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THE LEADERSHIP STYLE PREFERENCES OF ACADEMICS FROM DIFFERENT GENERATIONS: BABY BOOMERS, GENERATION X, GENERATION Y AND GENERATION Z

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Merve Bako

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ABSTRACT

THE LEADERSHIP STYLE PREFERENCES OF ACADEMICS FROM DIFFERENT GENERATIONS: BABY BOOMERS, GENERATION X, GENERATION Y AND GENERATION Z

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With the developments in technology, today, generations change in shorter periods of time with drastically different characteristics. Currently, the workforce consists of 3 generations but the fourth one is just on the doorstep of the workforce. As the time goes on, there will be 5 or 6 generations working together. Therefore, this situation brings into light an important research are as it is highly important to understand the leadership preferences of different generations called Baby Boomers, Generations X, Generation Y, and Generation Z in business and academic life. The aim of this study was to find out how leadership style preference varies among four different generations (Baby Boomers, Generations X, Generation Y, and Generation Z) of academics and prospective academics. The study looked at the leadership attributes that were contributing to or impeding effective leadership from 265 participants from different generations. To explore leadership style preferences across generations The *Global Leadership and Organizational Behavior Effectiveness* (GLOBE) Project research survey by House et al. (2004) was used. The statistical relationships were determined between the generation variable and the 21 primary leadership subscales through

MANOVAs and ANOVAs. The results of the tests showed that significant differences exist among the four different generations in 5 of the 21 leadership subscales. These subscales are Charismatic 3: Self-sacrifice, Conflict-inducer, Face saver, Autocratic, and Modesty.

Keywords: Leadership, Leadership Preference, Generation, Different Generations, Baby Boomers, Generation X, Generation Y, Generation Z, GLOBE

ÖZET

FARKLI KUŞAK AKADEMİSYENLERİN LİDERLİK BİÇİMİ TERCİHLERİ: BEBEK PATLAMASI KUŞAĞI, X KUŞAĞI, Y KUŞAĞI VE Z KUŞAĞI

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Günümüzde, teknolojideki gelişmeler sayesinde, kuşaklar birkaç yılda bir ve birbirlerinden çok farklı özellikler göstererek değişmektedirler. Her ne kadar şu sıralar, işgücü 3 kuşaktan (dördüncüsü de iş hayatına girmek üzere) oluşsa da, zaman ilerledikçe 5-6 kuşağı bir arada, iş hayatında görmek mümkün olacaktır. Bu durum ortaya araştırılması gereken önemli bir noktayı çıkartmaktadır. Zira iş hayatı ve akademik hayatta, farklı kuşakların liderlik tercihlerini anlamak, yöneticiler açısından oldukça önemlidir. Bu sebeple, bu çalışmanın amacı, farklı kuşaklara mensup (Bebek patlaması kuşağı, X, Y ve Z kuşakları) akademisyenlerin ve müstakbel akademisyenlerin liderlik tercihlerini görmektir. Farklı kuşaklara mensup 265 kişinin katıldığı anket etkin liderliğe katkıda bulunan ya da engelleyen özellikleri araştırmaktadır. Farklı kuşaklar arası liderlik tercihlerini ölçmek adına GLOBE çalışmasına ait anket kullanılmıştır (House vd., 2004). Kuşak değişkeni ve 21 liderlik özelliği grupları arsında MANOVA ve ANOVA testleri yapılmıştır. Test sonuçları göstermiştir ki 21 liderlik özelliği grubu arasından 5 tanesinde kuşaklar arası anlamlı farklara rastlanmıştır. Bu 5 liderlik özelliği grubu şöyle sıralanabilir: Karizmatik 3: Kendini feda eden, çatışmaya sebep olan, vaziyeti kurtaran, despot, alçakgönüllülük.

Anahtar Kelimeler: Liderlik, Liderlik Tercihi, Kuşak, Farklı Kuşaklar, Bebek Patlaması Kuşağı, X Kuşağı, Y Kuşağı, Z Kuşağı, GLOBE

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1 CHAPTER 1. INTRODUCTION

1.1 Introduction to the Problem

Today, a leader in the business life should get used to the idea that the workforce consists of at least three different generations (Guzman, Stanton, & Stam, 2008). The current workforce is basically comprised of Baby Boomers, Generation X'ers, and Generation Y'ers. All these generations have their own share of values and preferences that they bring into the workplace (Arsenault, 2004; Lancaster & Stillman, 2009). Morris Massey (as cited in Twenge, 2006) states that "the gut-level value systems are, in fact, dramatically different between the generations." This sentence occurs as a support to validate the necessaity of the research on the values between the generations. It is obvious that "a culture that has been shaped by the values, standards, and policies of one generation isn't necessarily going to be compatible with the next generation that comes through the door." (Lancaster & Stillman, 2009). "There is a problem in the workplace—a problem derived not from downsizing, rightsizing, change, technology, foreign competition, pointy-haired bosses, bad breath, cubicle envy, or greed. It is a problem of values, ambitions, views, mind-sets, demographics, and generations in conflict." (Zemke, Raines, & Filipczak, 2000). It is heavily reported by the press, media, and many researchers that there has been an increased conflict between the generations who are working at the same workplace right now and this situation leads to organizational and management problems (Arsenault, 2004). Retention problems, turnover, productivity problems, mobbing, not having a peaceful work environment, not being positive towards the job and the colleagues can be counted among these problems. In fact, all the problems stem from the fact that leaders do not understand their subordinates and employees do not understand their managers or do not like the way they manage. As Kupperschmidt concludes "when manager and coworkers do not understand each other's generational differences tension increases and

job satisfaction and productivity decreases" (p.65). Furthermore, Lancaster and Stillman (2009) state that focusing on generational strengths helps with the morale, controlling costs, reducing turnover and increasing sales and profits. For these reasons, it is important to understand how each generation wants to be led and their understanding of an effective leader. According to Lyon, Legg, and Toulson traditional mindset of leading all these generations together does not satisfy all parties (2005). Today, the workforce in Turkey, in academies, consists of 3 generations. Baby Boomers; some of them are in the workforce, some of them are not due to the retirement ages in Turkey – which is quite young when compared to Europe – The emeritus Boomers sometimes work part-time that puts them back in the workforce of the academies. Generation Xers, Generation Y; though most of the literature regards them as the newest group in the workforce, Generation Z is almost in the workforce. Though Generation Z is not in the workforce full-time, now that they have started studying at the university and they are in contact with the working members of the universities, they are in the position of telling their opinions. For these reasons, instead of focusing on "Traditionalists" or in other words, "Silents", Generation Z, who is just a step away from the doorstep of workforce, has been preferred to study and learn about.

In a few years, these four generations will be working side by side in academies and the problems or conflicts will occur eventually. The leadership style or preference of a generation may not be in harmony with the leadership style or preference of another's. A manager from Baby Boomers may not be the perfect match for a fresh start Generation Z employee. According to Taylor (2002) "people leave managers, not companies" (p. 29) and he further states that if there is no relationship between the leaders and the employees, there is no retention, no positive working atmosphere etc. Some organizations have failed to understand the strengths of generational differences and working on them to become a more effective

organization. Having a better idea of the characteristics, needs and preferences of the generations can result in a workforce with more strength, productivity, and communication (Raines, 2003). If what kind of leadership style is preferred by each generation is known to the mangers of an organization, more appropriate practices can be applied to meet the needs of each and every generation (Lyon et al., 2005).

1.2 Purpose of the Study

The purpose of this study to contribute to the present level of understanding related to the leadership preferences of each generation. While a great deal of literature is still focusing on and trying to understand Generation Y as the new and the different generation in the workforce, it is being missed that Generation Z is just about to enter the workforce with their all differences and peculiarities. According to Adıgüzel and his associates (2013), as this generation has not been in the business life yet, there is not much research about them in the literature especially in Turkey, the number of studies done on this topic is quite few. Moreover, the writer of this study has been working with Generation Z for 2 years as the instructor of English at the Prep School of a public university in Turkey. She has had the substantial amount of time to observe, interact, question and think about this new generation and see the clear differences between herself (Generation Y) and Generation Z. As a result, it has been questioned what kind of leaders this new generation of pupils will be or they will prefer to work with. For the instrumentation, thanks to the effort and energy put, the outcomes of the *Global Leadership and Organizational Behavior Effectiveness* (GLOBE) Project (House et al., 2004) were quantitatively significant in terms of leadership effectiveness. During the course of the research, the leadership effectiveness parts of *GLOBE Alpha survey* have been used to establish the differences between the 21 primary leadership subscales (GLOBE basic Culturally Endorsed Implicit Leadership – CLT – subscales): *Charismatic*

1:Visionary, Charismatic 2: Inspirational, Charismatic 3: Self-sacrifice, Integrity, Decisive, Performance oriented, Team 1: Collaborative team orientation, Team 2: Team integrator, Diplomatic, Malevolent, Administratively competent, Self-centered, Status conscious, Conflict inducer, Face saver, Procedural, Autocratic, Nonparticipative, Modesty, Humane oriented, and *Autonomous* when controlling for generation. Gender, political view, and field of study/work were also tested though they were not included in the hypotheses. Non-parametric statistical tests were applied to see whether there are any differences between generation and preferred leadership subscale.

1.3 Research Questions

Four research questions guided this study:

- RQ1: Is there a difference in leadership preference and styles between the generations classified as Baby Boomers, Generation X, Generation Y and Generation Z?
- RQ2: Which leadership attributes are most important to each generation: Baby Boomers, Generation X, Generation Y and Generation Z?
- RQ3: Is there a difference in leadership preference and styles according to other demographic factors (gender, leadership experience, and field of work/study)?

Chapter 2 includes a summary of the literature on the features of Baby Boomers, Generation X'ers, Generation Y and Generation Z, the literature on leadership styles together with a brief introduction of GLOBE study.

2 CHAPTER 2. LITERATURE REVIEW

2.1 Introduction

Today's workforce at the universities mainly consists of three distinct generations: Baby Boomers, Generation X, and Generation Y. Generation Z is just on the doorstep. Together with adding to the existing literature about Baby Boomers, Generation X, and Generation Y, Generation Z should be researched as well, as they are going to be our coworkers soon. All generations have their own history, attitude and behaviors for this reason, the distinctions between generational cohorts should be regarded significantly by the managers at all levels of organization (Lyon et al., 2005).

It is crucial for the organizations and the managers to understand how leadership is viewed by each generation (Arsenault, 2004; Lyon et al., 2005; Zemke et al., 2000). If organizations fail to do so, it is highly possible that decreased productivity, loss of talent, and increased tension will be faced just because the needs of the employees in terms of leadership are not met (Lyon et al., 2005; Kupperschmidt, 2000). It is stated by Arsenault (2004) as follows:

> Leaders of organizations need to recognize and understand that generations develop a unique persona that translates into a mind-set that has different emotions, attitudes, beliefs, preferences, and embodied activities. This mind-set creates differences in how a person of a generation leads or how they prefer to be led (p.137).

When the leaders and organizations understand the types of leaders different generations prefer, they can adjust their leadership style to go best with their own staff.

Chapter 2 has three sections. In the first section, the literature on generations was provided and the qualifications of each generation were discussed. In the second section, different types of leadership were mentioned, especially the ones based on attributes, traits and behaviors as

the GLOBE study focuses on the leadership traits. In the last section, details of GLOBE study were provided; how the questionnaire was developed, the subscales that were created out of the questionnaire items and the related results of the study.

2.2 Generational Theory

2.2.1 Generations Defined

The literature on different generations/cohorts, their age groups, characteristics, the social and the political changes they have gone through is extensive. Before going into the details related to generations/cohorts, the definitions of generation/cohort should be provided. Through the biological perspective, a generation covers the period starting from one's birth to the time when that person has offspring. From an anthropological perspective, Ardner (1989) considers the concept of generations as a type of recruitment which has been used by communities to accommodate the youngsters. Furthermore, the relationship between the generations is regarded as an exchange mechanism where things like property, obligations, habits and healthcare are traded (Finch, 1989). On the other hand, the sociological perspective prevails more than the anthropological one as the generations became a great part of common historical experience and mass mobilization (Joshi et al., 2011). By the early twentieth century, the authorities started to define the concept of generation by their common experiences excluding their birth date (Gardner & Davis, 2013). Ryder (1965) defines a cohort as a group of individuals who have gone through the same sort of events during the same time period. Carlsson and Karlsson (1970) explain cohort as people who take some important steps at the same time like being born at the same time interval, having the first employment and getting married almost at the same time. Furthermore, another definition can be quoted from Egri and Ralston (2004), in that they say "generation is one type of national subculture that reflects the value priorities emphasized during a country's particular historical

period" (p.210). McCrindle and Wolfinger (2010) define the generation as "a cohort united by age and life stage, conditions and technology, events and experiences" (p. 9).

