). Millennials are motivated when their accomplishments are made public, so it may be most effective to praise them in public when possible (Al-Asfour & Lettau, 2014). Given that the Millennial employee cares more about their relationship with the leadership than their commitment to the organization, providing feedback in a manner that strengthens the bond between the leader and the Millennial employee could be beneficial.

When possible, an effective leader will allow the Millennial employee to choose project work that matches their interests (Clemons, 2014; Al-Asfour & Lettau, 2014). Leaders should allow Millennials to work on projects that allow them to use and enhance their critical thinking skills instead of assigning them task-driven work (Clemons, 2014). This would allow the Millennials to contribute to a form of business planning that leads to enterprise-level decisions, which is what motivates the Millennial employee (Clemons, 2014).

Leaders must manage through the Millennial's lack of development and inability to accept failure by giving the employee stretch assignments with the high rewards and lower risks for failure (Ferri-Reed, 2012). The leader must then coach and mentor the employee through the assignment, letting the Millennial take risks and make decisions

(Ferri-Reed, 2012). When the employee is successful in these assignments the Millennial will feel a sense of accomplishment (Ferri-Reed, 2012).

An effective leader will communicate how the Millennial employee's work benefits the organization (Al-Asfour & Lettau, 2014). As part of a Millennial employee's development, he or she should have the opportunity to lead (Clemons, 2014), empowering the Millennial employee as much as possible (Al-Asfour & Lettau, 2014). This puts Millennials in position to gain confidence in their successes and hopefully learn from mistakes and failures (Clemons, 2014).

Work-life balance, the substance of work, and recognition for work, will increase the loyalty and retention of Millennial employees (Thompson & Gregory, 2012; Al-Asfour & Lettau, 2014). Organizations should consider shifting the culture to focus on how an employee is performing and producing instead of measuring the amount of time spent in the office (Thompson & Gregory, 2012).

The relationship the Millennial employee has with the immediate manager will have the greatest influence on the employee's motivation and retention (Thompson & Gregory, 2012; Al-Asfour & Lettau, 2014). Millennials are already more likely to change jobs more frequently than prior generations (Thompson & Gregory, 2012). A strained manager/employee relationship further increases the frequency of turnover when it relates to the Millennial generation (Thompson & Gregory, 2012).

Employers must be flexible in allowing members of this generation to pursue their interests in the workplace when possible (Derville-Gallicano, 2015). Offering flexible work schedules and casual dress have also been known to motivate Millennial employees

(Derville-Gallicano, 2015; Al-Asfour & Lettau, 2014). An organization that is not able to become flexible and create an environment that supports this type of flexibility will have difficulty attracting and retaining Millennial employees (Thompson & Gregory, 2012).

In the traditional sense, mentoring consisted of the senior employee providing instruction to the younger employee along with periodic feedback on the mentee's progress (Aruna & Anitha, 2015). Mentoring a Millennial employee takes on a different form (Aruna & Anitha, 2015). To effectively mentor a Millennial employee, the senior employee must build a rapport with the mentee, provide regular feedback that includes approval and praise, and to listen to and respect the mentee's views and ideas (Aruna & Anitha, 2015).

Openly and regularly communicating with the Millennial employees about their performance and what they need to do to grow within the organization tends to motivate Millennials (Derville-Gallicano, 2015; Ferri-Reed, 2014). Providing adequate and meaningful feedback is a common problem for leaders (Vincent, 2015). The leader must realize constructive feedback is needed to facilitate high performance for all employees (Vincent, 2015). This aligns with the Millennial generation's expectation of honest and frequent feedback (Derville-Gallicano, 2015). A leader can no longer use a blanket approach in interacting with employees (Derville-Gallicano, 2015). In order to motivate the Millennial employee, a more individualized approach to leadership must be applied, developing relationships at a more personal level (Derville-Gallicano, 2015).

While previous generations were more accepting of bureaucratic styles of management, the Millennial generation expects a level of mutual respect and partnership

from management (Aruna & Anitha, 2015). A leadership style that considers the input from this generation when making business decisions is what Millennials respond to (Aruna & Anitha, 2015). Members of the Millennial generation seek to understand how their work contributes to the success of the organization (Aruna & Anitha, 2015), whereas previous generations were willing to settle for simply performing the job that was given to them.

Work environments that are hierarchal will be unattractive to the Millennial employee (Derville-Gallicano, 2015). Millennial employees expect to be involved in decision-making regardless of their level of employment (Derville-Gallicano, 2015). This suggests a participative work environment that allows employees from all levels to contribute at a high level (Derville-Gallicano, 2015). It is also motivating for the Millennial employee to feel like he or she fits into the organizational culture (Derville-Gallicano, 2015), which caters to the Millennial's need for personal attachment.

Leadership

Using the definition from Pardesi & Pardesi (2013), leadership is the relationship between an individual and group who share common interests, where the individual determines and guides the group to behave in a certain manner. Leadership is the act of influencing a group to work together to set and achieve common goals (Pardesi & Pardesi, 2013; Singh, 2015). Because the process of influence helps define leadership, it should not be confused with management, which does not possess the process of influence (Metcalf & Benn, 2013). Leadership not only encompasses influencing a group to operate successfully, it also involves influencing the organizational culture to where

people are satisfied and motivated (DuBois et al., 2015). Based on these definitions, leadership has a social aspect to it (Pardesi & Pardesi, 2013).

An individual who takes on a leadership role is accepting a binding contract to take on the roles and responsibilities associated with being a leader (Molinaro, 2015). Just because an individual is in a leadership position does not make that individual a leader (DuBois et al., 2015). For instance, monitoring employees to take corrective action when needed is no longer effective (Pater, 2015). Leaders must teach employees how to monitor themselves and become better decision makers (Pater, 2015). A leader must be professional, possess behavioral knowledge, and exude the attitude of a leader (Batool, Khattak, & Saleem, 2016).

Attributes an effective leader must have include believing in the possibility of success, good communication skills, empathy, energy, and sound judgment (Pardesi & Pardesi, 2013). A leader with a positive attitude and mood will receive more employee buy-in and drive higher employee performance (Eberly & Fong, 2013). That positivity trickles down to influence the attitudes of the employees in the decision-making across the team (Eberly & Fong, 2013). In light of the financial scandals that have happened over the last two decades, there has been an emphasis that morality and integrity must be characteristics of an effective leader (Prottas, 2013).

The leader's and the employee's performance drive how well an organization will perform (Masa'deh et al., 2016). Leaders of the organization influence the organizational environment (Pucic, 2015; Singh, 2015). The leader's behaviors, combined with the organizational environment, influence the employee's perception of the leader (Pucic,

2015; Singh, 2015). An effective leader has clear vision, operates with honesty and integrity (DuBois et al., 2015), and takes accountability for what he or she is responsible for (Molinaro, 2015). Leaders must continue to learn from their mistakes as well as know their strengths and weaknesses (Batoool, Khattak, & Saleem, 2016).

The leader must have abilities that expand beyond intelligence. Those abilities are having a sense for the unknowable and foreseeing the unforeseeable (Greenleaf, 1977). Greenleaf (1977) is not suggesting that the leader must have telepathic ability. However, he is suggesting that leaders must be able to use their intuition to make solid business decisions when 100% of the information or data is not available (Greenleaf, 1977). A leader cannot be overly hesitant because all of the knowledge needed to make an important decision is not available. Arguably, there will always be more knowledge to be gained, so a leader may never have all of the knowledge available. My colleagues and I have referred to this kind hesitancy as *analysis paralysis*. This occurs when leaders refuse to make an important decision because they continue to seek enough knowledge to make themselves feel 100% sure the right decision is being made. What the leaders do not realize is that it is unrealistic to be 100% sure the right decision is made.

An organization that focuses on optimizing the effectiveness of leadership will perform at a higher level (Masa'deh et al., 2016). Effective leadership encompasses taking human talents and developing them to perform at a high level, benefiting the employee as well as the organization (Trmal et al., 2015). An effective leader builds a rapport with the employees (Boykins, Campbell, Moore, & Nayyar, 2013), encouraging and motivating them to push through change and obstacles to achieve shared goals

(DuBois et al., 2015). Those who take on management positions solely for the financial benefits tend not to be effective leaders (Molinaro, 2015).

Leaders often under-communicate to employees about goals and objectives (Vincent, 2015). An effective leader must not only communicate, but train and teach employees the objectives (Vincent, 2015). The leader must also clearly communicate the goals and make sure the employees understand them. This can be achieved by restating the goals each time there is a change (Vincent, 2015).

The effectiveness of the leader is dependent upon the leadership style as well as the country and culture in which it is being applied (Cox et al., 2014). Research supports that leadership style has a direct correlation to how an organization performs (Masa'deh et al., 2016). Literature also supports that the underlying cultural norms influence which leadership styles are most effective (Cox et al., 2014).

Different leadership styles produce different outcomes. For example, research supports that micromanaging styles are ineffective, while leadership styles that are relations-oriented have been shown to be effective (Boykins, Campbell, Moore, & Nayyar, 2013). The next sections of this literature review will expand on different leadership styles as they are applied in US culture. Transformational leadership; ethical leadership, which is rooted in the social learning theory; and servant leadership will be reviewed in more detail.

Transformational Leadership

James Burns (1978) founded the theory of transformational leadership. A transformational leader is defined as an individual who, through influence, raises the

followers' level of consciousness about the importance and value of achievement and the methods applied to meet those achievements (McCleskey, 2014; Tse & Chiu, 2014). Instead of establishing control in the work environment with written controls and procedures, a transformational leader uses inspiration and employee-empowerment to sustain productivity (DuBois et al., 2015). Because it deals with guiding and inspiring employees to buy-in and meet organizational objectives, transformational leadership has become a popular theory across today's industries (Trmal et al., 2015; Caillier, 2014; Masa'deh et al., 2016)

The four primary characteristics of transformational leadership are to be motivational, inspirational, intellectually stimulating, and exercise an individualized approach to the leader/employee relationship (Rawung et al., 2015; Belle, 2013). Since the relationship with the leader is important to the Millennial employee, the transformational leader's focus on the leader/employee relationship should have a motivating effect on the Millennial employee. The transformational leader's individualized leadership approach should address the expectation differences from the Millennial employee compared to other generational employees, thus positively relating to the Millennial generation employee as well.

Idealized influence and inspirational motivation are related to the charismatic characteristics associated with transformational leadership (McCleskey, 2014; Caillier, 2014; Belle, 2013). A transformational leader adjusts how the four components of transformational leadership are displayed according to what is needed to create the best results (McCleskey, 2014). Similar to the concepts of the social learning theory, the

component of idealized influence involves a form of mastery modeling. Within the idealized influence component, the follower observes qualities of the leader that he or she chooses to adopt, the leader's behavior thereby influencing the follower (McCleskey, 2014; Caillier, 2014).

A component of inspirational motivation consists of displaying behavior that includes enthusiasm and optimism to motivate the follower and establish shared meaning (McCleskey, 2014; Caillier, 2014). The transformational leader is transparent with followers. Transformational leaders also challenge followers to become more innovative by coaching them through complex problem solving. This is part of the intellectual stimulation component of transformational leadership (McCleskey, 2014). Displaying this component helps develop of the followers' self-efficacy (McCleskey, 2014; Caillier, 2014).

The behavior of a transformational leader positively relates to the Millennial employee's need for honesty and transparency. Transformational leadership behavior also addresses the Millennial employee's developmental need for increased self-efficacy. In alignment with the social learning theory (Bandura, 1971), this leads to increased effectiveness. Coaching and mentoring to ensure the follower operates at the highest level is a manifestation of the individualized consideration component (McCleskey, 2014). In displaying this component, the transformational leader actively supports the learning and development of the follower (McCleskey, 2014).

A key characteristic of a transformational leader is the ability to inspire employees to align their self-interests for the betterment of the organization (Trmal et al.,

2015; Belle, 2013) Hence, the employee's self-interests become a motivator (Dimitrov & Darova, 2016). A transformational leader motivates employees to exceed expectations (Rawung et al., 2015; Tse & Chiu, 2014). This is achieved through encouraging the employee to understand the significance of the work they perform, and to do what is best for the team (Rawung et al., 2015).

A transformational leader serves more as a mentor or teacher than a dictator. With a focus on motivation and development of the employee base, a transformational leader serves as a role model, leading by example, inspiring employees to apply their best selves (DuBois et al., 2015). Similar to the concepts of social learning theory, the role modeling of a transformational leader demonstrates and engenders enthusiasm, high moral standards, integrity, and optimism (Mathew & Gupta, 2015; Bacha & Walker, 2013). Through witnessing and being the recipient of these types of behaviors, the employee base is motivated (Rawung, et al., 2015). This also leads to increased employee self-efficacy (Mathew & Gupta, 2015).

Described as a charismatic leader, a transformational leader is able to inspire employees to clear articulation of the future vision (Rawung et al., 2015; Masa'deh et al., 2016). The empowerment that transformational leaders exude motivates employees to develop themselves personally and professionally (Trmal et al., 2015). A transformational leader encourages employees to be more creative and innovative, thus stimulating them intellectually (Rawung et al., 2015). Intellectual stimulation can result in knowledge sharing, which will increase innovation across an organization (Ghasabeh, Reaiche, & Soosay, 2015). Similar to the ethical leadership style, transformational

leaders encourage employees to voice their own opinion and ideas, which is desired by the Millennial employee.

Positive relationships typically exist between transformational leaders and their employees, which creates an environment of motivation and high-performance (Masa'deh et al., 2016; Belle, 2013; Braun, Peus, Weisweiler, & Frey, 2013). The transformational leadership style supports an individualized approach to leadership (DuBois et al., 2015). Because an individualized approach to leadership is taken, a transformational leader is able to effectively communicate to employees at multiple levels (DuBois et al., 2015). Through meeting the emotional needs of the employee, transformational leaders are able to establish trust within the relationship (Mathew & Gupta, 2015; Braun, Peus, Weisweiler, & Frey, 2013; Dai, Dai, Chen, & Wu, 2013). The level of loyalty Millennial employees develop toward their current job depends on the relationship with the leader. As such, the transformational leadership style will contribute to a Millennial employee's development of loyalty to the leader and thus the organization.

To successfully apply this leadership style, the leader must operate with a high level of integrity (DuBois et al., 2015). A transformational leader must be an excellent communicator (DuBois et al., 2015). Emotional intelligence is the concept of being self-aware of one's emotions, as well as recognizing and managing emotions in others to facilitate a positive relationship (Mathew & Gupta, 2015). Transformational leaders often apply emotional intelligence to motivate employees (Mathew & Gupta, 2015). The transformational leadership style creates a positive work environment where employees and the leader can openly communicate with each other (Rawung et al., 2015).

The transformational leadership style supports challenging the employee to be involved in problem-solving, and transformational leaders assign work and projects that are interesting to employees (DuBois et al., 2015). This type of work alignment fosters employee motivation. Mutual trust and an emotional bond exist between a transformational leader and team members (Rawung et al., 2015; Bacha & Walker, 2013). This relationship can positively contribute to the effectiveness, performance, and achievements of the team.

An outcome of transformational leadership is a dedicated workforce (Trmal et al., 2015). The organizational stability that this creates is a significant benefit to any organization, especially in times of economic turmoil (Trmal et al., 2015). Transformational leaders are known to receive more accolades in the workplace through promotions, create better financial results, and produce higher satisfaction ratings from their employees (Mathew & Gupta, 2015).

The behaviors demonstrated by a transformational leader have proven to benefit the leader as well (Lanaj, Johnson, & Lee, 2016). The behavioral interactions that transformational leaders engage in appeal their need for autonomy, competence, and relatedness (Lanaj, Johnson, & Lee, 2016). Transformational leaders also tend to experience less stress compared to leaders who practice transactional or laissez-faire leadership styles (Arnold, Connelly, Walsh, & Martin Ginis, 2015). The genuine emotional approach that transformational leaders use has proven to be less stressful on the leader than the surface-acting that takes place with some other leadership styles (Arnold, Connelly, Walsh, & Martin Ginis, 2015).

A transformational leader focuses on long-term goals (DuBois et al., 2015). One of the methods used to influence the employee is to clearly communicate the vision and influence buy-in from the team to pursue a common goal (DuBois et al., 2015). Influencing the team to have common goals and strive according to a shared vision creates a work atmosphere of teamwork and cooperation, which is a direct benefit to the organization (DuBois et al., 2015).

A flexible leadership style that respects and relates to all generational beliefs will be effective in today's workforce (Al-Asfour & Lettau, 2014). Leaders who apply the transformational leadership style, which uses an individualized approach to managing and leading employees, can effectively motivate the Millennial employees (Thompson & Gregory, 2012). Millennial generation employees expect to be coached, including receiving consistent and honest feedback from their leader (Aruna & Anitha, 2015). Constant approval and praise from their leader is also expected. Millennial employees want their views and beliefs to be respected (Aruna & Anitha, 2015). If a Millennial employee's leader and work environment are able to provide these things, (Thompson & Gregory, 2012; Al-Asfour & Lettau, 2014), he will be far more motivated and able to develop professionally.

Unlike some other leadership styles, the transformational leadership style can be applied across different organizational cultures (Masa'deh et al., 2016). The application of the transformational leadership style drives positive outcomes such as creativity, job satisfaction, organizational commitment, and organizational citizenship behavior

(Masa'deh et al., 2016). These characteristics have driven a high level of interest in this leadership style over the last 20 years (Masa'deh et al., 2016).

Millennials are more likely to become loyal to their manager than to their organization (Thompson & Gregory, 2012). A manager who operates out of a transformational leadership style can create a sense of loyalty in the Millennial employee. This can translate into loyalty to the organization as long as that manager is there (Thompson & Gregory, 2012).

Pseudo-Transformational Leadership

Although the application of transformational leadership has proven to drive positive behavior within an organization, ethics is not a component of the transformational leadership framework (Babalola, Stouten, & Euwema, 2016). The transformational leadership style is defined by the approach, with no consideration of the intent of the leader (Schuh et al., 2013). It is the reciprocal nature of the leader-employee relationship that defines the transformational leadership style (Camm, 2016). This opens up the opportunity for leaders to use the transformational approach with the intent to solely benefit themselves (Schuh et al., 2013). With the transformational leadership style essentially transforming the employee's behavior to emulate that of the leader, a transformational leader with the wrong intent can influence the employees to demonstrate poor behavior (Camm, 2016).

Transformational leadership that is motivated by selfish intentions, which potentially influence immoral and unethical behavior, is referred to as pseudo-transformational leadership (Schuh et al., 2013). Contrary to transformational leadership,

pseudo-transformational leadership can be detrimental to an organization (Krasikova, Green, & LeBreton, 2013). Per Krasikova, Green, & LeBreton (2013), leadership that involves knowingly taking actions that could harm the organization and followers is called destructive leadership, thus making pseudo-transformational leadership destructive as well.

Pseudo-transformational leadership may arise from the personality traits of the leader instead of the intent (Camm, 2016). If the leader is selfish by nature, even when trained to be transformational, he or she may still act in a way and make decisions that puts his or her interests first (Camm, 2016).

Overreliance on a transformational leader can impact an organization negatively as well (Camm, 2016). A leader who carries too much power, is coercive in nature, or who chooses a vision that is not best for the organization, can significantly damage the organization's performance and culture (Camm, 2016). Hoyt, Price, & Poatsy (2013) contested that unethical behavior can be driven by a leader overinflating the role and level of responsibility he or she has related to achieving organizational goals. This, coupled with a leader's overinflated confidence, can lead to him or her feeling justified in making unethical decisions to achieve organizational goals (Hoyt, Price, & Poatsy, 2013).

Ethical Leadership

Leadership is a combination of power, authority and influence (Pucic, 2015). Individuals in these roles are perceived to carry more power, authority, and influence than other employees (Pucic, 2015). Although corporate policy provides the standard by which an employee should behave while aligning the accountability, it is the ethics of the

leadership that most influences employee behavior in the workplace (Marsh, 2013).

Leadership is a role that means providing guidance to other individuals in order to complete the work at hand (Pucic, 2015). Based on this assumption, the social learning theory supports that employees will emulate the behavior modeled by the leader (Wood & Bandura, 1989).

The concept of ethical leadership was introduced in by Brown et al. (2005).

Ethical leadership is grounded in Bandura's social learning theory (Brown et al., 2005; Pucic, 2015; Mayer et al., 2012; Jordan, Brown, Trevino, & Finkelstein, 2013). This makes it the leadership style that correlates most closely to the leadership behaviors supported by the social learning theory. The connection between the social learning theory and ethical leadership is self-efficacy (Wang, Gan, Wu, & Wang, 2015). Self-efficacy is a key component of the social learning theory (Wang, Gan, Wu, & Wang, 2015).

The foundation of ethical leadership is leading by example and treating people fairly (Brown et al., 2005; Mayer et al., 2012; Jordan, Brown, Trevino, & Finkelstein, 2013). In alignment with authentic leadership, individuals who practice ethical leadership have a high moral standard (Fusco, O'Riordan, & Palmer, 2015; Brown et al., 2005). An ethical leader serves as a role model, demonstrating and communicating the values, standards, and principles under which the employee must operate (Zhu, Zheng, Riggio, & Zhang, 2015). In this role, the ethical leader rewards employees who demonstrate ethical behavior and punishes employees who demonstrate unethical behavior (Zhu, Zheng, Riggio, & Zhang, 2015).

The morality of the leader influences the employees (Bonner, Greenbaum, & Mayer, 2016). In instances where the leader is morally disengaged, unethical behavior can be bred within a team or organization (Bonner, Greenbaum, & Mayer, 2016). Ethical leadership differs from transformational leadership in that there is a focus on both ethics and being a role model, whereas transformational leadership only focuses on being a role model (Babalola, Stouten, & Euwema, 2016). Unlike the challenge of pseudo-transformational leadership, where the leader's true intentions can be masked by the transformational leadership style (Schuh et al., 2013), ethical leadership style is based on a leader's virtue (Marsh, 2013).

Ethical leaders are transparent and honest with employees (Wang, Gan, Wu, & Wang, 2015; Babalola, Stouten, & Euwema, 2016) This leadership characteristic is a preferred behavior by the Millennial employee. Millennial generation employees respond well to leaders who are transparent and honest (Aruna & Anitha, 2015; Ferri-Reed, 2014; Derville-Gallicano, 2015). Ethical leaders demonstrate proper behavior through their actions and interactions with employees (Brown et al., 2005; Mayer et al., 2012; Pucic, 2015), as well as openly communicating how to behave ethically (Brown et al., 2005; Wang, Gan, Wu, & Wang, 2015; Pucic, 2015). This demonstration of positive behavior has a positive influence on the employee's attitudes (Prottas, 2013).

Ethical leaders care how employees feel and have a genuine interest in their opinions (Wang, Gan, Wu, & Wang, 2015; Mayer et al., 2012). Millennial employees thrive in an environment where their opinions and views are considered by the leadership.

This behavior presents a positive correlation between the Millennial employee's preferred leadership behavior and ethical leadership style.

Ethical leadership is a collaborative style that promotes fairness and consideration towards employees (Pucic, 2015). There is a focus on treating the employee fairly and with respect (Brown et al., 2005; Wang, Gan, Wu, & Wang, 2015; Babalola, Stouten, & Euwema, 2016). This builds trust between the leader and the employee. When leader/employee relationships like this exist, the employee is more likely to reciprocate this behavior (Wang, Gan, Wu, & Wang, 2015).

Relationships are a variable that impacts behavior (Thomas, Martin, Epitropaki, Guillaume, & Lee, 2013). The relationship between the leader and employee directly impacts the employee's performance and well-being (Thomas, Martin, Epitropaki, Guillaume, & Lee, 2013). Ethical leadership has proven to improve the overall relationship between the leader and employee (Pucic, 2015). The stronger the relationship is between the ethical leader and the employee, the more influence the ethical leader will have on the employee (Neubert, Wu, & Roberts, 2013).

The organizational culture and climate are also positively influenced by ethical leadership (Jordan, Brown, Trevino, & Finkelstein, 2013). The behavior and principles demonstrated by an ethical leader at an executive level not only impact the leader's direct reports, they also impact other lower level executives, which influences the overall corporate culture (Jordan, Brown, Trevino, & Finkelstein, 2013). This in turn influences positive outcomes across the organization (Jordan, Brown, Trevino, & Finkelstein, 2013).

Some research supports that ethical leadership could lead to unintended negative impacts. Along with increased performance, ethical leadership promotes organizational citizenship behavior (OCB) (Stouten et al., 2013). An ethical leader who has a moral standard that is perceived as too high to emulate may decrease the effectiveness of the ethical leadership style (Stouten et al., 2013). Instead of the employees relating to the ethical behavior of the leader, they may perceive the leader as arrogant, driving the employees to be less participatory in OCB behaviors (Stouten et al., 2013).

As previously stated, instead of the Millennial employee developing loyalty to an organization, he or she develops loyalty to the leader. The type of relationship that exists between the Millennial employee and the leader will determine the employee's level of loyalty. Through operating in the best interests of the employee and showing consideration for the employee's thoughts and ideas, an individual applying the ethical leadership style creates a sense of loyalty from the Millennial employee and produces career satisfaction amongst all followers (Pucic, 2015).

The foundation of the social learning theory supports that human behavior is influenced most through observation (Wood & Bandura, 1989). Observing a leader who holds a position that is of interest to the follower will have an even greater influence (Pucic, 2015). In alignment with the social learning theory, ethical leaders enhance employees' self-efficacy through vicarious experience, verbal persuasion, interactive mastery, and affective arousal. To define each technique, vicarious experience refers to the process of the employee learning behaviors through observing the ethical leader's

behavior (Wang, Gan, Wu, & Wang, 2015). This is a direct example of mastery modeling (Wood & Bandura, 1989).

The verbal persuasion technique consists of the ethical leader communicating to the employee that he or she is confident that the employee can perform tasks at a high level, expecting the employee to perform at a high level, and encouraging the employee to express ideas and opinions (Wang, Gan, Wu, & Wang, 2015). Interactive mastery means that ethical leaders care about the employee's best interests and will create a psychologically safe work environment for giving and receiving direct feedback (Wang, Gan, Wu, & Wang, 2015). This will also promote high self-efficacy (Wang, Gan, Wu, & Wang, 2015). The continued encouragement for Millennial employee to express their ideas and opinions will have a motivating effect on Millennial employees (Ferri-Reed, 2012). Characteristics demonstrated in interactive mastery feed the student Millennial employee's desire for constant and honest feedback (Aruna & Anitha, 2015), which should also have a motivating impact.

Affective arousal occurs when the ethical leader focuses more on the process and less on the final outcomes of tasks (Wang, Gan, Wu, & Wang, 2015). This lowers the level of anxiety the employee feels about completing tasks (Wang, Gan, Wu, & Wang, 2015) and self-efficacy is then increased (Wang, Gan, Wu, & Wang, 2015).

Through the process of learning the proper behaviors through observing the ethical leader, not only does the employee's behavior improve, the employee's self-efficacy is also increased (Wang, Gan, Wu, & Wang, 2015). Defined as an individual's perception of how well he can perform his job, self-efficacy is directly influenced by the

behavior of the ethical leader. The motivation employees receive from the ethical leader engages their self-concept, thus increasing their self-efficacy (Wang, Gan, Wu, & Wang, 2015).

Although the Millennial generation employees were raised to be self-confident, an area of weakness that exists is their inability to remain confident after experiencing failure (Ferri-Reed, 2012). Increased levels of self-efficacy provide a level of confidence that allows the employee to learn from failures. A Millennial employee who was led by an ethical leader should experience increased levels of self-efficacy, mitigating this area of weakness and driving increased motivation.

Employee voice is an example of a prosocial behavior (Wang, Gan, Wu, & Wang, 2015). This is demonstrated when an employee is comfortable sharing opinions and ideas that could potentially drive improvements within the organization (Wang, Gan, Wu, & Wang, 2015; Lam, Loi, Chan, & Liu, 2016). In instances where the employee's use of her voice is rewarded, this behavior is reinforced (Wang, Gan, Wu, & Wang, 2015). The increased level of self-efficacy contributes to employee voice (Wang, Gan, Wu, & Wang, 2015). The ethical leader's willingness to listen and emphasis on doing the right thing also contributes to employee voice (Lam, Loi, Chan, & Liu, 2016).