If a deeper understanding would be necessary upon the definition of generations, Mannheim's (1952) essay on the problem of generations should be examined thoroughly. In his essay, Mannheim (1952) states that apart from the biological rhythm of the human existence – life, death and ageing – members of the same generation are destined to be a part of a historical dimension of the social process. This situation limits the members of the same cohort to a specific range of potential experience leading them through a certain type of thought and action (Mannheim, 1972). As Mannheim and further Scott & Zac and Burnett stated (as cited in Joshi et al., 2011, p. 180) "every generation collectively encounters a set of events during young adulthood that shapes their consciousness and distinguishes them from younger and older generations". Those events affect the people who face them during the formative years when people move from adolescence to adulthood and make them all form a common identity which is called 'generation'.

Burnett (as cited in Joshi et al., 2011, p. 179) described generations as "the concept expresses and indicates both the passage of time and change, as well as boundary markers (of) what we can understand as being 'kinds of people' who lived in 'kinds of time'". Pfeffer (as cited in Joshi et al., 2011, p. 190) explains the concept of generations in organizations as "groups of people moving through time and positions carrying with them the effects of history modified by subsequent experiences". The generations that enter an organization at the same time period go through similar training and experience leading them into the same type of agreements.

Gardner and Davis (2013) come up with a new and unorthodox definition of generations in their book "The App Generation". They state that a generation should be described as a period

when some technology arises and young people start to adopt and use it in a natural and "native" way. This definition is especially valid for Generation Z of today who identify themselves with the newest technology.

Howe and Strauss (2000) describe "generational persona" in their book "Millennials Rising" as:

> It is a distinctly human, and variable, creation embodying attitudes about family life, gender roles, institutions, politics, religion, culture, lifestyle, and the future. A generation can think, feel, or do anything a person might think, feel, or do. It can be safe or reckless, individualist or collegial, spiritual or secular. Like any social category (race, class, religion, or nationality), a generation can allow plenty of individual exceptions and be fuzzy at the edges. But unlike most other categories, it possesses its own personal biography. It can feel nostalgia for a unique past, express urgency about a future of limited duration, and comprehend its own mortality. As a generation arrives, advances, and recedes, this core persona invariably reveals itself. Not every member will share it, of course, but every member will have to deal with it, willingly or not, over a lifetime (p.40-41).

In her book "Generation Me", Twenge (2006) quotes; "when you were born dictates the culture you will experience. This includes the highs and lows of pop culture, as well as world events, social trends, economic realities, behavioral norms, and ways of seeing the world. The society that molds you when you are young stays with you the rest of your life" (p.2).

To conclude, Gardner and Davis (2013) summarize the definitions of generations for us: "There is the biological generation, defined by child birth; the calendrical generation, defined by decades (or quarter centuries); the political, cultural, or social generation defined by Traditional Big Events; and the technological generation, marked by newly emerging

technologies or significantly different kinds of relations to already existing technologies" (p.53).

Lancaster and Stillman (2009) mention that "the events and conditions each of us experiences during our formative years determine who we are and how we see the world. As a result of these events and conditions, each generation has adopted its own "generational personality" (p. 14).

Table 2.1 and Table 2.2 profile the generations this studies aims to include in a nutshell.

Table 2.1 Profiling Generational Cohorts

Baby Boomers	Born 1946-1964	Great acquisitors, they are value-and cause-driven despite indulgences and hedonism.
Generation X	Born 1965-1977	Cynical and media-savvy, they are more alienated and individualistic.
Generation Y	Born 1978-1994	Edgy, focused on urban style, they are more idealistic than Generation X.
Millennial	Born 1995-2002	Multicultural, they will be tech-savvy, educated, grow up in affluent society, and have big spending power.

Original Source from *Generation Next* (pp.14-16), by B Tsui, January 15, 2001. *Advertising Age*. Taken from *Marketing Management* (p.252), by P Kotler, and K L Keller, 2006, Upper Saddle River, New Jersey, Pearson Education Inc., Copyright 2006 by Pearson Education Inc.

Table 2.2 Generation Theoretical Descriptions

Boomers	Much heralded but failing to meet expectations, smug, self-absorbed, intellectually arrogant, socially mature, culturally wise, critical thinkers, spiritual, religious, having an inner fervor, radical, controversial, non-conformist, self-confident, self-indulgent
Gen Xers	Cynical, distrusting, bearing the weight of the world, fearful, lost, wasted, incorrigible, in-your-face, frenetic, shocking, uneducated, shallow, uncivil, mature for their age, pragmatic, apathetic and disengaged politically, independent, self-reliant, fatalistic, mocking, under-achieving
Millennials	Optimists, cooperative, team players, trusting, accepting of authority, rule-followers, smart, civic-minded, special, sheltered, confident, achieving, pressured, conventional

Adapted from *Generations: The history of America's future, 1584 to 2069*, by W Strauss, and N Howe, 19991, New York, Quill/William/Morrow, Copyright 1991 by Quill/William/Morrow.

The categorization of the generational cohorts was made and adapted according to Lancaster & Stillman (2009) and Kotler & Keller (2006):

- Baby Boomers (born between 1946 – 1964)
- Generation X (born between 1965 – 1980)
- Generation Y (born between 1981 – 1994)
- Generation Z (born between 1995 – 2002)

According to research, the classification of generational cohorts and the way they are perceived differ from culture to culture. When different sources were examined, it is seen that different birth years and attributes attached to each cohort (Adıgüzel, Batur & Ekşili, 2014).

As this research has been conducted in Turkey, the number of people who fall in these four generational cohorts should be provided. The total population of Turkey is 78.741.053. Baby Boomers consist of about 14 million of the total population while Generation X consist of 17 million of it. While there are 20 million people that belong to Generation Y, Generation Z has about 14 million members (Turkish Statistical Institute, 2015).

2.2.2 Baby Boomers

According to Lancaster and Stillman (2009), Baby Boomers were born between the years of 1946–1964 and are the largest population ever born in US and number about eighty million and when this is the case being competititve is inevitable among the Boomers from a place in a football team to a place in a college.

In their 1991 book *Generations: The History of America's Future, 1584 to 2069*, Strauss and Howe give a description of the generations with the specific details and events. Though most of the events are quite specific to America and cannot be applied to other countries – in this case Turkey, we should assume that all the members of a generation behave more or less in the same way.

"Baby Boomer generation grew up in the 1950s and early 1960s, taught by stern, gray-suit-wearing teachers and raised by parents who didn't take any lip and thought that *Father Knows Best*" (Twenge, 2006, p.1). As she further explores into this generation, Twenge (2006) mentions that though the boomers were in philosophical search of "self" and acted against comformity, they all did this in groups ironically.

Boomers, born between 1943 and 1960 most of them to G.I. parents while some of them to Silent parents appeared as a furious and violent generation who know well about their desires and who oppose the things for the sake of opposing, but later they have cooled and changed their ideas as they age (Strauss & Howe, 1991).

Boomers raised by their GI parents with great expectations to see them as cute babies, bright students to be proud of and striking teens, and they had quite intense nurture by their mothers as a result they have become "smug". They are healthier, more wanted, doted on and attended to and they were raised as hobby not as a biological obligation (Zemke et al., 2000). As a Boomer Lancaster mention in her book (2009), "we were raised by parents who convinced us we could make the world a better place; as a result, we tend to be idealists" (p.5). The mothers of Boomers put a great effort and time in raising their children, being tolerant and more than helpful towards them. Also, the television always gave the message that all the problems can be solved by adults and they were being watched by someone so poverty, diseases or crime cannot touch them. Moreover, while GI parents learnt the basics themselves, they taught Boomers critical thinking. When they came of age, the Boomers applied critical thinking to question their parents' world in which they have been raised by saying that it needs a spiritual renovation. This questioning as Boomers called it "Conciousness Revolution" caused a generation gap between Boomers and their parents within the families and a rebellion against the fathers and a great attachment to their mothers. As a result of this, Boomers started to be against everything related to their parents' generation. They chose "spiritualism over science, satisfaction over patience, negativism over positivism, fractiousness over conformity, anger over friendliness, self over community" (Strauss & Howe, 1991, p. 302).

Boomers have grew up in an era when there is no sign of war while the generation that comes before them (Silents) grew up with World War 2 and the generation that comes after them

(Gen X) experienced Vietnam War during their adolescence. During their childhood, G.I. science made great improvemets on childhood diseases, protecting Boomers suffer from terrible diseases (Strauss & Howe, 1991).

Boomers have always been the "cultural and spiritual focal point" of American society. They were in search of a "spiritual euphoria" and in this voyage, they have moved from drugs to religion, so theirs was the most active time of church formation. The society they have grown into always supported them. When they were children, the society was "child-obsessed", when they were young, the society was "youth-obsessed". As the descendents of the GI generation, "Boomers have always seen their mission not as constructing a society, but as justifying, purifying, even sanctifying it" (Strauss & Howe, 1991, p. 301).

The themes that were in the center of Boomer lifecycle were the focus on the self, the journey to the interior, narcissism, no permanent bounds to mates, children, corporations and professions. They were not able to satisfy their perfectionist impulses. Most of them did not care about the world around them or simply despised it with a lack of interest in building a community life. They grew a perfectionism in consumption by prefering luxurious brands with a unique taste even though they were not in a financially good position to afford those. These all gave Boomer a reputation of great arrogance (Strauss & Howe, 1991) and "they have never met a problem they could not bluff, blunder, or power through, and then pronounce themselves master of it and write a book about" (Zemke et al., 2000, p.20).

The focus on self caused Boomers make plans and judgments based solely on their "wholly internalized standards – the immutable principles of right and wrong". Their improved skills on critical thinking made them better philosophers than scientists and better preachers than builders. As a result, they excelled at professions that require creative independence like the media. As their individuality comes before duty to community, Boomers could not achieve

consensus and move together. Therefore, they could not get big jobs done. The only thing they agreed upon was avoiding service in Vietnam and that it was handled badly by the G.I leaders. They believed that there is an "infinite worth residing in each of them" and they can become the best at everything they choose to do- this might be a cover for their personal disappointments (Strauss & Howe, 1991).

Although Boomers were expected to be great achievers, they proved to be the opposite. As they measure themselves according to their spiritual strength, they see themselves in a better position than their parents, though they are not a match to their parents' like-aged achievements in economic and family life (Strauss & Howe, 1991). Though, they have proved to be well in traditional leadership characteristics such as "leading", "decision-making", "motivating" and "persuasion" according to Hudson's report on generations (Hudson: The Great Generational Shift, n.d.)

"The Boom is a generation of worsening trends" (Strauss&Howe, 1991, p. 305). Risening death rates from accidents, more drunk driving, suicide, illegitimate birth, teen unemployment, more crime - victims ended up in hospitals or morgue, and the worst SAT scores of American history (Strauss & Howe, 1991).

When Boomers started to come of age, most of them were activists who are in favor of free speech, creating several angry youth uprisings to express their opinions (Strauss & Howe, 1991). These young idealist with education looked into the ideals of their parents' generation and protested the status quo, asking for revolution in the areas of civil rights, women's rights, reproductive rights, and even the rights of Mother Earth, as a result, giving birth to the ecology movement (Lancaster & Stillman, 2009).

Some wealthy kids dressed down and declared themselves as freaks to refuse the wealth and ordered family life of their parents. Boomers wanted other generations see them as rebels,

enemies of the state, strikers, revolutionary youth. Although radicals and freak hippies are just a small part of the generation, being righteous and moral position was important for most of the members of this generation while organization meant almost nothing. Boomers were quite mature in their ego strength and self-esteem whereas they were poor with their social skills. The economy was strong thanks to hardworking G.I.s and provided Boomers with good jobs (Strauss & Howe, 1991).