Ethical leadership has a positive impact on employee performance and promotes prosocial behavior that extends beyond the employee's responsibility (Wang, Gan, Wu, & Wang, 2015). Ethical leaders possess a high level of morality and feel obligated to influence positive behavior and avoid negative behaviors (Neubert, Wu, & Roberts, 2013; Zhu, Zheng, Riggio, & Zhang, 2015). An individual who holds moral identity to a high

standard will display behavior that aligns with what is considered to be moral, resulting in his being perceived as an ethical leader (Mayer et al., 2012). The manner in which the leader interacts with employees will demonstrate ethical behaviors (Mayer et al., 2012). An employee witnessing a leader behaving ethically, reinforcing ethical behavior, and punishing unethical behavior, establishes the belief that the behavioral norm is to behave ethically (Mayer et al., 2012).

With all of the good that ethical leaders have been shown to bring to an organization, there are still questions related to their performance and promotability (Letwin, Wo, Folger, Rice, Taylor, Richard, & Taylor, 2016). Many executive leaders use a utilitarian view when measuring the performance of their subordinates. Viewing an ethical leader in this manner may overlook the types of contributions an ethical leader makes, causing them to struggle to be perceived as high performers by their supervisors (Letwin et al., 2016). Letwin et al., (2016) supports that the employee's perception of the ethical leader does not impact the executive leader's perception of the ethical leader's performance and promotability. The study did support, however, that executive leaders view ethical leaders in a more positive light, which contributes to higher performance ratings and promotability opportunities (Letwin et al., 2016).

Servant Leadership

The theory of servant leadership was founded by Robert Greenleaf (1977). Greenleaf (1977) developed this concept through the readings of Hermann Hesse's *Journey to the East*. This story tells of a group of men who labeled a character by the name of Leo as just a servant (Hesse, 1932). However, Leo had a strong spirit and

extraordinary presence that the group did not realize they needed until Leo disappeared (Hesse, 1932). It was at this time that the group realized that Leo served as more than a servant (Hesse, 1932). He in fact kept order amongst the group and was in essence a leader (Hesse, 1932).

According to Liden et al. (2014), servant leadership consists of the following seven dimensions: emotional healing; creating value for the community; conceptual skills; empowering the employee; helping subordinates grow and succeed; putting subordinates first; and behaving ethically. The servant leadership theory suggests that power and authority should not be chosen or assumed (Greenleaf, 1977). The leader must be someone who has proven him or herself and has earned the trust as a servant of the led (Greenleaf, 1977).

The characteristics of a servant leader accentuate the relational, ethical, emotional, and spiritual aspects of leadership (Gotsis & Grimani, 2016). A servant leader focuses on caring, listening, and creating a climate of love. The basis of servant leadership is that the leaders who cares more about meeting the needs of their followers and cares less about satisfying their own personal needs will be most successful in motivating the followers (Liden et al., 2014). Greenleaf (1977) suggested that to build a better society, more servants must become leaders or choose to only follow servant leaders.

Over time, researchers have advanced the literature of servant leadership, identifying overlapping characteristics (Gotsis & Grimani, 2016). The commonality between all of the characteristics was that they all related to servanthood and the

willingness to serve others (Gotsis & Grimani, 2016). A servant leader puts the needs of the followers at the highest priority (Greenleaf, 1977). A servant leader uses an influential approach to leadership, demonstrating an optimistic attitude, while ensuring interactional justice (Greenleaf, 1977; Gotsis & Grimani, 2016). There is a focus on optimizing the employees' strengths instead of focusing on criticizing and taking corrective actions (Schwepker & Schultz, 2015).

The servant leadership style suggests the leader must be a good listener (Greenleaf, 1977). The servant leader must not only listen, but also do so with the intent to understand (Greenleaf, 1977). Listening to others not only helps resolve issues more effectively, but helps strengthen others and optimize the effectiveness of communication (Greenleaf, 1977).

A servant leader's personality must be to serve first (Greenleaf, 1977). That individual must make a conscious choice to lead (Greenleaf, 1977). A servant leader will differ from a person who wants to lead first (Greenleaf, 1977). A person who wants to lead first is motivated by material possessions (Greenleaf, 1977). This will drive this type of leader to establish leadership prior to serving (Greenleaf, 1977).

Servant leadership is inclusive (Gotsis & Grimani, 2016). It has a strong correlation to job satisfaction (Gotsis & Grimani, 2016; Liden et al., 2014). Servant leaders are humble yet action oriented (Gotsis & Grimani, 2016; Liden, et al., 2014). A servant leader also understands that all that he or she sets out to accomplish may take time to be realized (Greenleaf, 1977). Thus, the servant leader must have faith and use it to stay motivated to accomplish the team goals (Greenleaf, 1977).

A servant leader practices one-on-one communication so that he or she has a full understanding of the follower's abilities, needs, desires and goals (Liden et al., 2008). This lets the leader know each follower at an individual level. Having this level of understanding puts the leader in a position to use an individualized approach to help each follower maximize their potential and achieve their goals (Liden et al., 2008; Liden et al., 2014).

A servant leader always accepts and empathizes with an individual (Greenleaf, 1977). In addition, a servant leader should never reject an individual, but must be able to be non-accepting to inadequate performance by an individual (Greenleaf, 1977). A servant leader must be able to distinguish between rejecting an individual compared to refusing the work performed by the individual. The behavior of the servant leader must be such that followers understand they are accepted in times when their work and/or performance is not (Greenleaf, 1977).

Servant leadership has a positive relationship to employee performance (Liden, et al., 2014). Servant leadership has been proven to improve employee effectiveness. The empathy and acceptance that a servant leader demonstrates builds trust between the employee and leader and increases employee engagement (Greenleaf, 1977; Gotsis & Grimani, 2016; Huang et al., 2016; Liden et al., 2008).

Some research even supports that deeper emotions such as compassion and love can develop within a team that is led by a servant leader (Gotsis & Grimani, 2016). Collaboration, creativity, and innovation are enhanced by servant leadership (Gotsis & Grimani, 2016). The focus on empowerment, stewardship, and accountability has a

positive effect on organizational citizenship behavior and employee engagement (Gotsis & Grimani, 2016; Huang et al., 2016; Liden et al., 2014).

Servant leadership demonstrated at the CEO level will improve firm performance (Huang et al., 2016). Servant leaders hold themselves morally responsible for the success of the organization, the employees, and all other stakeholders (Huang et al., 2016; Liden et al., 2008). The need to serve is what motivates a servant leader (Huang, Li, Qiu, Yim, & Wan, 2016). Some of the characteristics of servant leaders include being selfless and focusing on the growth and development of their employees (Huang et al., 2016; Van Winkle, Allen, De Vore, & Winston, 2014). The influence and power of the servant leader has a positive impact on the surrounding community (Liden et al., 2008). As followers embrace the practices of the servant leader, they too help create a culture of servant leadership that resonates within an organization as well as extends outside of it (Liden et al., 2008).

Characteristics of servant, ethical, and transformational leadership styles overlap (Gotsis & Grimani, 2016). Similar to the ethical leadership style, the servant leadership style promotes ethical behavior and employee growth and empowerment (Huang et al., 2016; Schwepker & Schultz, 2015). In alignment with the social learning theory, both the servant and ethical leadership styles support that the followers will learn and emulate the leader's behavior, thereby making the moral and ethical behavior of the leader so important (Bandura, 1971; Liden et al., 2014). The servant and ethical leadership styles also share the characteristic of having a moral component, which sets them both apart

from the transformational leadership style, which does not (Huang et al., 2016; Schwepker & Schultz, 2015).

Studies have even shown that servant leadership has a positive impact on the employee's health, reducing stress, which also reduces burnout and employee turnover (Gotsis & Grimani, 2016). Similar to ethical leadership, servant leadership also contributes to the growth of self-efficacy among employees (Gotsis & Grimani, 2016; Liden et al., 2008). Serving as a role model and operating with high integrity are also characteristics that the servant leader and the ethical leader share (Liden et al., 2008; Schwepker & Schultz, 2015).

Research supports that overall, the servant leadership style is unique compared to similar leadership styles (Gotsis & Grimani, 2016). Servant leadership supports a follower-centric approach instead of a leader-centric approach (Gotsis & Grimani, 2016; Huang et al., 2016). The fact that the servant leadership style supports providing services to customers and other organizational stakeholders sets it apart from the ethical leadership style as well (Huang et al., 2016; Liden et al., 2008). However, there is a risk of servant leaders being taken advantage of by the followers due to the servant approach that is taken (Huang et al., 2016).

Social Learning Theory

According to traditional behavioral theories, an individual could only learn behavior through direct experience and the result or consequence from that experience (Bandura, 1971). The social learning theory suggests that individuals do not have to physically go through an experience in order to learn a behavior (Bandura, 1971).

Individuals learn through vicarious, symbolic, and self-regulatory processes (Bandura, 1971). Bandura (1971) suggested that individuals can learn how to behave by observing other's behaviors and the outcomes from those behaviors. Individuals learn to avoid behaviors and actions that have resulted in pain or punishment for others, and emulate actions that have resulted in positive outcomes (Bandura, 1971).

Bandura (1971) suggested that an individual's behavior is either intentionally or unintentionally learned through the influence of observations and examples. An individual's cognitive capacity enables them to adjust their behaviors based on observation, as well as foresee probable outcomes and consequences that are tied to specific actions (Bandura, 1971). The social learning theory supports that through self-regulation, individuals are able to control behavior by developing consequences for their own actions (Bandura, 1971). Skill sets, customs, and rules for generative and innovative behavior can also be adopted through observation (Wood & Bandura, 1989). Once learned, an individual is able to apply these rules to make judgments and determine courses of action that expand beyond what the individual has observed (Wood & Bandura, 1989).

The aspects of the social learning theory that are most relevant to organizational management are employee development through mastery modeling, building employee's self-efficacy in order to maximize employee's effectiveness, and motivating the employee through goal systems (Wood & Bandura, 1989). Learning through mastery modeling is dependent upon four component processes. Those components are attentional, representational, behavioral production, and motivational processes (Wood & Bandura,

1989). Attentional processes determine what behaviors people observed and retain from their observations (Wood & Bandura, 1989). Representational processes are the act of applying the observed behaviors that have been retained in the form of a rule or norm (Wood & Bandura, 1989). Behavioral production processes entail the individual translating the rules and norms into appropriate actions. Motivational processes refer to how individuals adopt behaviors that produce positive outcomes (Wood & Bandura, 1989).

Summary

Due to the original attitudes and behaviors they possess, the Millennial generation employee has proven to be challenging for some leaders to manage (Ferri-Reed, 2013). How the Millennial generation was parented compared to older generations, combined with the world events that transpired during their upbringing, have created adults who view the workplace and interactions within the workplace differently from older generations (Thompson & Gregory, 2012). What leaders must realize is exactly that: the Millennial generation simply has *different* beliefs, not incorrect beliefs.

In order to drive high performance and productivity in today's organizations, leaders must be able to effectively lead and motivate their employee base. The Millennial generation makes up the greatest percentage of America's population (Fry, 2016). This percentage will continue to grow over the next decade. Whether an organization will be productive depends on leadership's ability to effectively lead and motivate the Millennial generation.

In Chapter 2, I provided the theoretical framework that supports this study. Encompassed in the theoretical framework are the transformational leadership theory, social learning theory, and servant leadership theory. From these three theories derive the transformational, ethical, and servant leadership styles. I provided context on employee motivation as it relates to the study. In this context, it was confirmed in the literature that there is a direct correlation between employee motivation and employee performance (Ertas, 2015; Damij et al., 2015). Research also supports there is a direct correlation between leadership style and employee motivation and performance.

In Chapter 2, I provided a literature review on the social perceptions, attitudes, and behaviors associated with the Millennial generation. This literature review included research that provided the cause of the attitudes and behaviors of the Millennial generation and the management concerns they create. The leadership characteristics that are needed to effectively motivate and lead the Millennial generation were presented. The key message was that leaders must change their leadership and communication style in order to successfully motivate a Millennial generation employee.

The literature review discussed the impact that the transformational, ethical, and servant leadership styles have on employee motivation. Empirical and conceptual research supported that the transformational, ethical, and servant leadership styles have been shown to positively motivate employees. The literature that was presented did not provide any correlation between leadership styles and how they motivate the Millennial generation employee. The research I conducted focused on exploring what leadership styles motivate the Millennial generation employee. The transformational, ethical, and

servant leadership styles are three of the more popular and relevant leadership styles in today's research. These three leadership styles were selected to test their correlation to the motivation of the Millennial generation employee.

In Chapter 3, I provide details about the research design and methodology used to explore what leadership styles facilitate motivation for the Millennial employee. A survey research design was initiated to complete this research. The MLQ instrument was used for measurements associated with the transformational leadership style. The ELW instrument was used to perform the same measurement as it related to the ethical leadership style, while the SL-7 instrument was used for measurements associated with the servant leadership style. I provide detail of the instruments that were used, along with any threats to validity and ethical concerns associated with the design, rationale and instruments that was applied.

Chapter 3: Research Method

Introduction

The purpose of this quantitative study was to explore what leadership styles facilitate high employee motivation for the Millennial generation. Through the findings of this quantitative research, I intended to identify which leadership styles effectively motivate Millennial generation employees. Doing so may better equip leaders to drive higher productivity and employee performance in the workplace. In Chapter 3, I present the research design and methodology, population and sampling strategy, data collection and analysis, and instrumentation. I also discuss the reliability of those instruments as well as any threats to validity or ethical concerns.

This quantitative study addressed concerns and filled a gap in understanding regarding what leadership styles are effective with managing the Millennial generation. Much literature exists that provides knowledge to help leaders better understand the Millennial generation employee and the employee preferences in the workplace. Research is limited, however, regarding the leadership styles that are most effective in motivating the Millennial generation employee. The outcome of this study may not only position leaders to successfully motivate Millennial generation employees, but could also put them in a position to effectively motivate a generationally mixed workforce.

Research Design and Rationale

I conducted this research using a quantitative methodology. Applying the survey methodology, I collected data to explore what leadership styles motivate the Millennial generation employee. The MLQ, ELW and SL-7 instruments were used to determine the

correlation between the three independent variables of transformational, ethical, and servant leadership and the dependent variable of employee motivation. I collected data through using the MLQ, ELW and SL-7 instruments. I performed statistical analysis using Kendall's coefficient of concordance (Kendall's W) to measure the relationship between the leadership styles and motivation, Spearman's correlations to measure the correlation between the extent to which each leadership style motivated Millennial employees, and a Mann-Whitney U to test the validity of the data. Likert scales were used in applying the MLQ, ELW and SL-7 instruments. When using a Likert scale, the dependent variable is ordinal.