When the Vietnam War hit the American society, Boomers hated the war, especially its intrusion into their private lives. Those were the years when Boomer rebellion became bloody, the violence was justified to change the society. Then, the violance cooled, economy worsened and Boomers turned to pessimism, drugs, sex and unemployment and starter to be indifferent to politics, government, business and social issues. As they rose to adulthood, detached from politics and family life, Boomers with graduate degrees started a back –to-nature movement with their backpacks. "Sporting life became more argumentative and less team-oriented" (Strauss&Howe, 1991, p. 311). Moreover, more and more Boomers started to look for 'meaningful' jobs and most of them preferred not industrial or service jobs but smallish and eclectic businesses, shaping the economy to match the Boomers' personality. No matter what job they are doing, all the Boomers prefer to be glamorous in their jobs and work with a great effort. What Boomers regard as a reward at work are the things related to money, title, a better shift, seniority, the corner office, the up-front parking spot, and any other thing that let you and especially others know how you were doing (Lancaster & Stillman, 2009). Idealistic Boomers have also been excited by the things they can accomplish at work. They wanted to rise far and fast, but they also wanted to do great and rewarding things like the projects that might change society or alter the future of the company (Lancaster & Stillman, 2009).

As Boomers approached midlife, they grew a new sense of responsibility and self-denial. They still regarded themselves as the embodiment of moral wisdom without paying any attention to the values of elders (G.I. and Silent) or juniors (Generation X). Boomers also turned out to be very severe in their ideas of punishment, death penalty, beheading criminals, primitive prisons in Alaska etc. and they played their role in politics to provide more explicit exercise of public authority. Instead of overcoming crisis, Boomers were good at provoking them and when they come up with solutions, they are not sugar-coated ones. Critics call this generation smug, narcissistic, self-righteous, intolerant, puritanical and - the mostly heard one – hypocrite (Strauss & Howe, 1991).

The literature provided here depended heavily on American research, but as the survey has been conducted in Turkey, what Turkish Baby Boomers went through should be included. Baby Boomers consist of about 18% of Turkish population. This generation witnessed the growth and prosperity in Turkey and they wished for property and services. Generation 68 was a part of this generation in Turkey, as well (Senbir, 2004). In Turkey, Boomers went through a revolution and the turmoil of the transition to the multi-party system. They are highly loyal and work at the same job for a long time (Hürriyet Newspaper as cited in Adıgüzel et al., 2014). In Turkey, this generation was born during or after the World War 2 and they are also known as “cold war generation” and “normative”. Most of Turkish Grand National Assembly consist of Baby Boomers (Ayvaz, 2013). When the conditions in Turkey are considered, the event that affected Boomers very much was the first coup of Turkish Republic that happened on May 27, 1960. Together with the coup some important bureaucrats were arrested and the Prime Minister was executed. However, thanks to developing Turkish Republic, this generation witnessed the radical changes in agriculture and industry and migration from country to city. As a result of these improvements, the educational level of the

society has risen and higher education started to become more available. So Boomers benefited from this situation. All in all, Boomers in Turkey are different characters (as all over the world) with the education they got, the transformations in the society and the political changes (Berkup, 2015).

2.2.3 Generation X

The Generation Xers who were born between 1965–1980 according to Lancaster and Stillman (2009) and are a smaller group when compared to Boomers but a very influential population with a number of forty-six million. “Generation “X” might well have been called Generation “I” for “invisible” or “L” for “lost.” “It’s a generation that no one ever really noticed, that didn’t exactly register, until recently. Xers grew up in the shadow of the Boomers and, like the middle child, passively resisted anything the elder sibling embraced” (Zemke et al., 2000, p.93).

Generation X, according to Strauss & Howe (1991), was born between the years 1961 – 1981 and they call them “Thirteenth Generation”. They were the first kids whose parents took pills not to have. This generation has always felt that especially when they were kids, adults could not control themselves or the country. When compared to other generations, the feeling of being pushed down the road resides in all the members of this generation more. As they have come of age in dark times of American history, they have ended up with low test scores, high crime and suicide rates and substance abuse and are seen by elders as possibly armed and dangerous. Low test scores were criticized harshly by the elders and the mercy that was shown to young Boomers with low scores was gone. They were humiliated, embarrassed and mocked because of their school performance and as a result, contrary to Boomers they have raised with an inferior mind. During the era of this generation, immigrants or the children of immigrants started to become valedictorians or science finalists of the competitions (Strauss

& Howe, 1991). Older generations see them as feverish, physical, slippery calling them as "lost", "ruined" and even "wasted" generation. Opposite to the Boomers, Generation X sell ideas/ideals for million-dollar dreams of life. They are driven more by their appetites than by ideas as Boomer media describes them (Strauss & Howe, 1991) and according to Robbins they are ready to trade off high compensation for leisure time (as cited in Jurkiewicz, 2000).

Contrary to what older generations say or think about them- slackers, cynics, drifters (Hornblower, 1997) and sullen, contemptous, naive, arrogant, unfocused, materialistic (Tulgan, 1995) and slacker, lazy, grungy, unmotivated (Lancaster & Stillman, 2009) - Thirteeners (Generation X) see themselves "as pragmatic, quick, sharp-eyed, able to step outside themselves to understand the game of life as it really gets played" (Strauss & Howe, 1991, p. 320). Though, they accept that whatever they are, they were raised in this way, the world they were born into made them this way. They grew up with "self-immersed parents, disintegrating homes, schools with conflicting missions, confused leaders, new public-health dangers" and an economy that favors old not young people (Strauss & Howe, 1991, p. 321). There is no economic future for Generation X with the rising costs of setting out in life and falling amount of salaries and they learned to survive with money. Besides, "Thirteeners were told to be self-reliant, independent, self-actualizing individuals" (Strauss & Howe, 1991, p. 321). As a result they started life much earlier than Boomers. This generation has always had to survive in an area that Boomers left behind, when they came of age, the meanings given to many things by the youth had all faded. On the contrary, Thirteeners slowed or reversed the things – SAT decline, youth crime, the early sex etc. that were bad with Boomers. Thanks to no parental guide and barriers, Generation X youth have begun re-erecting their own defense mechanisms in terms of sex.

13ers grew up seeing the weakness and uncertainity of elders and questioning their ability to protect them from danger while they were trying to get a meaning from what they hear from the adults. While other generations were struggling to escape from the generational gravity, 13ers doubt if they will ever be able to find one. As they have faced these facts of the life, Generation X have built a strong survival instinct. They believe that behaviour makes the person, so being dressed up to protect honor means something for this generation. Thirteeners accepts words like “stupid”, “bad”, “random” as a praise and they generally agree with the reports that tell negative things about them. Adults expecting them nothing and doing nothing for them and thirteeners chasing no ideals, no new ideas, the whole generation got lost. They are happy with what they are and they even enjoy the demeaning portraits of the youth (Strauss & Howe, 1991).

Thirteeners grew up this way because there are quite strong reasons that cause this generation to become this way. Higher divorce rates, complex family lives (because of the divorce), domestic dissatisfaction (more working mothers), lack of parental authority and family instability, no more grade inflation (as was done to Boomers), decrease in purchasing power, higher risk of dying from accidents, murder and suicide though they have the advantage of improved medicine, more economic distress and less wages are the reasons behind the definition of Generation X. Thirteeners are less-college educated (than Boomers), more suicidal and carry more guns and prefer military service than public service (Strauss & Howe, 1991).

Thirteeners were born into a society where the kids were seen as burdens to the parents while they were trying not to have by abortion or using pills. When they have, they tried to raise the kids fast by facing them with all the adult reality. Parents were regarded as friends with no boundries or limits. While being gentle and communicative, they were also ambivalent with

no positive vision of the future and expected the children to respond to the real-life problems when they were very young. Besides these, media portreyed the adults as not virtous, not competent or not powerful. When this is the case, the kids have learnt to expect the worst and handle everything on their own (Strauss & Howe, 1991).

Thirteeners who started to enter the labor force - which includes no job security, pensions and a traditional career model (Tulgan, 1995) - bear the burden of foreign competition and debt. As real estate prices go up which benefits the home owners, it affects the young generation badly. Because of the economic need, youths are working younger, longer, later at night and at more dangerous jobs than any child generation, just to have the same standard of living with other generations. Boomer bosses see them as not having internal but needing external or above reinforcement and best suited for short-term tasks. They adjust quickly by moving into and out of jobs when they see a dead-end with the current one (Tulgan, 1995). As they have seen many companies downsize or merge, the last thing they expect is the permanence of the workplace and as a result the aim is to build a portable carrier (Lancaster & Stillman, 2009). Most of them do not prefer to define themselves by their organizational affiliation, but they put more emphasis on personal growth and happiness (Tulgan, 1995). The loyalty to the organizations they have been working for is quite low, as they witnessed their parents' loyalty was rewarded with downsizings, layoffs, forced turnover, mergers and pension improprieties (Jurkiewicz, 2000). The values that matter for Generation X in the work place are sense of belonging, ability to learn new things, autonomy, entrepreneurship, security, flexibility and short-term rewards (Tulgan, 1995). "For this generation, who saw their parents trapped in the web of corporate America, freedom is the ultimate reward" (Lancaster & Stillman, 2009, p.84).

According to Rushkoff (1994) Generation X is the generation who set unrealistic and impossible goals and fail miserably as a result. Because of the crashed economy, they had to be contented with low wage, menial, temporary "McJobs" even though they are college graduates. Generation X watched rock 'n' roll take over the nation and dry up and they obviously do not see rock 'n' roll as a rebellion or they just do not care to rebel to religious institutions and dress codes contrary to Boomers. They do not need to rebel because they have already born into a society where some concepts like racial equality, women's rights, sexual freedom etc. are recognized as indisputable facts. The sexual revolution of Boomers turned into a forced celibacy in the time of Generation X. Another thing Gen. X watched is the rapid deflation of the society both financially and culturally and as a result they have developed a self- defence mechanism towards the changes: to laugh and make fun of and do nothing (Rushkoff, 1994).

All in all, Generation X can be a symbol of skepticism, as they came of age by seeing that every major American institution had been questioned and divorce rate tripled. As a result of this, Generation X cannot retain faith to personal or institutional relationships but themselves only. Together with the advancement in the technology; cable TV, digital TV, satellite TV, VCRs, video games, fax machines, microwaves, cell phones and the personal computer, danger and violance seemed to be closer than ever on the news. "As a result, Generation Xers are an extremely resourceful and independent generation who count on their peers and themselves to get things done and don't hold out too many false hopes that any person or institution is going to swoop down and save them from reality" (Lancaster & Stillman, 2009).

The literature provided here depended heavily on American research, but as the survey has been conducted in Turkey, what Turkish Generation X went through should be included. In Turkey, Generation X is called "transition period kids". The reason why they are called like

that is there were changes and transformations both in Turkey and all around the world. Generation X grew up with the relentless facts of the transforming world and they are content with what they have, socialist, loyal, and idealist (Senbir, 2004). According to data from Turkish Statistical Institute, while GDP per capita was 271$ in 1965, it increased 1877$ in 1979 leading to changes in life standards of Generation X compared to other generations. Thanks to this situation, Generation X, started to have a social life (Ayhün, 2013). This generation is more hardworking and realistic. Generation X consists of 22% of total Turkish population and is defined as "competitive" by the experts. They have experienced petrol crisis and leftist-rightist conflicts at the universities. Televison became an important tool of communication during these years (Ayvaz, 2013). Mengi (2009) states that this generation was born into a world with first models of washing machines, transistor radio, and gramaphone. Their loyalty depends on the job they are doing, if they find a better one, they do not refrain from changing it. They are sensitive to social problems, highly motivated employees and they respect authority. The ones who were born during the presidency of Turgut Özal focused on money only and became individualistic. Some qualifications of Baby Boomers such as women's desire to have a career, late marriages and having kids at later ages and focusing on individualism and money can also be seen in Generation X in Turkey. As the technology was improving in Turkey, too, Generation X in Turkey did not fall behind their American peers in terms of technology use though it was a forced one not voluntary. One thing that seperates Turkish Generation X from American or European Generation X is that divorce rate in Turkey was much lower when compared to those countries (Berkup, 2015).

2.2.4 Generation Y

"The next Baby Boom (seventy-six million in number) has been known as the Echo Boom, Generation Y, the Baby Busters, or Generation Next" (Lancaster & Stillman, 2009, p.27) and they were born between the years 1981 – 1999.

Hansen ("Perception vs. Reality:", n.d.) defines this generation with these names: "The Millennials, The Tech/Net/Digital Generation, Boomlets, Echo Boomers, Entitlement Generation, arrogant, self-centered and possessing a short attention span". All these names were menntioned by Hansen as a result of a summary of the whole literature about Generation Y. Business Week on-line states that Generation Y is the sons and daughters of Boomers and they were born between 1979-1994 and they are almost as crowded as Boomers (Boomers 72 million, Generation Y 60 million) (Business Week, February 13, 1999).

According to Lancaster and Stillman (2009) the Millennials (1981–1999) are a smart, practical, techno-savvy, confident and pragmatic generation. Generation Y is "among the smartest, cleverest, healthiest, most-wanted *Homo sapiens* to have ever walked the face of the earth" (Zemke et al., 2000, p.23).

Strauss & Howe (1991) call Generation Y "Millennials". This generation, after the Thirteeners, is "wanted" and desperately waited by their parents. Both the parents and society together with the media itself gave this message to the kids, you are 'precious and wanted'. New educational laws have been passed to provide the kids with better education opportunities and keeping them away from child labor practices. Besides, some other laws that help the children in need financially were passed including free medical care. In the socity where the millennials were born, some changes (late marriages, dual-income households) have been naturally accepted but some other changes like "open" marriages, mind-altering drugs were rejected. With the decline in rates of abortion, sterilization, divorce;

the society has become a more moral one. Money was spent for this children not only on them but also to have them (infertility treatment, premature infant care etc.) (Strauss & Howe, 1991).

In their 2000 book "Millennials Rising" Howe and Strauss had the chance to examine the Millennials itself other than the society (as opposed to their 1991 book). According to them, Millennials are "numerous, more affluent, better educated and more ethnically diverse with positive social habits, teamwork, achievement, modesty, and good conduct overwhelming the cynics and pessimists" (Howe & Strauss, 2000, p.4). The most preferred name for Generation Y is Millennials since they refuse to be called just after Generation X believing that they have an identity (Howe & Strauss, 2000).

The movies and the TV shows support parents in their quest of educating children with the messages of equality, optimism, cooperation and community and being strict about drugs, alcohol and teenage sex. Now, the parents are not friends but people who are in charge with strict rules and punishments. As Millennials have reached school age, public education started to change toward being more traditional with values and adults being more assertive. More academic kindergartens, more emphasis on "good works" in elementary schools, more discipline, increasing support for more homework, longer school days, toughened graduation requirements and a nationally standardized environment are the new qualities of the educational system supported by Boomer parents, provided to Millennial kids. In short, "Boomer moms and dads are setting out to produce kids who are smart and powerful and dutiful - kids possessed of rational minds, a positive attitude, and selfless team virtue" (Strauss & Howe, 1991, p.342). What's more, the Boomer parenting style which is optimistic and idealistic led Millennials to feel themselves powerful enough to take positive action when things go wrong (Lancaster & Stillman, 2009). Today, Millennials are not only taking stands

but also leading some hands-on organizations to get things done in teams (Howe & Strauss, 2000).

Though the whole American nation expects the new generation to be worse than themselves, the quite opposite is true for Generation Y as they are the "corrective" generation. People and the media focus only on the bad sides but they fail to see the good sides such as less teen suicide, less teen pregnanacy, less drug abuse, more education, better scores at the tests, more helpful, more socially committed etc. (Howe & Strauss, 2000). They are compliant team players, they respect authority, they are rule followers, they are smart, they believe in future and change, and they welcome established values of home, family life, community, and education (Howe & Strauss, 2000). With strict rules and zero tolerance at school, and moral lessons on TV and books, protecting children from the Internet and the pop culture, Millennials have become a better generation. They are "special, sheltered, achieving, pressured and conventional." Though they know less about politics, they are more willing to take part in voting and have a word. Besides, they are more into the religion and they regard it as a way to escape from the pop culture (Howe & Strauss, 2000). Millenials are to be the most tolerant of all the generations as a rsult of their ubringing since they have been raised with no absolutes (Zemke et al., 2000).

According to Twenge (2006) the generation she called "Generation Me" includes the individuals who were born in 1971 (1971- onward/ born in 1970s, 1980s and 1990s) and after, that's why this generation falls into the term that is preferred to be used as "Geneation Y". This generation was born into the world where self-focus is a part of the culture and where duty is never put before self. They were constantly told by their teachers that the only thing that matters is them, how they feel and what they believe to be true. The rest is

unimportant. This generation believes that they should follow their dreams without being held back by societal expectations/norms.

According to Twenge (2006) the age or the type of person you got married has changed. Young people get married to whoever they want and whenever they want disregarding any social expectations. As a result they are more racially diverse (Business Week, September 13, 1999). Besides this, new generation care less about the manners or the rules of etiquette. They do not refrain from lying to people, breaking the rules or swearing while talking. They even go so far that they do not question authority but just disrespect or ignore it (Twenge, 2006). This is how they have been raised, they question everything and challenge the status quo if necessary, even if it means little or no respect for authority ("Perception vs. Reality:", n.d.).

What's more about Generation Y is that, they enjoy international travel, have friends from different cultures and backgrounds (The Canberra Times, September 13, 2007) and this is one of Millennials' defining traits which is an appreciation of diversity, as they've been subjected to many different kinds of people as a result of travel, day care, technology, and the media (Lancaster & Stillman, 2009). They are happy with spending money on entertainment, clothing and mobile phones than saving for a home deposit. Generation Y is a difficult group to reach, inquisitive, well educated and keen to have a lifestyle that reflects their identity (The Canberra Times, September 13, 2007).

Generation Me was/has been raised to focus on their indivual needs/beliefs only. They were taught to be different and stand out unlike other generations (Twenge, 2006). They value individuality and independent thinking while regarding themselves as unique individuals ("Perception vs. Reality:", n.d.). Another thing that Twenge (2006) mentions about Generation Me is that they do not feel the need to hide behind the courtesy as a result, they are too direct and blunt. They feel the need to be open, true and uncomplicated.

Contrary to the Boomers who were in search of self but do not know how to do it, Gen Me were born into a world where "self" is presented to them and they have grown up with it. That's why, their "self" has the utmost importance for the whole generation. When the data of self-esteem were compared between 1960s college students and 1990s college students, the difference was huge as 1990s college students feel much more positive about themselves (Twenge, 2006).

An American Generation which have never been criticized, better gardes were given to as a result of less studying and less achievement is raising and plus they are less capable but more confident. The parents, teachers or media who have raised this generation tries to build a self-esteem which is based on nothing but the self alone. This situation results in the qualities given above. This generation has been called as "The Entitlement Generation" by a 2005 Associated Press article as they all think that they are entitled to grades, respect or anything just because they are. These are all part of the message given to Generation Me since they were born: 'YOU are the only thing that matters, how you feel is important' (Twenge, 2006). This generation has a sense of entitlement but it is their parents' fault as they "stunted their children's growth by proactively removing all obstacles and potentially negative experiences" and this results in them being quite "needy" as they have been raised with the fact that mom/dad is a call away ("Perception vs. Reality:", n.d.).

As this generation has been raised with a focus on 'self', they have great expectations for the future such as further education, a well-paid job, frequent promotions, having a better life than their parents etc. though they are not qualified enough to do that all as a result of their self-esteem building education. These great expectations include being famous, rich in a very short notice, appearing on TV and being popular among peers. Besides having these dreams, Generation Me was taught to follow their dreams to the fullest and never give up and this is

what they do all along (Twenge, 2006). Besides these, Generation Y is the first group to think that "there is more to life than work" and they want a fun and a flexible job that is just a mean to enjoy life ("Perception vs. Reality:", n.d.).

The most important thing for this generation is themselves, as a result, self comes first (Twenge, 2006). As Bicic states: "They do not fit into a trend, they are more about being themselves above and beyond anything else … they are not that interested in being part of a social norm" (as cited in The Canberra Times, September 13, 2007). They love themselves, they are obsessed with their appearance – tattoos and piercings, they take their time before settling down and start a job and they urge for more things for themselves. When compared to other generations, Generation Me has gone through nothing – no world wars, no historical traumas, no scandals, no epidemics, they are healthier, better educated, more comfortable and has more technological conveniences. However, they are still more depressed since they lack the basic human requirements such as stable close relationships (feeling commitment to someone else regarded as a threat to their self-esteem), a sense of community (focus on self and individualism) and feeling of safety (no job guarantee even for the best educated ones). As the real life turns out to be harder than they expected and as they realized that they were praised for nothing and they cannot achieve the glorious life they have watched on TV, depression becomes inevitable (Twenge, 2006). What's more, it can be said that this generation is the most educated workforce ever and thanks to their parents they have already started building portfolios including hobbies, sports, voluntary activities and various work experience for college admission and business life (Lancaster & Stillman, 2009). However, this situation causes some problems related to job satisfaction. As these people expect a fulfilling job according to their level of education and they are more prone to changing jobs if they are not happy with the current one ("Perception vs. Reality:", n.d.). What Millennials

count as reward at work are “gift certificates, discounts at retail stores, free meals, or tickets to events, things that Millennials can cash in now and enjoy boasting about to their peers”. What’s more, they can be rewarded via “a fun environment, the ability to work in teams with peers, having bosses they can relate to, and being allowed to participate in work decisions” (Jurkiewicz, 2000, p.87).

Members of Generation Y are quite confident with technology and able to access information any time (The Canberra Times, September 13, 2007) and “this is a generation that has had access to cell phones, personal pagers, and computers since they were in diapers” (Lancaster & Stillman, 2009, p. 28). They have visited almost every corner of the globe via the internet. Furthermore, despite the intensity of the messages coming everywhere, they are quite talented at filtering information and selecting only what they need (The Canberra Times, September 13, 2007) and as a result of this they are quite realistic about the difficulties of the modern world (Lancaster & Stillman, 2009). On the other hand, technology has caused them to become lazier as they can multitask (texting, instant messaging, social networking, web surfing) and find shortcuts for the things to be done easily (“Perception vs. Reality:”, n.d.). Generation Y excel at abstract and conceptual thinking which makes them fit in the data-driven world. Moreover, their curiosity and insight is much sharper thanks to the technology (Hudson: The Great Generational Shift, n.d.)

Unlike Boomers, Generation Me thinks that they cannot change anything all over the world as they have no control on anything. They do nothing and when something nasty happens they put the blame on other people or other things because it is the easiest way to protect their self-esteem (Twenge, 2006).

The business world has no mercy for these young people because of lack of job security, competition for graduate positions etc. and as a result of this, members of Generation Y have

a university degree together with hours of volunteer work, extracurricular activities and a few part-time jobs for the debts. Altough this is the case, they are looking for a meaningful and a flexible job that will make their lives better (The Canberra Times, August 4, 2014).

All in all, Generation Y seems to be cut out for the world-saving role as they are special, "familiar with uniforms, used to meeting and beating high standards, respectful of adults and responsive to command" (Howe & Strauss, 2000, p.348) and the society should get ready to allow them to take the control other than trying to control them (Howe & Strauss, 2000). Table 2.3 provides a comparison between 3 generations.

Table 2.3 Comparison of 3 Generations

Popular Names Generation	**The Baby Boomers**	**Generation Xers.**	**The Nexters**
Also known as...	Boomers	Xers Twenty-somethings Thirteener Baby Busters Post-Boomers	Millennials Generation Y Generation 2001 Nintendo Gener-ation Generation Net Internet Generation
Birth Years	**1943–1960**	**1960–1980**	**1980–2000**
Defining Events and Trends	Prosperity Children in the spotlight Television Suburbia Assassinations Vietnam Civil Rights movement Cold War Women's Liberation The Space Race	Watergate, Nixon resigns Latchkey kids Stagflation Single-parent homes MTV AIDS Computers Challenger disaster Fall of Berlin Wall Wall Street frenzy Persian Gulf Glasnost, Perestroika	Computers Schoolyard violence Oklahoma City bombing *It Takes a Village* TV talk shows Multiculturalism Girls' Movement McGwire and Sosa
Core Values	• Optimism	• Diversity	• Optimism

	• Team orientation • Personal gratification • Health and wellness • Personal growth • Youth • Work • Involvement	• Thinking globally • Balance • Technoliteracy • Fun • Informality • Self-reliance • Pragmatism	• Civic duty • Confidence • Achievement • Sociability • Morality • Street smarts • Diversity
On the Job	**Assets** • Service oriented • Driven • Willing to "go the extra mile" • Good at relationship • Want to please • Good team players **Liabilities** • Not naturally "budget minded" • Uncomfortable with conflict • Reluctant to go against peers • May put process ahead of result • Overly sensitive to feedback • Judgmental of those who see things differently • Self-centered	**Assets** • Adaptable • Technoliterate • Independent • Unintimidated by authority • Creative **Liabilities** • Impatient • Poor people skills • Inexperienced • Cynical	**Assets** • Collective action • Optimism • Tenacity • Heroic spirit • Multitasking capabilities • Technological savvy **Liabilities** • Need for supervision and structure • Inexperience, particularly with handling difficult people issues

Adapted from *Generations at Work: Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace,* by R Zemke, C Raines, & B Filipczak, 2000, New York, AMACOM.