In conducting the Kendall's W , descriptive statistics were presented. Descriptive statistics provided a useful summary of data, which included the mean and standard deviation of each variable. One of the more important outputs was the mean ranks, which provided which leadership styles and leadership behaviors within each style had the strongest relationship to motivation in Millennial employees. Test statistics were also produced which indicated whether there was agreement between the Millennial employees as to what extent each leadership style motivated them independently. A *Sig.* output of ($p < .05$) signifies statistical significance.

Before conducting the Spearman's correlation, scatterplots were run first to confirm the relationship between the variables were monotonic. Upon confirmation, I ran the analysis, producing a correlation report. This output determined whether there was a correlation between the extent to which each leadership style motivates Millennial employees.

The quantitative research tool of choice has become the survey questionnaire (Zhang, Li, & Zhang, 2015). Given that observational methods of collecting data are not practical when responses from a sample of individuals are needed, researchers must often employ the survey methodology to conduct social science research (Frankfort-Nachmias & Nachmias, 2008).

My research questions and hypotheses were:

RQ1: To what extent does the transformational leadership style facilitate employee motivation for the Millennial generation?

H₀1: Leadership characteristics whose philosophies align with the transformational leadership style do not facilitate employee motivation for the Millennial generation.

H_a1: Leadership characteristics whose philosophies align with the transformational leadership style facilitate employee motivation for the Millennial generation.

RQ2: To what extent does the ethical leadership style facilitate employee motivation for the Millennial generation?

H₀2: Leadership characteristics whose philosophies align with the ethical leadership style do not facilitate employee motivation for the Millennial generation.

H_a2: Leadership characteristics whose philosophies align with the ethical leadership style facilitate employee motivation for the Millennial generation.

RQ3: To what extent does the servant leadership style facilitate employee motivation for the Millennial generation?

H₀₃: Leadership characteristics whose philosophies align with the servant leadership style do not facilitate employee motivation for the Millennial generation.

H_{a3}: Leadership characteristics whose philosophies align with the servant leadership style facilitate employee motivation for the Millennial generation.

My research explored social behavior, thus making the survey methodology appropriate for this research. Administering surveys electronically has become a popular method of utilizing the survey methodology (Frankfort-Nachmias & Nachmias, 2008). Qualtrics, an online survey instrument, was used to administer the survey. Online surveys are low-cost, easy to administer, convenient for the participants, and time efficient (Zhang et al., 2015). The potential of the low response rate is a disadvantage associated with online surveys (Frankfort-Nachmias & Nachmias, 2008).

Methodology

Population

This research focused on understanding what leadership styles are effective in managing the Millennial generation employee. The population included individuals born between the years of 1981 and 2000. This group of individuals exceeds 75 million in America alone (Fry, 2016).

The participants in this research were identified by Qualtrics. They derived from individuals who live in the United States who were born between the years of 1981 and

2000. The target population was limited to Millennial generation employees who are employed working in an office setting.

Sampling Strategy

I partnered with Qualtrics to conduct the survey. Qualtrics identified the participants based on the criteria I provided them and distributed the survey that I developed using their software. Qualtrics collected responses from 158 participants and provided them to me. I conducted an analysis on that sample. Administering the survey online added convenience for the participants. By using Qualtrics, the participants had the option of completing the survey at the time and place that was most convenient, using any device that had internet connectivity capability.

A Kendall's W , Spearman's correlation, and Mann-Whitney U were included in this study. G*Power 3.1.9.2 was used to calculate the sample size. The F test was used with an effect size of 25%, err probability of 10%, and power of 90%. Based on these parameters, the appropriate sample size was approximately 140.

Recruitment and Participation

Qualtrics recruited the participants and distributed the survey to them. The survey was presented using a Likert scale methodology. The MLQ and ELW and SL-7 survey instruments were made available through Qualtrics.

The following demographic information was collected.

1. Date of birth: Collecting this information determined whether the participant fell into the Millennial generation, thus meeting the qualifications to be included in the sample.

2. Gender: Collecting this demographic data allowed for analysis on whether there was any correlation between gender and the preferred leadership style.

Data Collection Strategy

Surveys administered through Qualtrics allow the administrator to offer an online informed consent form. After reading the informed consent form, each individual had the option to agree to participate by selecting “Yes” or not agree to participate by selecting “No.” The individuals who selected “Yes” were allowed to continue with the online survey. The individuals who selected “No” were forwarded to the end of the survey.

The MLQ, ELW and SL-7 instruments were administered through Qualtrics to collect the data. Qualtrics has a feature that aggregates the collected data for the administrators. The aggregated data was then formatted into a CSV file, which I used to conduct statistical analysis using the SPSS version 23 software application.

Instrumentation

In order to explore the relationship between the transformational, ethical, and servant leadership styles and how effective they are at motivating Millennial generation employees, the MLQ, ELW, and SL-7 instruments were utilized to collect participants’ response data. The MLQ instrument was used to measure the relationships associated with the transformational leadership style. The ELW instrument was used to measure the relationships associated with the ethical leadership style. The SL-7 instrument was used to measure the relationships associated with the servant leadership style.

Avolio & Bass (2004) are the publishers of the MLQ instrument through mindgarden.com. The development of the MLQ instrument derives from the seminal

studies on transformational and transactional leadership (Bass, 1985). This instrument has been used thousands of times to conduct studies related to transformational and transactional leadership in the United States, and has been adapted in more than 22 other countries, thus making it appropriate to be used in my study (Dimitrov & Darova, 2016). The MLQ instrument has been extensively researched and validated by a sample of more than 7,000 respondents (Dimitrov & Darova, 2016).

The Ethical Leadership Scale (ELS) was first introduced by Brown et al. (2005). Founded from their qualitative study on ethical leadership, Brown et al. developed the ELS instrument to measure perceptions of ethical leadership. The focus of the instrument was to ensure that it spanned the full domain of the definition of ethical leadership, used items and terms that working adults understood, and was concise enough to easily use across different research settings. Brown et al. conducted seven different studies to develop the scale and establish construct, trait, and nomological validity.

The purpose for study 1 conducted by Brown et al., (2005) was to establish construct validity. A 48-item survey was administered to a group of 154 MBA students (Brown et al., 2005). The outcome was then reviewed by a construct development expert, establishing construct validity (Brown et al., 2005). This ultimately led to the development of the 10 items that are used in the ELS scale.

For the second study, the proposed 10-item ELS was administered to 127 employees from a financial services firm in the United States (Brown, et al., 2005). The outcome of the exploratory factor analysis showed internal consistency so that all 10 items should be retained in the measurement tool (Brown et al., 2005). Study 3 consisted

of a confirmatory factor analysis. The ELS reflected high internal consistency, further substantiating the viability of the instrument (Brown et al., 2005). Further investigations were done in studies 4, 5, and 6 to ensure content adequacy and to test for nomological and discriminant validity (Brown et al., 2005). The development and validation of the ELS measurement tool was completed in study 7 by re-administering the survey to three separate sample groups from the same financial services company consisting of 285, 285, and 485 employees. The relationships were consistent with Brown et al.'s (2005) predictions.

The behaviors that were measured in the ELS were fairness, power-sharing, and role clarification. Kalshoven et al. (2011) expanded on Brown et al.'s research. Identifying that additional behaviors that further impact employees were excluded from the ELS, Kalshoven et al. (2011) expanded the ELS by adding behaviors to be measured. The behaviors added were the people-oriented behaviors of integrity, ethical guidance, and concern for sustainability, thus developing the ELW (Kalshoven et al., 2011).

Two studies were conducted to establish the validity of the ELW. The first study was conducted to develop the ELW and establish its validity and reliability. In this study, previously investigated variables from prior research done by Brown, et al. (2005) were used. By adding age and gender, Kalshoven et al. (2011) were able to establish discriminate and construct validity. Through including measures of related leadership styles, Kalshoven et al. addressed convergent validity. The factor structure was retested on a different sample in study 2 to further substantiate the reliability and validity of the instrument. Because the ELW is the only validated instrument that has been used to

measure ethical leadership, it was the single option and best choice to use to conduct my research.

Based on the servant leadership philosophy of Greenleaf (1977), a multidimensional servant leadership scale was introduced by Liden et al. in 2008. The instrument consisted of 28 questions and was referred to as the SL-28 questionnaire. An exploratory factor analysis and a confirmatory factor analysis were conducted to validate the servant leadership scale (Liden et al., 2008).

To conduct the exploratory factor analysis, a pilot test of 85 servant leadership items was completed by 298 college students (Liden et al., 2008). The exploratory analysis resulted in seven factors having eigenvalues greater than 1 (Liden et al., 2008). Those factors were (a) emotional healing, (b) creating value for the community, (c) conceptual skills, (d) empowering the employee, (e) helping subordinates grow and succeed, (f) putting subordinates first, and (g) behaving ethically (Liden et al., 2008). The top four items for each factor were selected to create the 28-item scale of servant leadership (Liden et al., 2008). The confirmatory factor analysis was then conducted to assess goodness of fit, which resulted in a good overall fit. Several alternative models that did not produce a better fit were also tested (Liden et al., 2008).

Liden et al., (2014) later refined the 28-item scale and created a 7-item scale. Using the research and validation that was performed to develop the SL-28 scale, an exploratory factor analysis was performed to identify 1 item from each of the 7 dimensions, thus creating the SL-7 (Liden et al., 2014). To test whether the 7-item scale possessed the same psychometric integrity as the 28-item scale, scale development

procedures were utilized in multiple studies (Liden et al., 2014). The reliability and validity of the SL-7 and SL-28 were compared in three separate studies containing six independent samples. The result was that there was a high correlation between the SL-7 and SL-28, thus validating the SL-7.

The MLQ instrument was purchased through mindgarden.com. I purchased licenses to administer 500 questionnaires. This number of questionnaires allows for a 70% response rate in addition to 50% of the participants meeting the criteria of being a Millennial generation employee. With the purchase, I completed an application to be granted permission for remote online usage. Upon verification of the purchase and the approval of the application, mindgarden.com issued a remote online survey license for 500 questionnaires.

The ELW and SL-7 instruments were available through PsycTESTS. There was no charge for receiving access to these questionnaires. Both the ELW and SL-7 instruments may be reproduced for noncommercial research and educational purposes without receiving written permission.

Threats to Validity

In quantitative research, validity is determined by whether the variable measures what is intended to be measured (Frankfort-Nachmias & Nachmias, 2008). Due to the indirectness of social science research, the researcher cannot be certain whether the design for the measurement procedure aligns to the variable (Frankfort-Nachmias & Nachmias, 2008). Researchers commonly perform tests and assessments to address validity.

The research examined how leadership styles impact employee motivation. The MLQ, ELW, and SL-7 measurement instruments were used to administer the survey methodology. All three instruments have been thoroughly tested for construct and discriminant validity and established as valid and reliable, thus addressing the validity and reliability threats associated with the measurement instruments.

Randomly selecting Millennial employees in an office setting addresses measurement validity. The literature review that was used to support the research helped mitigate empirical validity threats. Statistical analysis was performed on the research questions and dependent and independent variables to validate the relationship between the variables using SPSS version 23.

Ethical Procedures

Unethical research that has been conducted in the past has proven that research involving human participants needs governing. The institutional review board (IRB) is the governing body that provides oversight to ensure the safety and privacy of human participants (Stang, 2015). As it pertains to this research, the IRB approved my application and I ensured that I adhered to the ethical standards and US regulations established for research involving humans. Walden staff members are employed across research centers to enforce adherence. An IRB application was approved. The IRB approval number is 04-28-17-0437849. Consent was obtained electronically through Qualtrics to document the participants' consent.

Ethical Concerns

Ethical concerns commonly exist with research. It is pertinent that the researcher adequately addresses them. Through the use of the online survey, the ethical concerns related to recruitment material, processes, and data collection was substantially mitigated. Using the online methodology also assured anonymity and addressed the confidentiality concerns that could exist. Data collected using Qualtrics was only available at an aggregate level. The application also kept the participants' identities confidential.

Data is stored in my home, on my personal computer. The home is locked and is protected by a home security system. The personal computer is password protected. This isolates the access to me alone, which addresses the ethical concerns related to storage.

A letter of consent was made available within the Qualtrics online survey. The consent form stated that the study was voluntary. The participant had the ability to opt out at any time. Although the results of the study are public, the participants' identities remain anonymous. This was communicated to the participants in the informed consent form as well.

Chapter Summary

Chapter 3 focused on the methodology that was used to explore which leadership styles are effective with the Millennial generation employee. The population and participant pool, along with the sampling strategy that was applied, was communicated in this chapter. I shared that a Kendall's W and Spearman's correlation were the types of statistical analysis performed to assess the data and measure the relationship between the variables. A Mann-Whitney U was applied to assess validity.

Recruitment participation as well as the data collection strategy were also discussed in Chapter 3. The method in which the MLQ, ELW, and SL-7 measurement instruments were utilized was communicated. How the survey was administered, and how the data was collected and analyzed was presented in these sections.

Thorough explanations of the measurement instruments, accompanied by the proof of validation and reliability of these instruments was presented. Through the initial studies conducted to establish validity, coupled with the extensive history of effective usage, the validity and reliability of the MLQ instrument has been firmly established. The formulation of the ELW and SL-7 instrument included a series of studies that adequately validated these instruments as well. This chapter was rounded out by addressing the threats to validity and ethical concerns, and by sharing the ethical procedures. In chapters 4 and 5, the results from the survey, data analysis, overall results, and implications are presented.

Chapter 4: Results

Introduction

The purpose of this quantitative study was to explore what leadership styles that facilitate employee motivation for the Millennial generation. Three leadership styles that are considered to be most popular and relevant amongst researchers were considered for this study (Trmal et al., 2015; Caillier, 2014; Masa'deh et al., 2016). Those leadership styles were the transformational, ethical, and servant leadership styles. In this research I sought to answer to what extent do any of the leadership styles facilitate employee motivation for the Millennial generation.

Three instruments were used to measure the relationships. The MLQ was used to measure to what extent the transformational leadership style motivates Millennial generation employees. This instrument has been frequently used to conduct studies related to transformational and transactional leadership internationally (Dimitrov & Darova, 2016) and has been extensively researched and validated (Mind Garden, 2017). Using a 5-point likert scale with the MLQ instrument, higher scores translated into facilitating motivation and lower scores translated into not facilitating motivation.