The literature provided here depended heavily on American research, but as the survey has been conducted in Turkey, what Turkish Generation Y went through should be included. Thanks to the globalisation, Turkish Generation Y does not differ much from Generation Y of America and Europe (Berkup, 2015). Generation Y consists 26 % of total Turkish population and according to Yüksekbilgili (2015) in Turkey, people who were born between 1983 and 1995 belong to Generation Y. This generation was born into a country as well as the world of

PCs and GSMs. As a result, they have become technology friendly, individualistic, easygoing kids (Senbir, 2004). According to Tufur (2011), Generation Y values entertainment, travelling, having new experiences, success, money, shopping, knowing what they want, working hard, chasing their dreams, inquisition, and sparing time for the dearest. The data in years 1980 and 1994 in which Generation Y was born, show that there were improvements in population, health, education, and GDP (Ayhün, 2013). In Turkey, this generation consists of young people who are fond of freedom and technology and they are well-educated. They can adapt easily, give up quickly, disrespect authority. They live in an era in which the effects of globalisation are felt and there are improvements in econmy and intercultural dialogues (Türk, 2013; Ayvaz, 2013). Apart from these, according to Mengi (2009), Generation Y is narcissist, individualistic and entrepreneurs. Though they do not like working, they want it all with high expectations and are not satisfied easily. It is forecast that they are going to change more than ten jobs in their lifetime. If they are well managed and inspired, they become the best employees with a range of talents. Generation Y usually avoids distant, corporate business life with hierarchy. They prefer to work at the jobs they believe to be valuable or they add something. They are meticulous about the jobs they want to do and they prefer to be unemployed instead of doing the job they do not like (Elif Baydar as cited in Çoban, 2006). According to a research conducted by Keleş (2006), there is a difference in working attitudes of Generation X and Y. Generations Y seek flexibility in both their job description and working conditions. Apart from these, they consider working atmosphere, management style, getting feedback from the managers important. According to a research conducted by Akdemir et al. (2013) on leadership preferences of Generation Y, the results show that Generation Y prefers extremely democratic leader type. While they want to be guided and motivated by the leader, they wish to be autonomous in their operational duties. They prefer to have a friendly atmosphere in the workplace instead of hierarchy. Performance

management should be done openly and honestly, while according to Generation Y, there is no need for any kind of supervision.

Generation Y witnessed some events which are increasing teror attacks, Gulf and Iraqi Wars, and coup of 1980, a laissez faire economy, globalisation, and the internet. Thanks to globalisation and the internet, they witnessed some global scale events that are the demolition of Berlin Wall in 1989 and dissolution of Soviet Union in 1991 (Berkup, 2015).

Yüksekbilgili (2013) made a research to see if the qualifications of American or European Generation Y are the same as the qualifications of Turkish Generation Y. He came up with 33 basic qualifications of Generation Y collected from American and European Literature. At the end of his research, it is seen that 10 out 33 items are not valid for Turkish Generation Y. Turkish Generation Y may have its own qualifications that in part differ from Generation Ys of other cultures.

2.2.5 Generation Z

Generation Z is commonly referred to those who were born after 1996 and are the offspring of 1965-1985 born Generation X (Korea Times, November 13, 2007). Courtenay states that Generation Z was born in 1995 and after and raised by "helicopter parents"- which is Generation X (The Canberra Times, November 24, 2014). In their book "The App Generation" Gardner and Davis (2013), though they haven't mentioned any specific years to describe the generation, the person they have commonly referred as an example was born in 1996 which falls in the years that are generally described as "Generation Z". Apart from not giving specific years, the youth included in their interviews and surveys and observations were born in 1996 and onwards and they labelled this generation as "The App Generation". The reason why these authors label this generation as The App Generation, they identify them with the new technology – mobile phones, tablets, computers and applications installed on

these devices and the social media. They also call this generation digital natives as this generation have been born into a digital world and they cannot think of a world where technological devices they have now do not exist. The new generation has construed itself as a part of the latest, most popular and most powerful technological devices (Gardner & Davis, 2013). This generation has one more name which is "iGeneration" since they would rather text than talk. They want to be connected, available and multi-tasking all the time and they do not recall a time with no connectivity to the world through their handheld devices (The Canberra Times, September 2, 2010). Furthermore, Han in Korea Times (November 13, 2007) describes Generation Z as "registered to a social networking site even before birth and gripping their first electronical gadget while toddling, the tech-savvy youngster Generation Z has emerged" (p.1). While the previous generation describes itself with the political events, when the first years of the twenty-first century passed, the importance of the political events diminished for the young people to identify themselves. What came instead of the events mentioned before is the Internet, the web, mobile devices and profoundly social networking platforms (Levine & Dean, 2012).

The identities of the App Generation today focus more on external show-off which is in a form of polished and packaged self than the identities of youth that belongs to other generations (Gardner & Davis, 2013).

"… the emergence of digital technology in general – and apps in particular – has produced a unique generation: wrought by technology, fundamentally different in conciousness from its predecessors, and, just possibly, ushering in a serious of even shorter, technologically defined generations." Right now, the generations can be thought in terms of dominant media and presentation of self (Gardner & Davis, 2013).

According to Levine and Dean (2012), the youth of today focus more on career and behave more pragmatically, besides they concentrate on issues rather than ideologies. Education is regarded as a number of tasks to complete to get the desired job by the youth. As the young generation becomes more pragmatic and career-focused, they move toward being more individualistic and less community-minded. Though the new generation has become more individualistic and focused more on individualistic values, the rate of community service done by the youth has increased. As this might seem as a contradiction, they do this not to feel the sense of community or help people, but they do it to write on their resumes, in other words, to polish their individualistic self (Gardner & Davis, 2013).

Another thing that has changed with the App Generation is the times when we once sat alone with our thoughts. Now those moments has been filled thanks to the mobile/smart phones by texting, playing games or listening to music. They are able to do these at the same time by multitasking but they are actually diminishing their cognitive abilities which is something that makes them less intelligent (Gardner & Davis, 2013).

According to Twenge and Foster's rsearch (2010), the youth manifests itself as more narcisstic, moody, restless, worried, sad and isolated.

In Gardner and Davis's research, when they interviewed the camp directors, they have been told that today's youth sound more self-confident about their abilities yet they refrain from testing them as their success or failure would stay forever as their digital footprint (Gardner & Davis, 2013).

As the young generation grows some passivity, it is not only the generation to put the blame on but the parents who raise these young people. They overreact in protecting their kids so that they try to shield the kids from any kind of unhappines, ordeals or challenges and this situation results in more passive, less secure youth (Gardner & Davis, 2013). As a result of

this, social researcher Mackay predicts that Generation Z will find the world of work challenging and there is a higher probability that parents turn up in the workplace to check on their kids (as cited in The Canberra Times, November 24, 2014).

The youth today are more comfortable and accepting towards people who are different from them. Less kids are ostracized beacuse of being "geek" or they are cool in their relationships with their homosexual friends or there are more interracial dates/marriages among today's young. Altough they are more accepting in those issues, they are less aware of global problems when compared to the previous generations. Their cultural knowledge is generally limited to entertainment figures instead of public figures (Gardner & Davis, 2013).

For the new generation, the new kind of communication (typed through a device) is more intimate than face to face communication because this new type of communication is less risky and more comfortable for these risk-avoidant generation. Another way to avoid the risks is to make jokes for them. In this way they show no vulnerability to other people. Furthermre, Generation Z discusses less about the community problems or ideologies, they trust other people less and they are more isolated and live in their individual worlds (Gardner & Davis, 2013).

Gardner and Davis (2013) put forward that today's young generation feels less emphaty when compared to the youth of 1980s and 1990s. This situation causes rise in violence, harassment, stalking and bullying on some social platforms (Facebook, Instagram, Snapchat etc.). This information seems to be in conflict with the information given above that the new generation is more accepting towards people. They accept but they also lack the insight or perseverence to understand other people, and they do not have the ability to put themselves in others' shoes.

As mentioned before, today's youth refrain from taking risks or facing risky situations. That's why, they avoid commiting themselves to a relationship instead they just have casual

relationships with sex in the center. In this way, they protect themselves from being vulnerable by acting “cool” (Gardner & Davis, 2013).

When it comes to productivity or creativity of today’s youth, it has been observed by Gardner and Davis (2013) that young people are much more creative in their drawings, paintings etc. thanks to the visuals they have come across on the internet. However, their writings, stories, plots definitely lack the creativity they show in the visuals and they just talk about tedious and ordinary things. Furthermore, their use of language has changed considerably, it turns out that they use the language as if they are texting to their friends (including slang) in every context.

The literature provided here depended heavily on American research, but as the survey has been conducted in Turkey, what Turkish Generation Z went through should be included. Generation Z consists of 18% Turkish population. This generation is tech savy, finicky, and global citizens and they are called the internet kids. They have a huge gap with their parents in terms of their technology use (Senbir, 2004). As the conditions in Turkey have improved more, they were born into a much better world (Ayhün, 2013). According to Ayvaz (2013) this generation is called the “cyristal generation” because of their deep sensitivity. This kids have grown up with computers, MP3 players, ipads, ipods, mobile phones and the communication provided thanks to these devices. They sign up for different networks and social media sites and they communicate distantly so they may be alone physically. Most of them multitask, causing them to have some concentration problems. They will live without questioning as all decisions will be made through the systems in the business life. Authority will mean nothing for this generation (Mengi, 2009).

2.3 Leadership Literature

2.3.1 Leadership Defined

According to Stogdill (1974) "there are almost as many different definitions of leadership as there are persons who have attempted to define the concept" (p. 259) and though this is the situation, some possible definitions of the leadership will be included here.

Stogdill defines leadership as "the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement (1950, p.3). He further states that a group, a common task and differentiation of responsibility are needed for the existence of leadership. Leadership is basically based on determination of group goals. (Stogdill, 1950). When Stogdill (1950) reexamines his definition of leadership, though he admits that there are some limitations, he stresses that his definition is far from implying the "domination or direction of others, nor any technique of influence; nor does it specify any particular member who should be regarded as a leader" (p.11). Stogdill insists that leadership is an aspect of an organization rather than a personal trait as their leadership is limited to the organization they all are working in (1950).

According to Hosking "leaders are those who consistently make effective contributions to social order, and who are expected and perceived to do so" (1988, p.153).

Another definition of leadership would be; "Leadership is the accomplishment of a goal through the direction of human assistants. A leader is one who successfully marshals his human collaborators to achieve particular ends" (Prentice, 1961, p. 102).

Bass, in his book "Stogdill's Handbook of Leadership" puts the various definitions of leadership into different categories with different foci. The categories are as follows: "Leadership as a focus of group processes, leadership as personality and its effects, leadership as the art of inducing

compliance, leadership as the exercise of influence, leadership as act or behaviour, leadership as a form of persuasion, leadership as a power relation, leadership as an instrument of goal achievement, leadership as an emerging effect of interaction, leadership as a differentiated role and leadership as the initiation of structure" (Bass, 1981). The previous and following definitions would fall into one of Bass's categories. As this research would be focusing on the leadership behaviours and traits, the definitions that regard leadership as part of personality and as a behaviour will be mentioned here. Bingham and Killbourne (as cited in Bass, 1981) "defined a leader as a person who possesses the greatest number of desirable traits of personality and character" (p.8). Tead (as cited in Bass, 1981) perceives leadership as a mixture of traits that makes an individual to motivate others to accomplish a given task (p.8). "The personal qualities of a would-be leader determine his or her esteem in the eyes of potential followers. Some personality traits such as ascendency or social boldness more often than not go hand-in-hand with being esteemed and attaining leadership, but social boldness is not leadership. In times of crisis, a highly dominant figure, empathic to the critical need is endowed by followers with charisma" (Bass, 1981, p.9). Moreover, the definitions that regard leadership as a behaviour include Fiedler's (1967a) definition. "By leadership behaviour we generally mean the particular acts in which a leader engages in the course of directing and coordinating the work of his group members. This may involve such acts as structuring the work relations, praising or criticizing group members, and showing consideration for their welfare and feelings." (as cited in Bass, 1981, p.10).