The ELW was used to measure to what extent the ethical leadership style motivates Millennial generation employees. This instrument is fairly new in comparison to the MLQ but has been successfully validated (Kalshoven et al., 2011). The ELW also uses a 5-point Likert scale with higher scores translating into facilitating motivation and lower scores translating into not facilitating motivation.

The SL-7 instrument was used to measure to what extent the servant leadership style motivates Millennial generation employees. A 28-item version of this instrument was introduced by Liden et al. (2008), and further refined to a 7-item instrument and validated in 2014. (Liden et al., 2014). The SL-7 uses a seven point Likert scale with the high scores translating into facilitating motivation and the low scores translating into not facilitating motivation.

The three independent variables for this study were transformational, ethical, and servant leadership. The dependent variable was employee motivation. The research questions and the associated hypotheses were as follows:

RQ1: To what extent does the transformational leadership style facilitate employee motivation for the Millennial generation?

H₀1: Leadership characteristics whose philosophies align with the transformational leadership style do not facilitate employee motivation for the Millennial generation.

H_a1: Leadership characteristics whose philosophies align with the transformational leadership style facilitate employee motivation for the Millennial generation.

RQ2: To what extent does the ethical leadership style facilitate employee motivation for the Millennial generation?

H₀2: Leadership characteristics whose philosophies align with the ethical leadership style do not facilitate employee motivation for the Millennial generation.

H_{a2} : Leadership characteristics whose philosophies align with the ethical leadership style facilitate employee motivation for the Millennial generation.

RQ3: To what extent does the servant leadership style facilitate employee motivation for the Millennial generation?

H_{03} : Leadership characteristics whose philosophies align with the servant leadership style do not facilitate employee motivation for the Millennial generation.

H_{a3} : Leadership characteristics whose philosophies align with the servant leadership style facilitate employee motivation for the Millennial generation.

Three surveys were administered to conduct this study. Those surveys were the MLQ, ELW, and SL-7. In this chapter I present the survey results and data analysis for the research study. The first section, data collection, provides the outcome of the data collection procedures and discusses the validity of the data. This includes statistics associated with the data collection such as recruitment and response rates and demographic characteristics, as well as the results of the Mann-Whitney U .

The second section, results, provides the data analysis. This section includes a detailed analysis and explanation of the Kendall W and Spearman correlation conducted on the research questions with charts and tables to illustrate the findings. The second section is followed by the summary of Chapter 4, and a transition into Chapter 5.

Data Collection

Upon IRB approval (#04-28-17-0437849), I began data collection. The MLQ, ELW, and SL-7 instruments were administered online to measure the relationship

between the dependent variable and the three independent variables. Using Qualtrics, I reproduced the surveys using their software and partnered with them to distribute and administer the surveys. The participants who completed the surveys were individuals who were born between 1981 and 2000 who worked in an office setting.

Qualtrics partnered with managed market research panels to source participants who met the criteria of my study. An e-mail was sent out to qualified participants inviting them to participate in the survey for research purposes only. No interventions or treatment activities were conducted. The potential respondents were informed of how long the survey was expected to take and of what incentives were available for taking it. The types of incentives received may have included cash, airline miles, or gift cards, equating to a value of no more than \$3. The members of the panel are allowed to unsubscribe at any time.

The informed consent form was presented first for them to read. Upon reading the informed consent form each participant was given the option to exit the survey or continue. The survey was comprised of 92 questions. Two of those questions were attention testers to test the validity of the responses. Qualtrics left the survey open until the minimum of 150 valid responses were collected. My final sample group was comprised of 158 respondents.

It took one day after opening the survey for 158 valid respondents to complete the survey. The average time it took participants to complete the survey was 8 minutes. The respondents consisted of 52 males and 106 females, which equates to 33% of the population being male, and 67% being female.

The MLQ, ELW, and SL-7 instruments were used to collect the data using a likert scale for measurement. The MLQ and ELW use a 5-point Likert scale. The questionnaire responses must be scored in order to interpret the results. For each instrument, questions are grouped to align to specific leadership behaviors. Scoring is achieved by adding the scores of the groups of questions and dividing that score by the number of questions that align to a specific leadership behavior. This then gives you the Likert scale rating for each specific leadership behavior.

The SL-7 uses a 7-point Likert scale. Each question in the SL-7 instrument describes a certain behavior in itself. Thus, a scoring procedure is not needed to interpret the results. Table 3 illustrates the underlying behaviors of each leadership style along with the descriptions and questionnaire questions that align to each leadership style.

Table 1

Leadership Styles

Transformational Behaviors	Description	Questions
Idealized Influence (attributes)	The leader serving as a role model (attitudes).	10,18,21,25
Idealized Influence (behaviors)	The leader serving as a role model (behaviors).	6,14,23,34
Inspirational Motivation	The charismatic characteristics of the leader.	9,13,26,36
Intellectual Stimulation	The leader stimulating creativity and innovation.	2,8,30,32
Individual Consideration	The leader serving as a mentor.	15,19,29,31
Ethical Behaviors	Description	Questions
People Orientation	Care about, respect and support followers.	1-7
Fairness	Do not practice favoritism, treat others in a way that is right and equal, make principled and fair choices.	8-13
Power Sharing	Allow followers a say in decision making and listen to their ideas and concerns.	14-19
Concern for Sustainability	Care about the environment and stimulate recycling.	20-22
Ethical Guidance	Communicate about ethics, explain ethical rules.	23-29
Role Clarification	Clarify responsibilities, expectations and performance goals.	30-34
Integrity	Consistence of words and acts, keep promises.	35-38
Servant Behaviors	Description	Questions
My leader can tell if something work-related is going wrong	The behaviors themselves provide the description.	1
My leader makes my career development a priority.		2
I would seek help from my leader if I had a personal problem.		3
My leader emphasizes the importance of giving back to the community.		4
My leader puts my best interests ahead of his/her own		5
My leader gives me the freedom to handle difficult situations in the way that I feel is best		6
My leader would not compromise ethical principles in order to achieve success		7

(Liden et al, 2014; Kalshoven, Den Hartog, & De Hoogh, 2011; Mathew & Gupta, 2015)

Validity and Reliability

The participants were randomly selected based on the criteria of being a Millennial employee working in an office setting. Randomly selecting the participants addressed measurement validity. I used Qualtrics' option of including attention checkers in the survey to help exclude straight lining and random responding. Qualtrics also excluded any responses that took 1/3 of the average completion time to complete the survey.

Qualtrics takes other measures to improve validity such as preventing duplication by checking IP addresses and using digital fingerprinting technology. The panel partner also uses duplication technology to further ensure validity of the survey data. The frequency at which the panel members are contacted is also limited overall.

The data collected for this study was ordinal. This violates the first assumption of the sample t test, which states the dependent variable must be measured on a continuous level, thus requiring the use of the Mann-Whitney U to test the sample data for stochasticity. In order to administer the Mann-Whitney U test, two independent samples are needed. Thus, the two independent samples used were male and female.

Each of the 19 different leadership behaviors across the transformational, ethical, and servant leadership styles were tested individually. For the leadership behaviors related to the transformational and servant leadership styles, p values > 0.05 indicated no statistical significance between the means of the male and female groups. This indicates that the samples were randomly determined. This also indicates that the distribution does not differ between genders as it relates to the transformational and servant leadership styles.

Stochasticity was not indicated across all ethical leadership behaviors. While for the power-sharing, concern for sustainability, and ethical guidance behaviors the samples proved to be randomly determined with no statistical significance with p values > 0.05 , the ethical behaviors of integrity, role clarity, fairness, and people orientation did have statistical significance between the groups with p values < 0.05 . The mean ranks of

integrity, role clarity, and people orientation were significantly higher for females, while fairness was higher for males.

Given that 15 out of the 19 tests conducted on the leadership behaviors proved to be randomly determined, I concluded that the samples were stochastic. The difference in distribution between genders does indicate that there is a stronger relationship between the ethical behaviors of integrity, role clarity, and people orientation and the motivation of females compared to males. It also indicates that there is a stronger relationship between the ethical behavior of fairness and the motivation of males compared to females. These relationships are discussed in greater detail in the results section.

Study Results

Descriptive Statistics

Participants were asked two demographic questions. Those questions were: What is your age? and What is your gender? These questions were selected to assist in subsequent analyses. As illustrated in Table 2, 52 (33%) of the respondents were male, while 106 (67%) of the respondents were female.

Table 2

Gender Demographic

		Frequency	Percent
Valid	Male	52	32.9
	Female	106	67.1
	Total	158	100.0

The age range of the Millennial generation was 17-36. The age range of the respondents was between 19 and 36. This is to be expected given that the criteria was Millennial generation employees who work in an office setting. As illustrated in Table 3, the concentration of respondents ranged between the ages of 23-35.

Table 3

Age Demographic

	Age	Frequency	Percent
Valid	19	2	1.3
	20	3	1.9
	21	3	1.9
	22	5	3.2
	23	9	5.7
	24	13	8.2
	25	10	6.3
	26	8	5.1
	27	15	9.5
	28	6	3.8
	29	10	6.3
	30	12	7.6
	31	11	7.0
	32	9	5.7
	33	12	7.6
	34	15	9.5
	35	10	6.3
36	5	3.2	
	Total	158	100.0

Research Questions and Hypotheses Results

The findings suggested that transformational, ethical, and servant leadership styles facilitate employee motivation for the Millennial generation. The findings also revealed that there is statistical significance in the agreement to what extent each

individual leadership style motivates Millennial employees across all 158 participants. The results indicated that a correlation between the extent to which each leadership style motivates Millennial employees exists across all 3 leadership styles. Each leadership style does not however motivate Millennial employees to the same extent.

Further analysis revealed that which leadership style motivates Millennial employees the most differs by gender. When analyzing the total sample group, the servant leadership style ranks the highest in motivating Millennial employees amongst the 3 leadership styles, while the transformational leadership style ranks the lowest. This ranking holds true when analyzing just females. When analyzing just males, the servant leadership style still ranks the highest, while the ethical leadership style ranks the lowest. Further analysis also revealed which underlying behaviors of each leadership style are most effective in motivating Millennial employees. These results are discussed in greater detail in the following sections.

Research Question 1

RQ1: To what extent does the transformational leadership style facilitate employee motivation for the Millennial generation?

H₀1: Leadership characteristics whose philosophies align with the transformational leadership style do not facilitate employee motivation for the Millennial generation.

H_a1: Leadership characteristics whose philosophies align with the transformational leadership style facilitate employee motivation for the Millennial generation.

I conducted a Kendall's coefficient of concordance (Kendall's W) to assess research question 1. The following statistical assumptions were met which allowed me to run this statistical analysis.

1. The responses made by the raters are measured on an ordinal or continuous scale.
2. The raters are assessing the same objects.
3. The raters are independent.

The Kendall's W calculated the mean rating of each transformational leadership behavior. The Kendall's W also tested for the agreement between the ratings of the leadership behaviors of the transformational leadership style. The agreement is determined by how much variability there is between the average ranks in the data set compared to the maximum possible variability.

The results of the Kendall's W indicated that there is a positive relationship between the transformational leadership style and employee motivation for the Millennial generation, thus rejecting the null hypothesis. The motivation driven by the transformational leadership style was measured on a 5-point likert scale ranging from *not at all* to *frequently, if not always* relating to the preference of the specific transformational leadership behavior. The mean rating of 3.7 equated to Millennial employees preferring transformational leadership behavior slightly less than *fairly often*.

The means of the specific behaviors within transformational leadership ranged from 3.87 to 3.53. This indicated that specific transformational behaviors motivated Millennial employees from a range of greater than *sometimes* to *fairly often*. The specific

transformational behavior of inspirational motivation had the strongest relationship to motivating Millennial employees with a mean of 3.87. This behavior is related to the charismatic characteristic of the transformational leadership style. The specific behavior of intellectual stimulation had the weakest relationship to motivating Millennial employees with a mean of 3.53. This behavior is related to the leader challenging employees to become more innovative by coaching them through complex problem solving. These descriptive statistics are reflected in table 5.

Table 4

Transformational Leadership Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Idealized Attributes	158	3.78	0.843	1	5
Idealized Behaviors	158	3.71	0.869	1	5
Inspirational Motivation	158	3.87	0.893	1	5
Intellectual Stimulation	158	3.53	0.819	1	5
Individual Consideration	158	3.64	0.883	1	5

Kendall's W was run to determine if there was agreement between 158 Millennial employees on to what extent the transformational leadership style motivated them. The 158 Millennial employees statistically significantly agreed in their assessments, $W = .074, p < .05$. These results are reflected in table 6.

Table 5

Results From Kendall's Coefficients of Concordance With Transformational Leadership Behaviors.

N	158
Kendall's W ^a	.074
Chi-Square	46.69
df	4
Asymp. Sig.	.000

Research Question 2

RQ2: To what extent does the ethical leadership style facilitate employee motivation for the Millennial generation?

H_02 : Leadership characteristics whose philosophies align with the ethical leadership style do not facilitate employee motivation for the Millennial generation.

H_a2 : Leadership characteristics whose philosophies align with the ethical leadership style facilitate employee motivation for the Millennial generation.

I conducted a Kendall's coefficient of concordance (Kendall's W) to assess research question 2. The Kendall's W calculated the mean rating for each ethical leadership style behavior. The agreement is determined by how much variability there is between the average ranks in the data set compared to the maximum possible variability.

The results of the Kendall's W indicated that there is a positive relationship between the ethical leadership style and employee motivation for the Millennial generation, thus rejecting the null hypothesis. The motivation driven by the ethical leadership style was measured on a 5-point likert scale ranging from *strongly disagree* to *strongly agree* relating to whether they will be motivated at work by specific ethical leadership behavior. The mean rating of 3.86 equated to Millennial employees preferring ethical leadership behavior slightly less than *agree*.

The means of the specific behaviors within ethical leadership ranged from 4.39 to 2.35. The ethical behaviors related to people orientation, concern for sustainability, ethical guidance, role clarity and integrity all rated above 4, with integrity having the

highest rating. This equates to the Millennial employees more than agreeing that these specific ethical behaviors motivate them. This indicates a strong relationship between these ethical behaviors and the motivation of Millennial employees. These behaviors are related to having a concern for employees, caring about the environment, communicating and explaining ethical rules, clarifying responsibilities, and operating with integrity respectively.