Another definition made by Kouzes and Posner (1995) is "Leadership is the art of mobilizing others to want to struggle for the shared aspirations" (p.30). They assert that "Leadership is a relationship between those who aspire to lead and those who choose to follow" (2003, p.20). In Stogdill and Coons's book (1957), the definition of leadership given as "Leadership is the behavior of an individual when he is directing the activities of a group toward a shared goal" (p.7). Still

another definition on leadership would be by Stogdill; “Leadership is the initiation and maintenance of structure in expectation and interaction” (1974, p. 411).

In his 1990 book, *Bass and Stogdill’s Handbook of Leadership Theory, Research and Managerial Applications*, Bass gives a detailed history or origin of leadership, going back to Old Testament, Homer and Plato. As a result of mentioning the history and categorizing the definitions of leadership as it has been mentioned above, Bass gives the definition of leadership as follows: “Leadership is an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of members…Leadership occurs when one group member modifies the motivation or competencies of others in the group. Any member of the group can exhibit some amount of leadership” (Bass, 1990, pp.19-20).

Leadership has been defined by Hitt, Black and Porter (2012) as “an interpersonal process that involves attempts to influence other people to attain a goal” (p. 224) while Zalenik defines it as “Leadership requires using power to influence the thoughts and actions of other people” (1992, p: 74).

Definition of the leadership by GLOBE study itself is as follows; “...the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members" (House et al., 2004, p.15).

As it can be observed throughout all the definitions of leadership, they include elements of power/relationship/interaction and a goal. So, the people who are in the shoes of a leader, drive people who are willingly following him/her to a certain goal through some kind of interaction. This interaction may be power, charisma, empathy or understanding.

2.3.2 Great – Men Theories

When it is gone back far enough it is possible to observe that many leadership theories are based on a "great-men theory". It is easier to come up with a theory based on specific leaders who had a place in history. As it is mentioned in Bass and Stogdill's Handbook of Leadership, according to Nietzsche an act by a great man could change the course of history (1990). James (as cited in Bass and Stogdill, 1990) stated that the alterations in a society are due to great men who are capable of commencing a movement.

2.3.3 Behavior/Characteristics/Attributes Theories

After the "great-men" theories, traits of personality or character (behavior) theories have emerged. While Bird made a list of 79 traits (as cited in Bass, 1990), Bass (1990) placed Stogdill's 32 attributes into six categories: physical characteristics, social background, intelligence and ability, personality, task-related characteristics, and social characteristics. In Bass's book (1990) many early studies in trait theories were collected and in more than 15 studies the following traits found to be effective to be a great leader; "intelligence, scholarship, dependability in exercising responsibilities, activity and social participation, and socioeconomic status." While this is the case, more than 10 studies came up with positive evidence for the following traits; sociability, initiative, persistence, knowing how to get things done, self-confidence, alertness to and insight into situations, cooperativeness, popularity, adaptability, and verbal facility (p.75).

Kouzes and Posner (2003) have come up with some characteristics of leaders that are preferred by thousands of business and government executives. They have asked and keep asking this open-ended question to the participants; "What values (personal traits or characteristics) do you look for and admire in your leader?" They have collected the data and Table 2.4 shows which characteristics are the most important to those people over the years.

Table 2.4 Characteristics of Admired Leaders

Percentage of Respondents Selecting That Characteristic			
Characteristic	2002 edition	1995 edition	1987 edition
HONEST	88	88	83
FORWARD-LOOKING	71	75	62
COMPETENT	66	63	67
INSPIRING	65	68	58
Intelligent	47	40	43
Fair-minded	42	49	40
Broad-minded	40	40	37
Supportive	35	41	31
Straightforward	34	33	34
Dependable	33	32	33
Cooperative	28	28	25
Determined	24	17	17
Imaginative	23	28	34
Ambitious	21	13	21
Courageous	20	29	27
Caring	20	23	26
Mature	17	13	23
Loyal	14	11	11
Self-Controlled	8	5	13
Independent	6	5	10

From *The Leadership Challenge* (p.25) by J M Kouzes and B Z Posner, 2003, San Francisco, Jossey-Bass.

As it can be noticed the first four characteristics that have more than 50% of the votes are honest, forward-looking, competent and inspiring. In the light of the evidence Kouzes and Posner (2003) got from their research, these four characteristics have always been at the top of the list no matter what changes all around the world, and based on this they say that "people want leaders who are credible. Credibility is the foundation of leadership" (p.32).

Stogdill and Coons, in their book, *Leader Behavior: Its Description and Measurement* (1957), decided on 9 dimensions of leader behavior for their *Leadership Behavior Description Questionnaire*.

1. *Initiation – The dimension, initiation, is described by the frequency with which a leader originates, facilitates, or resists new ideas and new practices.*

2. *Membership - The dimension, membership, is described by the frequency with which a leader mixes with the group, stresses informal interaction between himself and members, or interchanges personal services with members.*

3. *Representation - The dimension, representation, is described by the frequency with which a leader defends his group against attack, advances the interests of his group and acts in behalf of his group.*

4. *Integration - The dimension, integration, is described by the frequency with which a leader subordinates individual behavior, encourages pleasant group atmosphere, reduces conflicts between members, or promotes individual adjustment to the group.*
5. *Organization - The dimension, organization, is described by the frequency with which a leader defines or structures his own work, the work of other members, or the relationships among members in the performance of their work.*
6. *Domination - The dimension, domination, is described by the frequency with which a leader restricts the behavior of individuals or the group in action, decision-making, or expression of opinion.*
7. *Communication – The dimension, communication, is described by the frequency with which a leader provides information to members, seeks information from them, facilitates exchange of information, or shows awareness of affairs pertaining to the group.*
8. *Recognition - The dimension, recognition, is described by the frequency with which a leader engages in behavior which expresses approval or disapproval of the behavior of group members.*

9. *Production - The dimension, production, is described by the frequency with which a leader sets levels of effort or achievement or prods members for greater effort or achievement.*
   (Hemphill & Coons, 1957, pp. 11-12).

A study done with the Air Force personnel using Leader Behavior Description Questionnaire yielded the results as follows. As a result of the factor analysis, Factor 1: Consideration ended up with high positive loadings showing us that leader behaviors such as friendship, mutual trust, respect and warmth are needed for an effective leaders. In factor 2: Initiating Structure an effective leader is expected to define the roles of subordinates, define the patterns of organization, the ways of communication, and how the job should be done. The other factors did not yield significant results (Halpin & Winer, 1957).

2.3.4 Trait Approach

"The term *trait* refers to a variety of individual attributes, including aspects of personality, temperament, needs, motives, and values" (Yukl, 2010, p. 43). As this research would focus on traits and skills and how they are relevant to being a leader, it is appropriate to mention some literature on trait approach. The trait approach focuses exclusively on the leader and his/her traits instead of the followers or the situation unlike other approaches (Northouse, 2004).

Stogdill's surveys of 1948 and 1974 analyzed many studies focusing on traits of the great persons. In his 1948 article, Stogdill analyzed and synthesized 124 studies, questionnaires or researches from 1904 to 1948 and he came up with traits listed under 29 categories which are not preferred to list all as most of them are proven to be irrelevant at the end of Stogdill's own study and in more recent researches. What Stogdill (1948) came up in the end is six general headings with subcategories which will be mentioned below.

1. Capacity (intelligence, alertness, verbal facility, originality, judgment)

2. Achievement (scholarship, knowledge, athletic accomplishments)
3. Responsibility (dependability, initiative, persistence, aggressiveness, self-confidence, desire to excel)
4. Participation (activity, sociability, cooperation, adaptability, humor)
5. Status (socio-economic position, popularity) (Bass, 1990)
6. Situation (mental level, status, skills, needs and interests of followers, objectives to be achieved)

Stogdill's 1974 study included 163 trait studies which were done from 1949 to 1970. This study covered more traits relevant to formal leaders. While some traits remained the same with the 1948 study, there were some additional traits as will be seen on Table 2.5. Stogdill insists that despite this amount of research, there are no universal leadership traits and the traits mentioned all along do not guarantee leadership as they are valid for one case and invalid for another (Stogdill, 1974).

In a study conducted by Mann (1959), leaders are the people who are strong in the following traits: intelligence, adjustment, extroversion, dominance, masculinity and conservatism. Though *interpersonal sensitivity* is a questionable trait to measure in scientific terms, Mann includes it in his research as he finds it relevant to an individual's status in a group, which is the thing that makes a leader "leader". Upon Mann's (1959) findings, Lord et al. (1986) made another research using a different method. And they confirmed that intelligence, masculinity and dominance are significantly related to the traits that belong leaders. Furthermore, Kirkpatrick and Locke (1991) mention six traits that are significant in differentiating leaders from nonleaders. These traits are: drive, the desire to lead, honesty and integrity, self-confidence, cognitive ability, and knowledge of the business. Table 2.5 summarizes the traits by the authors above.

Table 2.5 Studies of Leadership Traits and Characteristics

Stogdill (1948)	**Mann** (1959)	**Stogdill** (1974)	**Lord, DeVader and Alliger** (1986)	**Kirkpatrick and Locke** (1991)
Intelligence	Intelligence	Achievement	Intelligence	Drive
Alertness	Masculinity	Persistence	Masculinity	Motivation
Insight	Adjustment	Insight	Dominance	Integrity
Responsibility	Dominance	Initiative		Confidence
Initiative	Extroversion	Self- confidence		Cognitive Ability
Persistence	Conservatism	Responsibility		Task Knowledge
Self- confidence		Cooperativeness		
Sociability		Tolerance		
		Influence		
		Sociability		

From *Leadership: Theory and Practice* (p.18) by P G Northouse. 2004, Oaks: Sage Publications, Inc.

In his book, *Leadership: Theory and Practice* (2004), Northouse determines some traits that are listed as "major leadership traits". These traits of leadership are: intelligence, self-confidence, determination, integrity, and sociability. Determination includes the features of initiative, persistence, dominance, and drive within. The Leadership Trait Questionnaire that is provided by Northouse (2004) includes the traits as follows; "articulate (communicates effectively with others), perceptive (discerning and insightful), self-confident, self-assured (free of doubts), persistent, determined, trustworthy, dependable, friendly, and outgoing. The questionnaire is scored between 1 = strongly disagree and 5=strongly agree to evaluate others or yourself as a leader.

In his book, *Leadership in Organizations*, Yukl focuses on some managerial traits. Though some of them originally belong to some other authorities in this field, the list that was

compiled by Yukl will be given place here. Yukl (2010) lists the traits as follows: high energy level and stress tolerance, self-confidence, internal locus of control orientation, emotional stability and maturity, personal integrity, socialized power motivation, moderately high achievement orientation, and low need for affiliation (p.52).

The Big Five Personality Traits are handled in Yukl's (2010) book with the supporting specific traits, as will be given in Table 2.6.

Table 2.6 Correspondence of the Big Five Traits with Specific Traits

Big Five Personality Traits	**Specific Traits**
Surgency	Extroversion (outgoing) Energy / Activity level Need for power (assertive)
Conscientiousness	Dependability Personal integrity Need for achievement
Agreeableness	Cheerful and optimistic Nurturance (sympathetic, helpful) Need for affiliation
Adjustment	Emotional stability Self-esteem Self-control
Intellectance	Curious and inquisitive Open-minded Learning oriented

From *Leadership in Organizations* (p.61) by G Yukl, 2010, Upper Saddle River: Pearson. (based on Hogan, Curphy & Hogan, 1994)

Although they are in favor of trait approach, Kirkpatrick and Locke emphasize that those traits alone are not enough to be a successful business leader. They admit that these traits are

the right material to create a leader but a leader must be more than that with a formulated vision, goals and being a role model (1991). Likewise, Stogdill (1948) emphasizes that these traits do not definitely entail leadership, but support the person on the way to being a leader. Furthermore, “a leader must bear some relevant relationship to the characteristics, activities, and goals of the followers” (Stogdill, 1948, p.64).