The ethical behavior related to power sharing rated 3.5, which equates to above *neither agree nor disagree*. This indicates a moderate relationship to motivating Millennial employees. This behavior is related to allowing decision making input from employees. The ethical behavior related to fairness rated 2.35, which is slightly above disagree. This indicates a negative relationship to motivating Millennial employees. This behavior is related to treating all employees equally and fairly.

Table 6

Ethical Leadership Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
People Orientation	158	4.14	0.717	1	5
Fairness	158	2.35	1.307	1	5
Power Sharing	158	3.50	0.661	2	5
Concern for Sustainability	158	4.06	0.785	1	5
Ethical Guidance	158	4.22	0.710	1	5
Role Clarity	158	4.34	0.725	1	5
Integrity	158	4.39	0.810	1	5

Kendall's W was run to determine if there was agreement between 158 Millennial employees on to what extent the ethical leadership style motivated them. The 158 Millennial employees statistically significantly agreed in their assessments, $W = .327$, $p < .05$. These results are reflected in Table 8.

Table 7

Results From Kendall's Coefficients of Concordance With Ethical Leadership Behaviors.

N	158
Kendall's W ^a	.327
Chi-Square	310.10
df	6
Asymp. Sig.	.000

Research Question 3

RQ3: To what extent does the servant leadership style facilitate employee motivation for the Millennial generation?

H_{03} : Leadership characteristics whose philosophies align with the servant leadership style do not facilitate employee motivation for the Millennial generation.

H_{a3} : Leadership characteristics whose philosophies align with the servant leadership style facilitate employee motivation for the Millennial generation.

I conducted a Kendall's coefficient of concordance (Kendall's W) to assess research question 3. The Kendall's W calculated the mean rating for each servant leadership style behavior. The agreement is determined by how much variability there is between the average ranks in the data set compared to the maximum possible variability.

The results of the Kendall's W indicated that there is a positive relationship between the servant leadership style and employee motivation for the Millennial generation, thus rejecting the null hypothesis. The motivation driven by the servant leadership style was measured on a 7-point likert scale ranging from *strongly disagree* to *strongly agree*, with *agree* relating to whether they will be motivated at work by specific

ethical leadership behavior. The mean rating of 5.75 equated to Millennial employees preferring servant leadership behavior slightly less than *agree*.

The means of the specific behaviors within servant leadership ranged from 5.95 to 5.37. The servant behaviors associated with giving back to the community and putting the employee's interests first rated lowest, both scoring less than 5.5, thus trending closer to *slightly agreeing* than *agreeing*. This indicates that these two servant leadership behaviors have a greater than moderate relationship to motivating Millennial employees.

The other five behaviors all rated close to 6, with the behavior related to the leader not being willing to compromise ethical principles rating the highest. This equated to the Millennial employees agreeing that those leadership behaviors motivate them in the workplace, indicating that there is a strong relationship between those servant leadership behaviors and motivating Millennial employees. Table 8 below illustrates the means for each servant leadership behavior.

Table 8

Servant Leadership Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
My leader can tell if something work-related is going wrong	158	5.92	1.181	1	7
My leader makes my career development a priority.	158	5.94	1.209	1	7
I would seek help from my leader if I had a personal problem.	158	5.71	1.346	1	7
My leader emphasizes the importance of giving back to the community.	158	5.49	1.440	1	7
My leader puts my best interests ahead of his/her own	158	5.37	1.464	1	7
My leader gives me the freedom to handle difficult situations in the way that I feel is best	158	5.87	1.200	1	7
My leader would not compromise ethical principles in order to achieve success	158	5.95	1.509	1	7

Kendall's W was run to determine if there was agreement between 158 Millennial employees on to what extent the servant leadership style motivated them. The 158 Millennial employees statistically significantly agreed in their assessments, $W = .053$, $p < .05$. These results are reflected in table 10.

Table 9

Results From Kendall's Coefficients of Concordance With Servant Leadership Behaviors

N	158
Kendall's W ^a	.053
Chi-Square	50.40
df	6
Asymp. Sig.	.000

Collective Analysis

In addition to understanding the extent to which the transformational, ethical, and servant leadership styles motivate Millennial generation employees, it was also important to understand which of the 3 leadership styles were most effective in motivating Millennial generation employees. I conducted the Kendall's W analysis to measure which leadership style was most effective in motivating Millennial generation employees. I conducted a Spearman's correlation to determine whether there was a correlation between the extent to which each leadership style motivates Millennial employees.

While the instruments used to measure the transformational and ethical leadership styles used a 5-point likert scale, the instrument used to measure the servant leadership style used a 7-point likert scale. In order to conduct the Kendall's W and Spearman's correlation, the value of the ratings across all leadership styles were equalized. This was

done by converting the likert scale ratings from each instrument into a percentage using the compute variables function in SPSS.

Leadership style ranking. I conducted a Kendall's W coefficient of concordance to determine which leadership style had the strongest relationship to motivating Millennial employees. The computed variables were used so that the rating scale for all three leadership styles were equal. The mean ranks shown in table 11 illustrated that the servant leadership style had the highest rank of 2.45. This indicates that, out of the three leadership styles, the servant leadership style has the strongest relationship to Millennial employee motivation. The transformational leadership style had the lowest mean of 1.73. This indicates that out of the three leadership styles, the transformational leadership style has the weakest relationship to motivating Millennial employees.

Table 10

Mean Ranks From Kendall's Coefficients of Concordance With Transformational, Ethical, and Servant Leadership Styles

	Mean Rank
Transformational	1.73
Ethical	1.82
Servant	2.45

When exploring which leadership behaviors across all three leadership styles have the strongest relationship to motivating Millennial employees, two of the top five specific leadership behaviors align to the ethical leadership style. Operating with integrity is shared by both the servant and ethical leadership styles in having the strongest relationship to motivating Millennial employees. The ethical leadership behavior of providing role clarification had the second strongest relationship to motivating Millennial

employees. The other three leadership behaviors of assisting with the employee's career development, being aware of work related problems, and giving employees the freedom to handle situations in their own manner, respectively, round out the top five and fall under the servant leadership style.

I performed further analysis to explore whether the leadership style ranking changed by gender. I conducted a Kendall's *W* to measure the mean rank for the male Millennial employees as well as the female Millennial employees separately. The results reflected that the leadership style ranking remains the same for females, with the servant leadership style having the strongest relationship to motivating female Millennial employees, and the transformational leadership style having the weakest relationship.

Table 11

Mean Ranks of Females From Kendall's Coefficients of Concordance With Transformational, Ethical, and Servant Leadership Behaviors

	Mean Rank
Transformational	1.68
Ethical	1.86
Servant	2.46

The agreement between the 106 female Millennial employees on the extent to which all three leadership styles motivated them was also tested. The 106 female Millennial employees statistically significantly agreed in their assessments, $W = .172$, $p < .05$. These results are illustrated in table 12.

Table 12

Results From Kendall's Coefficients of Concordance for Females With Transformational, Ethical, and Servant Leadership Styles

N	106
Kendall's W ^a	.172
Chi-Square	36.365
df	2
Asymp. Sig.	.000

The results of conducting the Kendall's W on the male population indicated that the servant leadership style had the strongest relationship as well. The ethical leadership style, however, had the weakest relationship to motivating male Millennial employees instead of the transformational leadership style. This is reflected in table 13 below.

Table 13

Mean Ranks of Males From Kendall's Coefficients of Concordance With Transformational, Ethical, and Servant Leadership Behaviors

	Mean Rank
Transformational	1.83
Ethical	1.75
Servant	2.42

The agreement between the 52 male Millennial employees on the extent to which all three leadership styles motivated them was also tested. The 52 male Millennial employees statistically significantly agreed in their assessments, $W = .136$, $p < .05$. These results are illustrated in table 14.

Table 14

Results From Kendall's Coefficients of Concordance for Males With Transformational, Ethical, and Servant Leadership Styles

N	52
Kendall's W ^a	.136
Chi-Square	14.115
df	2
Asymp. Sig.	.001

Correlation between leadership styles. In addition to exploring to what extent the transformational, ethical and servant leadership style motivate Millennial employees, the correlation between the extent to which each leadership style motivates Millennial employees was also explored. I conducted a Spearman's correlation to assess that relationship. Assumptions that must hold true in order to conduct a Spearman's correlation are listed below.

1. The two variables are measured on a continuous and/or ordinal scale.
2. The two variables represent paired observations.
3. There needs to be a monotonic relationship between the two variables.

A test had to be conducted to determine whether the relationship between the variables were monotonic. A monotonic relationship is present if, as the value of one variable increases, so does the value of the other variable; or as the value of one variable increases, the other variable value decreases. A scatterplot can provide a visual confirmation of whether a monotonic relationship exists. The scatterplots below were run to test whether the relationship between the variables were monotonic.

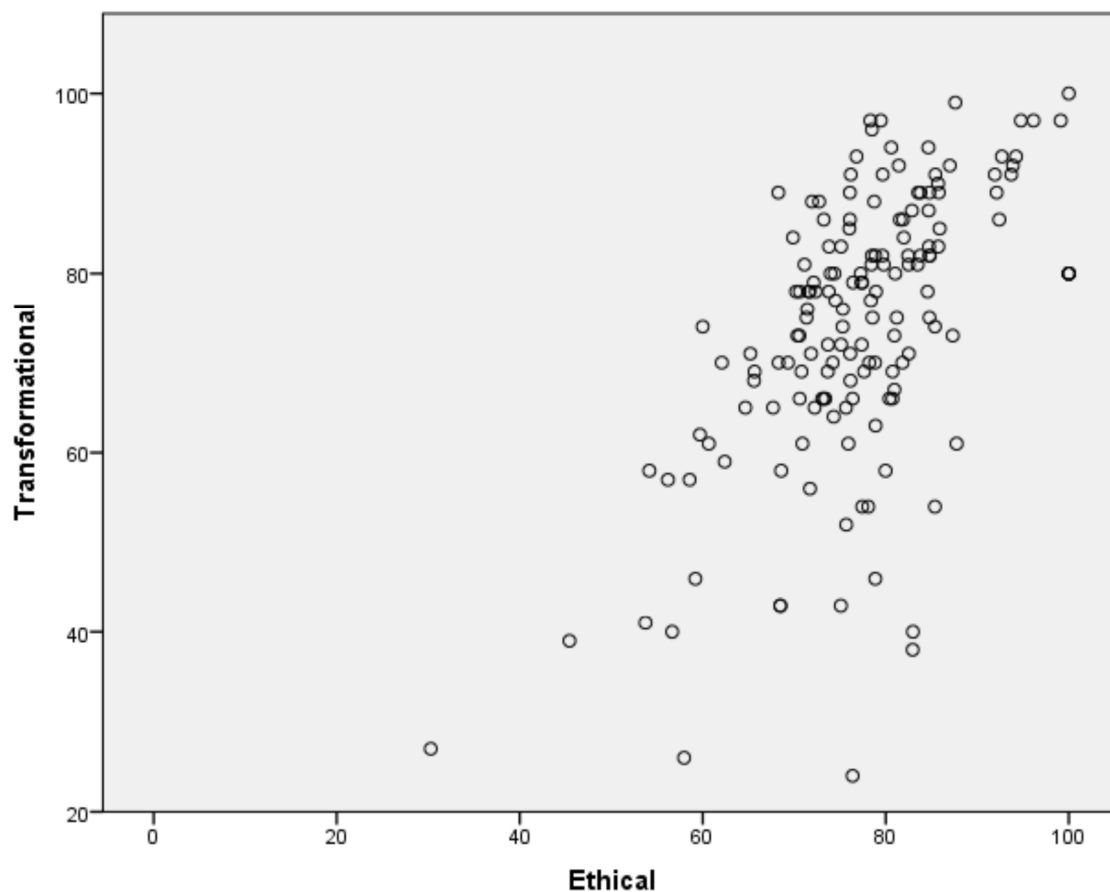


Figure 2. Scatterplot to test monotonic relationship between transformational and ethical leadership. The numbers on each axis represent compute variables which are the percentages of the maximum rating. The scatterplot illustrates that as one variable increases, so does the other, indicating a monotonic relationship.

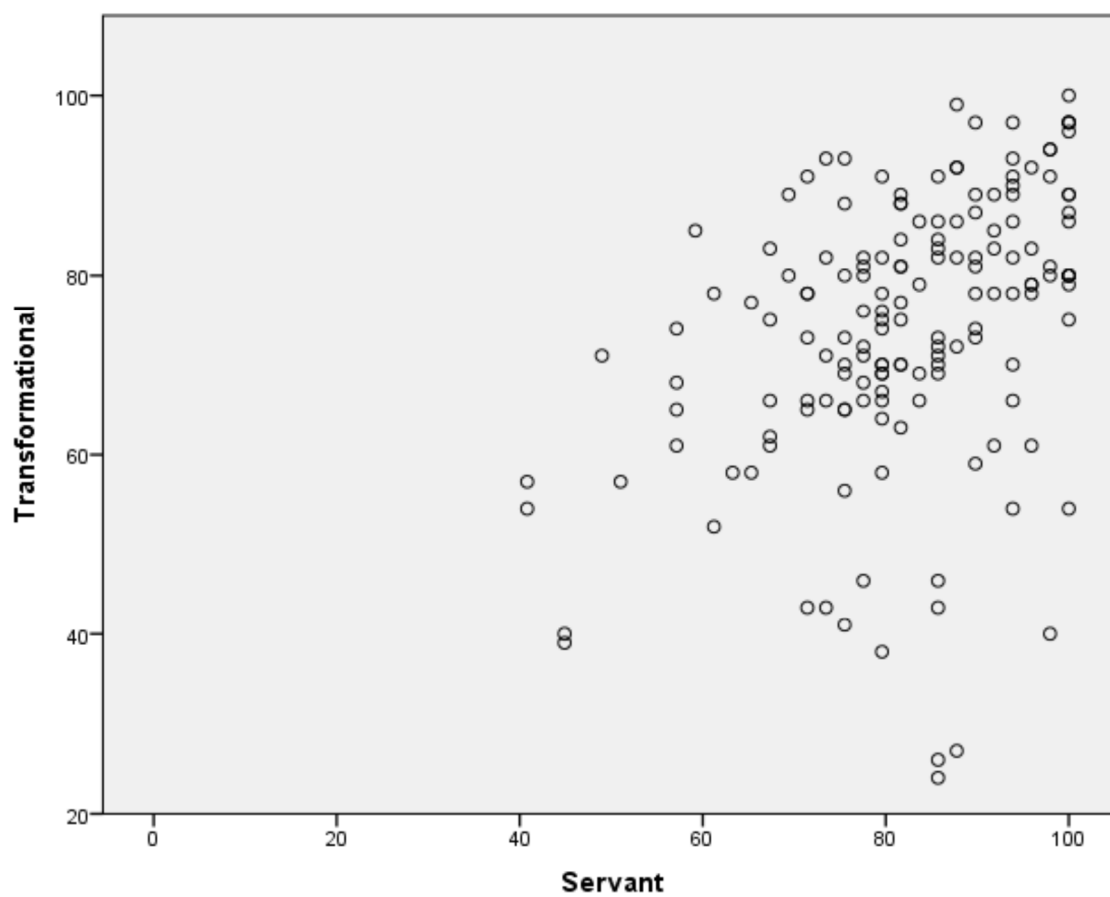


Figure 3. Scatterplot to test monotonic relationship between transformational and servant leadership. The numbers on each axis represent compute variables which are the percentages of the maximum rating. The scatterplot illustrates that as one variable increases, so does the other, indicating a monotonic relationship.