2.3.5 Skills Approach

Contrary to what Trait Approach defends, Katz (1955) puts forward a three-skill approach claiming that the real concern in defining a leader should be what a leader can do instead of what he/she is. One of the skills in “Three-skill Approach” is technical skill that can be explained as understanding or proficiency in a specific job that includes methods or techniques. Especially lower level managers need to have this skill. The second skill is the human skill. Human skill is explained as “the executive's ability to work effectively as a group member and to build cooperative effort within the team he leads” (Katz, 1955, p. 34). This skill involves all the necessary abilities to interact with the people, to lead them and to be respected by them simultaneously. This skill is necessary for the all levels of management. The last of the skills is conceptual skill and it requires a manager to see the organization together with everything including people, nation, politics, economics etc. as a whole. This skill is needed especially at the top management to help them foresee the possible results of the decisions they make (Katz, 1955).

Upon Katz’s article, as it was a milestone in this approach, much has been said related to topic but the skill model developed by Mumford and associates (2000) clearly shows the right combination of individual attributes and skills for a leader who can solve problems and have an effective leadership (see *figure 2.1).*

While “general cognitive ability, crystallized cognitive ability, motivation and personality” have an effect on being a good leader, “problem-solving skills, social judgment skills and knowledge” are the basic competencies for being a great leader (Mumford, Zaccaro, Harding, Jacobs, & Fleishman, 2000).

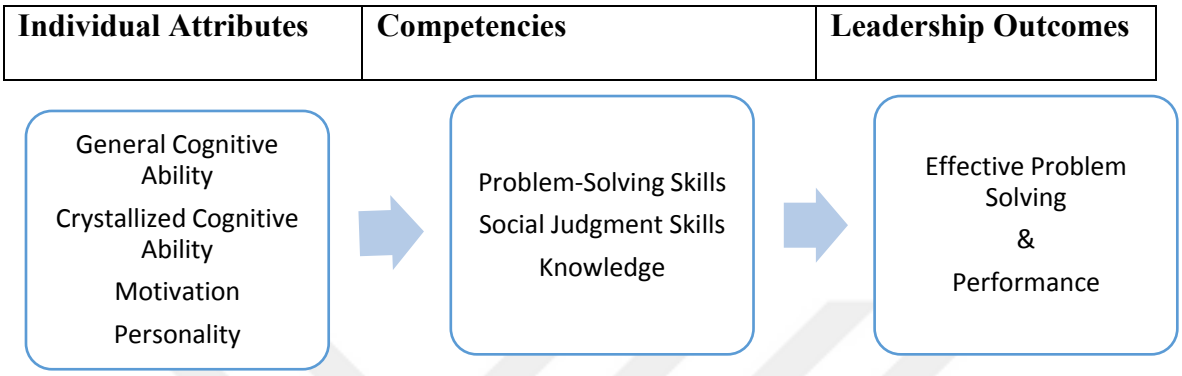


Figure 2-1. Skill model.

Adapted from Leadership Skills for a Changing World: Solving Complex Social Problems, by M.D. Mumford, S. J. Zaccaro, F. D. Harding, T. O. Jacobs, and E. A. Fleishman, *Leadership Quarterly*, 11(1), 23, 2000.

Problem solving skills refer to how a manager approach and handle a problem in a unique and skillful way. Social judgement skill is similar to the human skill that was mentioned by Katz (1955), and it can be explained as “the capacity to understand people and social systems” (Mumford et al., 2000, p. 19). The last one, knowledge, includes both technical skill and conceptual skill by Katz’s (1955) three-skill approach. It is both the knowledge of the business that has been practiced and the knowledge of the organizational schemata – seeing everything as a whole (Mumford et al., 2000).

Apart from all these, Yukl collected few other competencies together for great leadership in his book *Leadership in Organizations*. Emotional intelligence, social intelligence, systems thinking and the ability to learn are some other skills that can be learnt to be a leader according to the authorities in this field (Yukl, 2010).

Traits and skills that are necessary for effective leadership were put together in Yukl (2010)'s book based on Stogdill (1974) and can be seen in Table 2.7.

Table 2.7 Findings in Early Research on Leader Traits and Skills

Findings in Early Research on Leader Traits and Skills	
Traits	**Skills**
Adaptable to situations	Clever (intelligent)
Alert to social environment	Conceptually skilled
Ambitious, achievement oriented	Creative
Assertive	Diplomatic and tactful
Cooperative	Fluent in speaking
Decisive	Knowledgeable about the work
Dependable	Organized (administrative ability)
Dominant (power motivation)	Persuasive
Energetic (high activity level)	Socially skilled
Persistent	
Self-confident	
Tolerant of stress	
Willing to assume responsibility	

From *Leadership in Organizations* (p.46) by G Yukl, 2010, Upper Saddle River: Pearson (based on Stogdill, 1974).

2.3.6 Style Approach or Leadership Behavior

The style approach addresses what leaders do and how they act towards their followers in different situations. In this approach, basically there are two types of behaviors: task behavior and relationship behavior. While in task behavior, there is goal accomplishment, in relationship behavior, there is concern and interpersonal relationships. According to Ohio

State Studies, there is a positive relationship between relationship behavior and the subordinate satisfaction though it depends on the situation. As in some contexts, task behavior is more appreciated (Yukl, 2010). All in all, it is the best to have both kind of behaviors at a high level to be an effective leader (Northouse, 2004).

Similarly, another study was designed by University of Michigan to see what kind of behavior leads to effective leadership. Though it was thought that each behavior belongs to one side of the Likert scale, the results showed that an effective leader should have both (Northouse, 2004).

Though task behaviors and relations behaviors mentioned as a concept, there are genuine behaviors listed under these concepts. Yukl (2010) determines three specific behaviors for each concept. Specific task behaviors are "planning work activities, clarifying roles and objectives, and monitoring operations and performance" and specific relations behaviors are "supporting, developing and recognizing" (pp. 121-127).

Yukl (1999) proposes that the two-dimension models – like the ones mentioned above – are not sufficient to explain effective leadership. Furthermore, he adds one more dimension to the equation and creates three-dimensional model. The dimension that was added last is "change-oriented behaviors" and it includes "identifying external threats and opportunities, envisioning new possibilities, proposing nontraditional strategies, and influencing political support for change" (Yukl, 1999, p. 41).

There is one more model of managerial behavior that could be examined under this approach that proved to be useful to determine the effective leader. This model belongs to Blake and Mouton and it is called Managerial (Leadership) Grid (1964). The grid is based primarily on task behaviors and relations behaviors in other words "concern for results/production and concern for people" and these two form the axes of the grid.

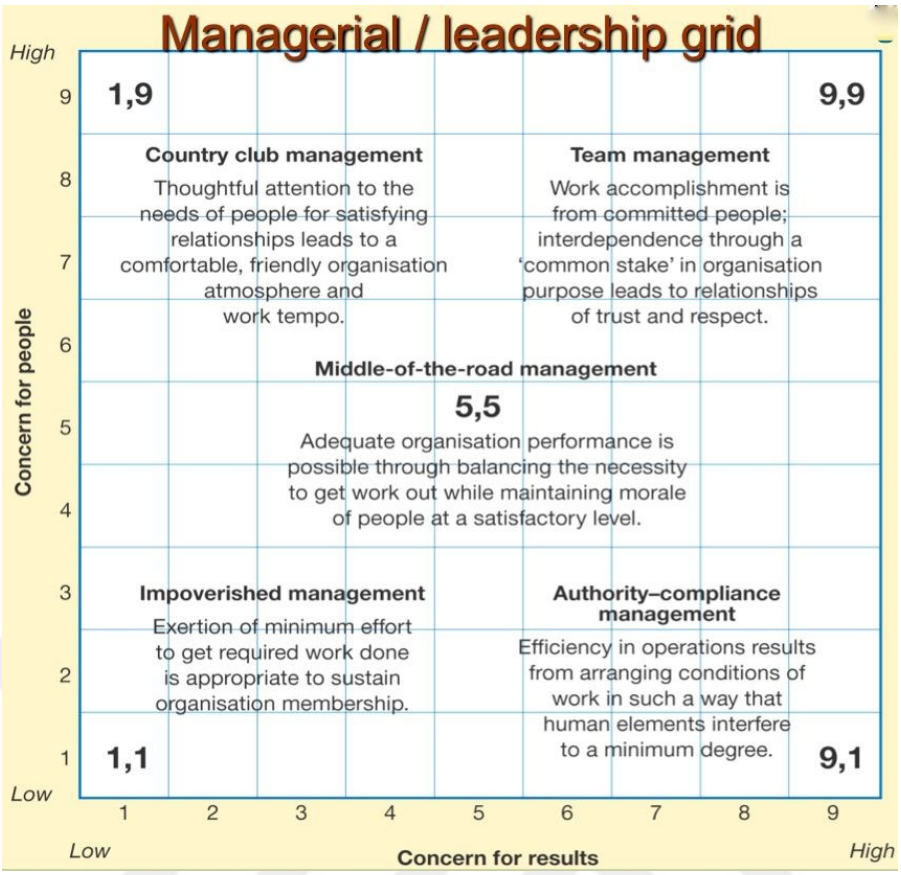


Figure 2-2 Managerial/leadership grid.

From *Leadership Dilemmas—Grid Solutions*, by R. Blake and A. Adams McCanse, p 29. Copyright © 1991 by Robert R. Blake and the estate of Jane S. Mouton

As it can be seen from Figure 2-2 the numbers at the end of each axes reveal the type of leadership to be used to determine if a leader is effective or not.

2.3.7 Contingency Theories of Effective Leadership

2.3.7.1 Leader LPC (Least Preferred Coworker) Score

LPC score is a kind of trait measure in which a leader is asked to think of all the coworkers he has worked together and choose one that he/she works least well by rating this person a set of bipolar adjectives scales. The LPC score is the sum of these ratings to determine the

effectiveness of the leader. This theory again focuses on two styles of leadership as Fiedler mentions; "…the theory postulates two major styles of leadership. One of these is a leadership

style which is primarily task-oriented, which satisfies the leader's need to gain satisfaction from performing the task. The other primarily oriented toward attaining a position of prominence and toward achieving good interpersonal relations" (1967, p.13). The adjectives of the scale and the questionnaire itself were given in Figure 2-3.

Least Preferred Coworker (LPC)

Think of the person with whom you can work least well. He may be someone you work with now, or he may be someone you knew in the past.

He does not have to be the person you like least well, but should be the person with whom you had the most difficulty in getting a job done. Describe this person as he appears to you.

Pleasant	8	7	6	5	4	3	2	1	Unpleasant
Friendly	8	7	6	5	4	3	2	1	Unfriendly
Rejecting	1	2	3	4	5	6	7	8	Accepting
Helpful	8	7	6	5	4	3	2	1	Frustrating
Unenthusiastic	1	2	3	4	5	6	7	8	Enthusiastic
Tense	1	2	3	4	5	6	7	8	Relaxed
Distant	1	2	3	4	5	6	7	8	Close
Cold	1	2	3	4	5	6	7	8	Warm
Cooperative	8	7	6	5	4	3	2	1	Uncooperative
Supportive	8	7	6	5	4	3	2	1	Hostile
Boring	1	2	3	4	5	6	7	8	Interesting
Quarrelsome	1	2	3	4	5	6	7	8	Harmonious
Self-assured	8	7	6	5	4	3	2	1	Hesitant

Efficient	8	7	6	5	4	3	2	1	Inefficient
Gloomy	1	2	3	4	5	6	7	8	Cheerful
Open	8	7	6	5	4	3	2	1	Guarded

Figure 2-3 Least preferred coworker questionnaire.

From *A Theory of Leadership Effectiveness* (p.41), by F.E. Fiedler, 1967, New York: McGraw-Hill.

When the results of this measure are interpreted high-LPC leaders tell about the person he/she works least well with might still be reasonably nice, intelligent, competent etc. However, the low-LPC leaders describe the least preferred coworker in a negative way, as uncooperative, incompetent etc. While high-LPC leaders see that person and the way they work are two different things, low-LPC leaders unable to do so (Fiedler, 1967). Furthermore, it can be said that "High-LPC leaders are concerned with having good interpersonal relations and with gaining prominence and self-esteem through these interpersonal relations. Low-LPC leaders are concerned with achieving success on assigned tasks, even at the risk of having poor interpersonal relations with fellow workers" (Fiedler, 1967, p. 45). Upon these explanations a contingency model was developed by Fiedler as can be seen in Figure 2-4.