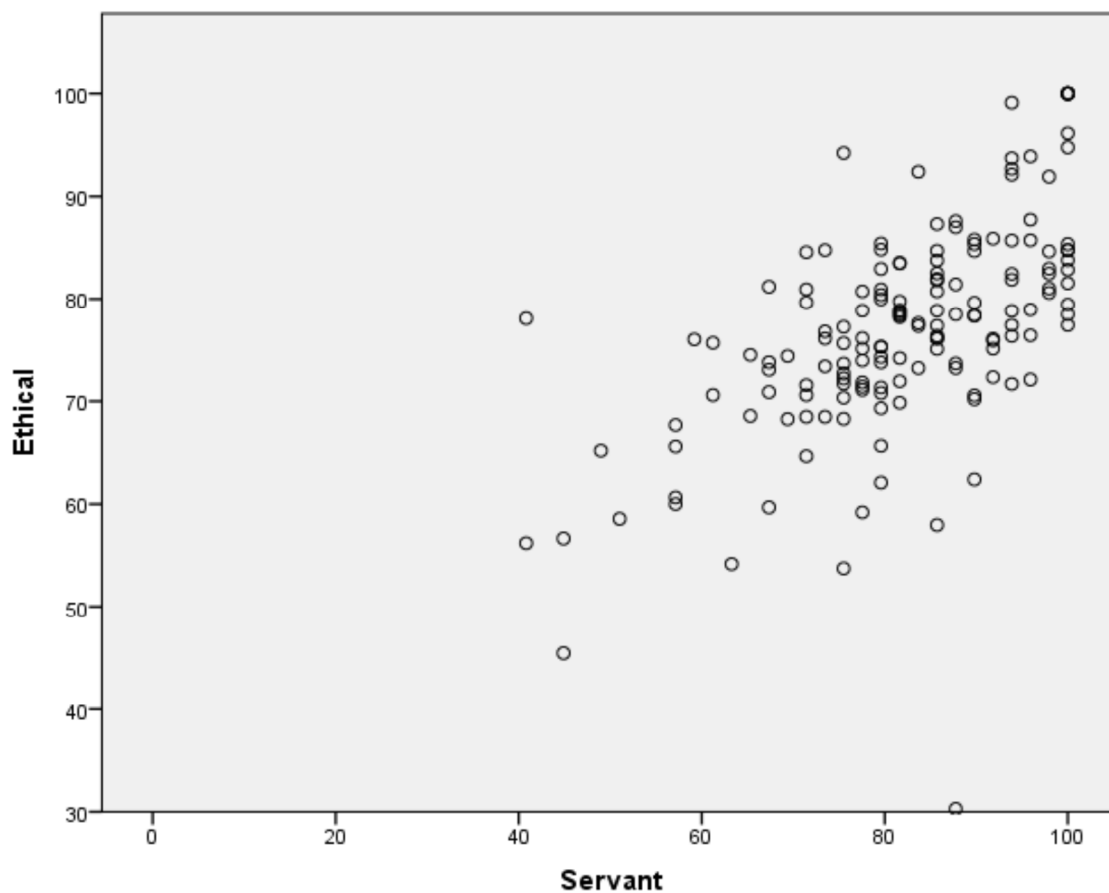


Figure 4. Scatterplot to test monotonic relationship between ethical and servant leadership. The numbers on each axis represent compute variables which are the percentages of the maximum rating. The scatterplot illustrates that as one variable increases, so does the other, indicating a monotonic relationship.

The scatterplots shown in figures 2, 3 and 4 all reflect a monotonic relationship between the three leadership behaviors. Thus, I ran a Spearman's correlation to determine the correlation between the extent to which each leadership style motivates Millennial employees. The results indicate there was a strong positive correlation between the extent to which the transformational and ethical leadership styles motivate Millennial employees, $r_s = .560, p < .0005$. The results indicate there was a strong

positive correlation between the extent to which the servant and ethical leadership styles motivate Millennial employees as well, $r_s = .619$, $p < .0005$. The results between the transformational and servant leadership styles indicate a positive medium correlation between the extent to which each leadership style motivates Millennial employees, $r_s = .444$, $p < .0005$. Results are shown below in Table 15.

Table 15

Spearman's Correlation Between Transformational, Ethical, and Servant Leadership Styles.

		Transformational	Ethical	Servant	
Spearman's rho	Transformational	Correlation Coefficient	1.000	.560**	.444**
		Sig. (2-tailed)		.000	.000
		N	158	158	158
Ethical		Correlation Coefficient	.560**	1.000	.619**
		Sig. (2-tailed)	.000		.000
		N	158	158	158
Servant		Correlation Coefficient	.444**	.619**	1.000
		Sig. (2-tailed)	.000	.000	
		N	158	158	158

Note: **. Correlation is significant at the 0.01 level (2-tailed).

Chapter Summary

This chapter included a restatement of the purpose of this quantitative study along with the research questions that were explored and the instruments that were used to conduct the study. Data collection methods were explained along with details on how to interpret the data and the demographic features of the collected sample. This chapter discussed the results of the data collection, data analysis, and testing of the three null

hypotheses established in the study. This chapter provided analysis on all 3 leadership styles collectively as well.

This chapter assessed to what extent does transformational, ethical, and servant leadership facilitate motivation with Millennial employees. The analysis and results for each research question were provided. The results were interpreted to determine whether or not to reject the null hypotheses. This chapter also assessed which leadership style had the strongest relationship to motivating Millennial employees. Whether there was a correlation between each of the three leadership styles to the extent they motivated Millennial employees was assessed as well.

The results indicated that the transformational, ethical, and servant leadership styles facilitate motivation with Millennial employees. Results from the collective analysis on the entire sample population indicated that the servant leadership style had the strongest relationship to motivating Millennial employees, while the transformational leadership style had the weakest relationship to motivating Millennial employees. Further analysis revealed this ranking remained the same amongst the female population, while the ethical leadership style has the weakest relationship to motivating Millennial employees for the male population.

The results of the collective analysis also revealed that there was a strong positive correlation between the extent to which the transformational and ethical leadership styles motivate Millennial employees. There was a strong positive correlation between the extent to which the servant and ethical leadership styles motivate Millennial employees

as well. However, the extent to which the transformational and servant leadership styles motivate Millennial employees had a medium positive correlation between them.

Chapter 5 will discuss the results from chapter 4 in greater detail, providing an interpretation of the findings. Recommendations for further research will be discussed. Implications on how this study can create positive social change will also be provided.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this quantitative study was to explore which leadership styles facilitate employee motivation for the Millennial generation. Given that the Millennial generation has the greatest population of all generations (Fry, 2016) and will make up over 50% of the US workforce within the next 5 years (Thompson & Gregory, 2012), it is important to understand what leadership styles effectively motivate Millennial employees. There is little research that examines which leadership styles are effective with Millennial generation employees (Amayah & Gedro, 2014).

The leadership styles that were explored were the transformational, ethical, and servant leadership styles. The findings of this study indicated that all three leadership styles had a positive relationship to motivating Millennial employees. The findings also revealed that the servant leadership style had the strongest relationship to motivating Millennial employees. The transformational and ethical leadership styles had the weakest relationship to motivating Millennial employees, and it varied by gender. For instance, the transformational leadership style had the weakest relationship for the total and female sample population. The ethical leadership style had the weakest relationship for the male sample population. Additional findings indicated there is also a positive correlation between the extent to which the three leadership styles motivate Millennial employees.

Interpretation of the Findings

The most vital resource of any organization is its workforce. Literature supports that the level of performance and engagement of the workforce directly impacts the

success and profitability of an organization (Pokorny, 2013). Thus, the positive motivation of that workforce will lead to a more successful and profitable organization.

Literature provided characteristics of Millennial employees, detailing which behaviors and beliefs of the Millennial generation present challenges for many of today's leaders. The literature elucidated the drivers behind the attitudes and behaviors of the Millennial generation to provide leaders some understanding and appreciation for the differences between the Millennial generation and their own. The literature also established how the attitudes and behaviors of the Millennial generation are not negative. Instead, they are simply different, and if assessed fairly, could be viewed as positive attributes that are assets to a group or organization.

The literature did recommend general behaviors and approaches leaders should take to effectively manage specific Millennial employee behaviors. What the literature did not provide was what leadership styles, as well as specific leadership behaviors, will motivate Millennial employees. This study presented three of the most popular and relevant leadership styles and identified that all three styles effectively motivate Millennial employees. The study indicated that there is a correlation between leadership styles regarding the extent to which they motivate Millennial employees. More importantly, this study provided which leadership style is most effective, as well as which leadership behaviors within each style are most effective.

First, discussing the leadership styles collectively, the findings support that not only do the transformational, ethical, and servant leadership styles have a positive relationship to motivating Millennial employees, there is also a correlation between the

three styles as to the extent to which they motivate Millennial employees. This aligns with the literature in that there are shared behaviors across each leadership style that are effective in motivating Millennial employees. Some of the shared behaviors referred to in the literature include being supportive of the employee, serving as a mentor, and acting as a role model. This implies that practicing any of these three leadership styles can result in similar effects related to motivating Millennial employees.

One of the characteristics that is shared between the ethical and servant leadership style is operating with integrity. Transformational leadership does not possess this characteristic. This may be the contributing factor as to why, per the Spearman's correlation illustrated in Table 15, the servant and ethical leadership styles have the strongest correlation. While still strong, the transformational and ethical leadership styles have a weaker correlation, and the transformational and servant leadership styles only have a medium correlation.

The findings show that the servant leadership style is most effective in motivating Millennial employees. With that, leaders who practice a leadership style in which they care more about meeting the needs of their followers and less about satisfying their own personal needs will motivate Millennial employees most effectively. The specific behavior within the servant leadership style with the strongest relationship to motivating Millennial employees was the behavior related to the leader not being willing to compromise ethical principles in order to achieve success, as illustrated in Table 8. This behavior essentially means operating with integrity.

To further support that a leader operating with integrity has the strongest impact on motivating Millennial employees, the specific behavior of operating with integrity within the ethical leadership style also had the strongest relationship to motivating Millennial employees compared to the other 6 behaviors in the ethical leadership style as illustrated in Table 6. This not only implies that a leader who practices the servant leadership style will be most effective in motivating Millennial employees, it also implies that the specific behavior across both the servant and ethical leadership styles that is most effective in motivating Millennial employees is operating with integrity.

The other behaviors that are most effective in motivating Millennial employees span the servant and ethical leadership styles as well. The servant leadership style was most effective in its entirety because the specific behaviors motivated Millennial employees more consistently across all behaviors. The ethical leadership behavior related to treating employees fairly did not have a positive relationship to motivating Millennial employees, and the ethical leadership behavior of power-sharing had a moderate relationship to motivating employees. This contributed to the ethical leadership style ranking below the servant leadership style.

Two of the top five specific leadership behaviors align with the ethical leadership style. Operating with integrity is shared by both the servant and ethical leadership styles in having the strongest relationship to motivating Millennial employees. This aligns with the literature in that an expectation of Millennial employees is for their leaders to be honest and forthright (Aruna & Anitha, 2015; Derville-Gallicano, 2015).

The ethical leadership behavior of providing role clarification had the second strongest relationship to motivating Millennial employees. The high motivation level influenced by this behavior is supported by the literature as well. Providing honest and frequent feedback, as well as being clear on the expectations of the job and how performance links to career advancement, motivates Millennial employees (Aruna & Anitha, 2015; Ferri-Reed, 2014). The leadership behavior of providing role clarification encompasses this. The other three leadership behaviors of assisting with the employee's career development, being aware of work related problems, and giving employees the freedom to handle situations in their own manner round out the top five in that order and fall under the servant leadership style.

Literature supported that Millennial employees hold making a positive contribution to the community at a high value (Ertas, 2015). The servant leadership style was the only style that measures the level of importance of that leadership behavior. Although it had a positive relationship to motivating Millennial employees, it was the second lowest rated behavior out of the 7 servant leadership behaviors. This may indicate that a leader's or organization's involvement in the community is not as important to Millennial employees as the literature stated.

The results indicate that leaders who practice any of the three leadership styles can effectively motivate Millennial employees. The most effective leadership behaviors spanning across both the servant and ethical leadership styles indicate that, although the servant leadership style has been shown to be more effective, a leader may want to consider practicing leadership behaviors that span across several leadership styles to be

most effective in motivating Millennial employees. These findings support that a leader practicing an individualized approach to leadership, which all three leadership styles encourage, is most effective. The findings also present that taking on a leadership approach that blends more than one style could more effectively motivate Millennial employees than practicing only one leadership style.

Limitations to the Study

This study explored how leadership styles impact Millennial employees' motivation. An online survey was used to conduct the research. A limitation that exists with closed ended questionnaires is some level of bias. Employees being selected from the vast population of Millennial employees who work in an office setting addressed measurement validity.

The literature review was used to support the research to mitigate empirical validity threats. The MLQ, ELW and SL-7 questionnaires have been proven to be valid (Avolio, Bass & Jung, 1999; Kalshoven et al., 2011; Liden et al., 2015). This addressed the construct validity threat. Qualtrics also took measures and offered options to further address external validity threats.

Although the participants were randomly selected, 67% of the respondents were female while 33% of the respondents were male. This may pose gender bias, which may impact the generalizability of the findings. Another limitation of the study was that the type of industry in which each respondent worked was not captured. By gathering this data, whether the industry type impacted which leadership styles and behaviors are most effective in motivating Millennial employees could have been determined.

Recommendations

This study explored whether the transformational, ethical, and servant leadership styles will effectively motivate Millennial employees. As the Millennial generation already makes up the greatest percentage of the U.S. population, it will soon hold the highest percentage in our workforce, making it important to understand how to effectively motivate Millennial employees.

The findings indicated that all three leadership styles (ethical, transformational, and servant leadership) effectively motivate Millennial employees. More detailed analysis provided greater insight into the relationship between how each leadership style motivates Millennial employees. It also provided which leadership style, as well as which leadership behaviors within the styles, were most effective in motivating Millennial employees. Lastly, this study provided how gender impacts which leadership style is most effective in motivating Millennial employees.

Today's workforce is primarily a generational mix of Millennial, X generation, and Baby Boomer employees (Fry, 2016). Although the findings from the study will be helpful for leaders in their interaction with Millennial employees, it will not position them to effectively manage the collective workforce. It is therefore recommended that further research be conducted that provides a comparison between the effective leadership styles that motivate each generation that makes up today's workforce.

Literature supports that the MLQ has been extensively used on an international scale (Avolio & Bass, 2004). This supports that literature may exist that measures the effectiveness of the transformational leadership style with the X generation and Baby

Boomers. However, due to the fact that the ELW just originated in 2011 (Kalshoven et al., 2011) and the SL-28 (the long version of the SL-7) was just created in 2008 (Liden et al., 2008), literature measuring the effectiveness of the ethical and servant leadership style using these instruments are limited. Therefore, in this comparative research and analysis, it is recommended that an original sample group including all generations be measured instead of basing the study on prior research.

It is also recommended that further research be conducted that measures how the cultural setting or country of the Millennial employee impacts the findings. Different cultural beliefs may impact which behaviors are effective in leading Millennial employees (Cox et al., 2014). It would be beneficial to understand to what extent the effective behaviors differ across different cultures or countries.

Implications

The findings of this study offer many practical implications. The findings indicate that the transformational, ethical, and servant leadership styles are effective in motivating Millennial employees. The findings also revealed that there is a correlation between each of the three leadership styles the extent to which each style motivates the Millennial employee. This translates into the fact that each leadership style motivates Millennial employees to a similar extent.

The leader's personality may influence which leadership style he or she practices. For instance, an individual who effectively practices the servant leadership style must have a personality to serve first (Greenleaf, 1977). With that, the leader could practice the leadership style that feels the most natural to him or her. If the leadership behaviors

that are required to practice one of these three leadership styles do not come naturally for an individual, the behaviors can be learned (Bandura, 1971; Wood & Bandura, 1989).

Through mastery modeling, an individual can learn to be an effective leader if he or she has a proper role model to learn from and emulate. The findings of this study indicate that by practicing one of these three leadership styles, a leader can be effective in motivating Millennial employees. Leaders should either choose which style aligns with their personality, or learn how to practice one of the three leadership styles.

The findings of this study also indicate that although the servant leadership style is most effective in motivating Millennial employees, followed by the ethical leadership style, there were specific behaviors from the ethical leadership style that were most effective. This finding implies that a leader must consider taking on behaviors from both the ethical and servant leadership styles in order to be most effective in motivating Millennial employees. The leader must operate with integrity first and foremost. This behavior had the strongest relationship to motivating Millennial employees from both the servant and ethical leadership style. The leader must also provide role clarity. This too is a behavior of the ethical leadership style.

The other behaviors that have the greatest impact in motivating Millennial employees are assisting with their career development, showing concern for the employee, and allowing them to work autonomously while serving as a mentor. All of these behaviors span across the servant and ethical leadership styles.

Analyzing the sample group as a whole clearly indicates that, while still having a positive relationship to motivating Millennial employees, transformational leadership

style had the weakest relationship. This indicates that practicing a mix of the servant and ethical leadership styles will be most effective in motivating Millennial employees. However, the findings revealed that the transformational leadership style had a stronger relationship to motivating men than did the ethical leadership style.

Although the ethical leadership behaviors of integrity and role clarity still have two of the strongest relationships to motivating men, the ethical behavior of *power-sharing* had a moderate relationship, while the ethical behavior of *fairness* had a negative relationship. It was because of the weaker relationships to motivation of these two behaviors that the overall transformational leadership style ranked higher than the ethical leadership style as it relates to motivating male Millennial employees. This implies that although specific behaviors of the ethical leadership style are more effective in motivating Millennial men, if the leader must choose which style between transformational and ethical leadership to practice with male Millennial employees, the transformational style may be more effective.

This study contributes to academic research as well. Literature on which leadership styles motivate Millennial employees is limited. This study may serve as an original contribution to that body of knowledge, providing a solid foundation that can be built upon through further research. The study also adds to the body of knowledge in the area of leadership as how to effectively manage and lead Millennial employees.

The leaders are the pulse of any organization. The organization's performance and sustainability is tied directly to the leader's and employees' performance (Masa'deh et al., 2016). That makes it vital that the leader is effective in motivating the employees,

given they are the most valuable resource of any organization (Larisa, 2015). Ultimately, the leader has a major influence on the organizational culture. (Pucic, 2015; Singh, 2015).

The first implication of positive social change relates to organizational performance and culture. The findings from this study give leaders a resource to gain knowledge on how to effectively motivate Millennial employees, who will soon make up the majority of the US workforce. This puts leaders in a position to effectively motivate Millennial employees. Motivated employees are more productive (Damij et al., 2015). Organizations who have motivated employees experience less turnover (Gotsis & Grimani, 2016). The organizational culture will be positive due to the positive relationship between the leadership and the employees, thus improving performance and productivity (Larisa, 2015). This in turn will have a positive impact on organizational performance (Hitka & Balazovz, 2015).

Not only do organizations benefit from motivated employees, the employees themselves benefit as well. That leads me to the second implication a positive social change, which is related to the well-being of the employee. It has been established that the leader directly impacts the motivation level of employees as well as the employee's level of job satisfaction (Ferri-Reed, 2014; Loudon, 2012). A strained relationship between the leader and the employees may cause stress to the employee (Rajgopal, 2010). Stress can lead to mental and physical health issues for employees (Mani, Sritharan, & Gayatri, 2014). By providing leaders with the tools needed to effectively motivate Millennial employees, instances of strained relationships between the leaders and employees may decrease. This in turn could decrease the number of cases where

employees are stressed, thus reducing the frequency of mental and physical health issues caused by stress.

The findings of the study may also have a positive social impact on the surrounding communities of the employees impacted by the social change. The families, loved ones, and the establishments that the employees frequent are impacted by the mental and physical state of the employee. In instances where the employee is stressed and experiencing mental and physical health issues, the individuals who frequently interact with the employee are also negatively impacted. More appropriate leadership practices are likely to improve the well-being of the employee. This in turn has a positive impact on the people who are part of the employee's life and the surrounding community.

Conclusion

This study explored which leadership styles are effective in motivating Millennial employees. The extent to which the transformational, ethical, and servant leadership styles motivated Millennial employees was measured. The study concluded that all three leadership styles are effective in motivating Millennial employees. The findings also show that the servant leadership style had the strongest relationship to motivating Millennial employees.

The insight that the study provided into which leadership behaviors are most effective was very valuable. The findings suggest that all three styles have a positive relationship to motivating Millennial employees. Practicing the servant leadership style will be more effective than the other two. Practicing specific leadership behaviors across different leadership styles however will be most effective in motivating Millennial

employees. To be most effective in leading Millennial employees, a leader must operate with integrity. He or she must provide role clarity, articulating the job expectations as well as what success means in the role. The leader must also care about the employee, serving as a role model and leader, while allowing the employee to work autonomously when possible.

The social implications from the study could be positive provided it is properly applied in today's workplace. Employees who are positively motivated in the workplace have a direct positive impact on organizational performance, productivity, and culture. Furthermore, an employee's job satisfaction directly impacts his or her health and behavior outside of the workplace. Leaders practicing the suggested leadership behaviors may indirectly impact the surrounding community of where the employees live, driving a much broader positive social impact. Although the findings from the study were insightful, further research should continue to not only gain a deeper understanding of how to effectively motivate Millennial employees, but to expand on how to effectively motivate the blended workforce across generations and cultures.

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Appendix A: Permission to use MLQ Instrument

Below are the instructions from mindarden.com on the process of purchasing the remote online survey and receiving permission for use.

Important information before ordering this application:

This is a 2-step process. In order to administer a Mind Garden instrument via a non-Mind Garden online survey website:

1. Purchase the number of Remote Online Survey Licenses needed (PDF format).
2. Complete the Remote Online Use Application Form. This application form is automatically added to orders of Remote Online Survey Licenses. We will respond within 2 business days.

If you have not purchased licenses, please go to the product page and purchase Remote Online Survey Licenses. If you complete this application form before purchase, you may have to start over with the Remote Online Use Application Form.

If you have already purchased Remote Online Survey Licenses, please watch your email for an invitation to complete the Remote Online Use Application Form. Make sure to check the same email address that you used to order this product. If you don't see it, check your spam folder.

If you purchased Licenses to Reproduce (for paper and pencil survey) but now wish to administer your survey using an outside online survey website, you must order and complete this application.

WHEN WE HAVE 1) VERIFIED YOUR PURCHASE AND 2) THIS APPLICATION IS APPROVED, YOU WILL RECEIVE PERMISSION TO ADMINISTER THE INSTRUMENT ONLINE.

Source: *Mindgarden.com (n.d.) Mind Garden application forms. Retrieved from <http://www.mindgarden.com/mind-garden-forms/58-remote-online-use-application.html#online>*

Appendix B: Permission to use ELW Instrument

Below is the statement by PsycTESTS:

Permissions:

Test content may be reproduced and used for non-commercial research and educational purposes without seeking written permission. Distribution must be controlled, meaning only to the participants engaged in the research or enrolled in the educational activity. Any other type of reproduction or distribution of test content is not authorized without written permission from the author and publisher. Always include a credit line that contains the source citation and copyright owner when writing about or using any test.

Source: *Kalshoven, Den Hartog, & De Hoogh. (2011). Ethical leadership at work questionnaire. Psyc-tests. doi:10.1037/t11664-000*

Appendix C: Permission to use SL-7 Instrument

Below is the statement by PsycTESTS:

Permissions:

Test content may be reproduced and used for non-commercial research and educational purposes without seeking written permission. Distribution must be controlled, meaning only to the participants engaged in the research or enrolled in the educational activity. Any other type of reproduction or distribution of test content is not authorized without written permission from the author and publisher. Always include a credit line that contains the source citation and copyright owner when writing about or using any test.

Source: *Liden, Wayne, Meuser,., Hu, Wu, & Liao, (2015). Servant leadership: Validation of a short form of the SL-28. The Leadership Quarterly, Vol 26(2), 254-269.*
doi:10.1016/j.leaqua.2014.12.002

Appendix D: Demographic Questionnaire

Were you born between the years of 1981 and 2000?

- Yes (1)
- No (2)

Do you work in an office setting?

- Yes (1)
- No (2)

What is your gender?

- Male (1)
- Female (2)

What is your age?

Appendix E: Multifactor Leadership Questionnaire (Form 5X)

This questionnaire is to determine what leadership styles motivate you at work. Please answer all items. Please complete the questionnaire in a setting that will ensure privacy.

Q1 How frequently will your manager need to display this behavior to motivate you at work?

	Not at all (1)	Once in a while (2)	Sometimes (3)	Fairly often (4)	Frequently, if not always (5)
1. Provides you with assistance in exchange for your efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Re-examines critical assumptions to question whether they are appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Fails to interfere until problems become serious.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Avoids getting involved when important issues arise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The dissertation cannot include the entire MLQ instrument due to copyright laws; therefore, five sample items are included.

Appendix F: Ethical Leadership at Work Questionnaire

I will be motivated at work if my manager...

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
1. Is interested in how you feel and how you are doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Takes time for personal contact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Pays attention to personal needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Takes time to talk about work-related emotions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Is genuinely concerned about your personal development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Sympathizes with you when you have problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Cares about his/her followers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Holds you accountable for problems over which you have no control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Holds you responsible for work that you gave no control over.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Holds you responsible for things that are not your fault.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Pursues his/her own success at the expense of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Is focused mainly on reaching his/her own goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Manipulates subordinates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Allow subordinates to influence critical decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Does not allow others to participate in decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Seeks advice from subordinates concerning organizational strategy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Will reconsider decisions on the basis of recommendations by those who report to him/her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Delegates challenging responsibilities to subordinates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Permits you to play a key role in setting your own performance goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Would like to work in an environmentally friendly matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Shows concern for sustainability issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Stimulates recycling of items and materials in your department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Clearly explains integrity related codes of conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Explains what is expected from employees in terms of behaving with integrity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Clarifies integrity guidelines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Ensures that employees follow codes of integrity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Clarifies the likely consequences of possible unethical behavior by yourself and your colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Stimulates the discussion of integrity issues among employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Complements employees to behave according to the integrity guidelines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Indicates what the performance expectations of each group member are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Explains what is expected of each group member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Explains what is expected of me and my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Clarifies priorities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. Clarifies who is responsible for what.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Keeps his/her promises.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Can be trusted to do the things he/she said.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Can be relied on to honor his/her commitments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Always keeps his/her words.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Source: Kalshoven, Den Hartog, & De Hoogh. (2011). *Ethical leadership at work questionnaire*. *Psychtests*. doi:10.1037/t11664-000 reformatted using Qualtrics

5. Your leader puts your best interest ahead of his/her own. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Your leader gives you the freedom to handle difficult situations in a way that you feel is best. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Your leader would not compromise ethical principles in order to achieve success. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Source: Liden, R. C., Wayne, S. J., Meuser, J. D., Hu, J., Wu, J., & Liao, C. (2015). *Servant Leadership Scale-7* [Databaserecord]. Retrieved from PsycTESTS. doi: <http://dx.doi.org/10.1037/t41818-000>
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