Leader-Member Relations	**Good**				**Poor**			
Task Structure	High Structure		Low Structure		High Structure		Low Structure	
Position Power	Strong Power	Weak Power	Strong Power	Weak Power	Strong Power	Weak Power	Strong Power	Weak Power
	1	2	3	4	5	6	7	8

Preferred Leadership Style	Low LPCs Middle LPCs	High LPCs	Low LPCs

Figure 2-4 Contingency model.

Adapted from *A Theory of Leadership Effectiveness*, by F.E. Fiedler, 1967, New York: McGraw-Hill.

2.3.8 Path – Goal Theory

Although path-goal theory mainly focuses on how leaders have an impact on the motivation of the subordinates and help them to achieve the personal and designated goals, in this part, leader behaviors that are a part of the theory will be included. According to House and Mitchell (1974), there are four behaviors of leaders:

Supportive leadership includes paying attention to the humane needs of subordinates and creating an enjoyable and friendly working atmosphere.

Directive leadership includes strict and clear borders about the tasks that are to be completed by the subordinates. Subordinates are well informed about what is expected, how and when the task should be completed.

Participative leadership includes consulting the subordinates about a topic and taking their ideas into account when the decisions are being made.

Achievement-oriented leadership includes having confidence in the subordinates to achieve the highest level possible for them (House & Mitchell, 1974).

The biggest function of a leader according to path-goal theories of leadership is to reinforce the expectancies, instrumentalities and values of the subordinates. The leader behavior that help these enhance will yield positive results in terms of subordinate satisfaction (Wofford & Liska, 1993). The leader behavior that is required to attain goals in this theory includes: increasing the number of benefits for work-goal attainment, paths to these benefits being

clarified, eliminating all the obstacles that will impede the subordinate reaching his/her goal, and increasing the number of opportunities for the satisfaction of the subordinates (House & Dessler, 1974, p.4).

Apart from the leadership behavior, there are some other variables that affect work-goal attainment; situational variables, and task characteristics. According to House (1971) and House and Mitchell (1974), situational variables are characteristics of the environment and characteristics of subordinates that include dependence, authoritarianism, ability, and locus of control while task characteristics include task structure, role ambiguity, job autonomy, job scope, and task interdependence.

2.3.9 Transformational and Charismatic Leadership

According to Yukl (2010), the first person to describe "charisma" is Max Weber in his 1947 book and it is described as a kind of influence not based on tradition or formal authority but exceptional qualities of the person that appear in social crisis (as cited in Yukl,2010). Furthermore, House (1976) developed a theory of charismatic leadership in which charismatic leader is described as "any leader who has some charismatic effects on followers to an unusually degree" (p. 9). House (1976), in an attempt to define the "Charismatic Leader", mentions "gift" that the charismatic leaders are believed by the followers to have. Furthermore, he explains "gift" as "a complex interaction of personal characteristics, the behavior the leader employs, characteristics of followers and certain situational factors prevailing at the time of the assumption of the leadership role (p.10). Shortly, House summarizes the characteristics of charismatic leaders as "dominance and self-confidence, need for influence, and a strong conviction in the moral righteousness of their beliefs "(p.11). Apart from the characteristics, there are some behaviors of leaders to be accepted as "charismatic"; charismatic leaders should be role-models, should build an image to be viewed

favorably, utter the goals all the time, exhibit high expectations and show confidence towards the subordinates, have an effect on subordinate's goals, and arise motivation among the subordinates (House, 1976).

One of the first theorists who explained the term "transformational leadership" is Burns. Burns defines transformational leadership as a process in which the leaders and the follower connect with others in a way that it causes higher motivation and morality (1978). Bass and his colleagues (Bass, 1985), emphasize the effect that the leader has on the followers and the behaviors that cause this effect. The feelings of trust, admiration, loyalty and respect from the followers lead them achieve more than what is originally expected from them. According to Yukl (1999), theories of charismatic and transformational leadership focus on emotions and values. Contrary to traditional leadership theories, these theories help people understand "how a leader can influence followers to make self-sacrifices, commit to difficult objectives, and achieve much more than was initially expected" (Yukl,1999, p.286).

Bass and Avolio (1994) determined some factors that entail transformational leadership. The first factor is *charisma* or *idealized influence* which describes the strong role models. The second factor is *inspirational motivation* that describes the leaders who communicate high expectations. Furthermore, factor three is *intellectual stimulation* that encourages followers to be creative and innovative while challenging their values and beliefs. Lastly, the fourth factor is *individualized consideration* in which the leaders create a supportive environment. Another theory on transformational leadership was put forward by Bennis and Nanus in their 1985 book "Leaders: The Strategies for Taking Charge". According to them, transformational leaders have four features that make them so. The first one is, they have a simple, attractive, beneficial and believable vision that draws the followers in. Furthermore, these leaders are *social architects* that direct and reform a group by providing them with an identity or a philosophy. Trust is articulated as another feature of transformational leaders. Those leaders

build trust by clearly showing their positions and standing by them. Lastly, transformational leaders focus on their strengths and deploy them while keeping a positive self-regard by trying to improve their weaknesses and by this way these leaders create feelings of confidence in their followers (Bennis & Nanus, 1985).

To tell the theory of charismatic leadership based on Conger and Kanungo's 1998 book "Charismatic Leadership in Organizations", a leader's charisma consists of observable behaviors and these behaviors are listed to account a leader for a charismatic one. Conger and Kanungo (1998) sort these behaviors into three stages. In stage 1, charismatic leaders are distinguished by others by their "sensitivity to environmental constraints and by their ability to identify deficiencies and poorly exploited opportunities in the status quo" (p.49). In stage 2, charismatic leaders show off with their vision related to future and their own way of articulating organizational goals within their own strategic vision together with some management skills. Moreover, in stage 3, charismatic leaders differ themselves by their means which are unconventional and creative to achieve the vision set before. Also, they use their personal power to make sure the followers do the same (Conger & Kanungo, 1998).

In addition to the transformational theory of leadership, there is also a transactional one that was developed by Bass and his associates. Transactional leaders exist in organizations just by abiding by the existing norms and the rules (Bass, 1985). According to Bass and Avolio (1993), "transactional leaders develop exchanges or agreements with their followers, pointing out what the followers will receive if they do something right as well as wrong. They work within the existing culture, framing their decisions and action based on the operative norms and procedures characterizing their respective organizations" (p. 112).

Although "early empirical studies showed these two leadership constructs could appear independently of each other, … the best of leaders typically displayed both transformational

and transactional leadership" (Avolio et al., 1999, p.457). As Bass and Avolio discuss in their 1993 paper, having a "pure transactional" or "pure transformational" organizations has its own benefits and drawbacks. Instead of having transformational leadership at one end of the line and transactional at the other, Bass and Avolio (1993) developed "Organizational Description Questionnaire" to determine the type of leadership an organization has. The questionnaire results yielded the leadership types between two ends in Table 2.8.

Table 2.8 Leadership Types

Transactional				
Transformational		**-14 to -6**	**-5 to +5**	**+6 to +14**
	+6 to +14	Predominantly 4I's	Moderated 4I's	High Contrast
	-5 to +5	Loosely Guided	Coasting	Moderated Contractual
	-14 to -6	Garbage Can	Pedestrian	Predominantly Contractual

From Transformational Leadership and Organizational Culture, by B M Bass & B J Avolio. 1993, *Public Administration Quarterly, 17(1),* 112-121 (p.117).

2.3.10 Implicit Leadership Theory (ILT)

A leader is effective as long as it is accepted a leader by his/her followers (Lim, Othman, Zain, & Pengiran, 2012). "According to ILT, individuals hold a set of beliefs about the kinds of attributes, personality characteristics, skills, and behaviors that contribute to or impede outstanding leadership" (House, 2004, p. 669). Every individual has an idea about the nature of leadership and they generally do not have any problems in identifying the leaders in businesses or government. Thanks to this set of beliefs, it can be predicted that one can understand if an individual is an effective or an ineffective leader (Lord & Maher, 1991). To put it in other words, as House and Aditya (1997) includes "Implicit Leadership Theory

addresses the evaluations people make about leaders, and the cognitive processes underlying evaluations and perceptions of leadership" (p.437). While House and Aditya (1997) calls it "cognitive processes", Offermann (1994) defines it as "cognitive categories" that distinguishes between leaders and nonleaders. A leader is regarded as a leader only when their qualities fall into these "cognitive categories" that reside in people's minds (Philips & Lord, 1982; Kenney et al., 1994). Followers exploit these cognitive categories – ILT- to give meaning to the behavior of their leaders and if the leader behaviors conform to the ILT, leader's influence is accepted (Lim et al., 2012).

This theory was originally developed by Robert Lord and his associates (Lord, Foti, & De Vader, 1984; Lord & Maher, 1991, Philips & Lord, 1986). According to this theory, unlike most of the leadership theories, a person is not a leader no matter how many of the leadership characteristics he/she exhibits unless the followers perceive him/her as a leader. Lord et al. (1984) bases this theory on categorization theory. It is put forward by these researchers that the perceptions of leadership constitute cognitive categories that are organized hierarchically and each of these categories has a prototype. A person's previous experience to human behavior and traits helps them to constitute their own implicit theory. Some lab studies proved those prototypes mentioned before (Lord et al., 1984). In Study 3, some behaviors of hypothetical managers were provided to the participants to observe the ratings of prototypical, neutral and anti-prototypical behaviors. The highest mean rating was for prototypical leadership behavior which explains the cognitive categories related to leadership.

Implicit leadership theory searches for the covert conceptual structures in people's minds (Ling, Chia, & Fang, 2000). Based upon this assumption, they conducted a study just by asking Chinese participants "Please write 25 words or phrases describing leader characteristics." The results, in other words, the leadership characteristics were analyzed into

four factors: personal morality, goal effectiveness, interpersonal competence, and versatility (Ling et al., 2000). Another study conducted on implicit leadership theory is by Kenney, Blascovich, and Shaver (1994). In this study, participants were asked to come up with 20 traits/behaviors associated with leadership. As a result of analyses and groupings, in the last step, a different group of participants were asked to order the traits/behaviors hierarchically.

A similar study has been conducted by Schyns and Schilling (2011). They followed similar procedures to elicit the firsthand implicit leadership attributes. However, instead of coming up only with a list of leadership attributes, they preferred to make the participants rate the items they themselves created in their contribution to leadership effectiveness. As Schyns and Schilling (2011) believe that "…researchers have no way to tell in how far aspects of people's implicit leadership theories include effectiveness or ineffectiveness. It has to be noted that effectiveness may mean different things for different people" (p.142). As a result, the study showed that implicit leadership theories are comprised of not only effective but also ineffective attributes.

When the sources of ILT are examined, it is observed that lifelong social learning, parental influence, exposure to social events, interpersonal relationships, and previous experience with leaders are the main sources of people's cognitive categories about leadership (Keller, 1999; Epitropaki & Martin, 2004).

Implicit Leadership Theory originally focuses on beliefs about effective leaders at individual level (House, 2004), as GLOBE study extended the theory to cultural level, it is possible to extend it to the generational level. As it was stated by House et al. (2004) "there has been some recent discussion of the tendency for people within teams, groups, or cultures to develop commonalities in the content of their leadership beliefs (p.671). As each generation is a group of people living at the same era, exposing to the same events, trends and traditions, they hold

a shared set of beliefs regarding the attributes of a typical leader (Bass, 1990). In the light of this information, as it is possible to extend "implicit leadership theory" to cultural level, it is possible to extend it to the generational level, as well.

2.4 Global Leadership and Organizational Behavior Effectiveness (GLOBE) Study

This study is mainly based on GLOBE –*Global Leadership and Organizational Behavior Effectiveness*– which is a global study on leadership, culture and organizations by Robert House and his associates (2004) and it was published as a book named *Culture, leadership, and organizations: The GLOBE study of 62 societies*. It took almost ten years to complete with the participation of approximately 60 researchers in different phases. In addition, 17370 middle-managers from the industries of finance, food processing and telecommunications and from 62 societies participated in the questionnaire.

As a result of substantial pre-research, twenty-one primary dimensions of effective leadership characteristics were identified and then a factor analysis of these dimensions resulted in second-order global leadership dimensions. These 6 global leadership dimensions are referred to as culturally endorsed implicit leadership theory (CLT). Table 2.9 reveals 21 subscales and their relation to six CLTs.

Table 2.9 Global Culturally Endorsed Implicit Leadership (CLT) Dimensions

Charismatic/Value-Based	***Team Oriented***
• Charismatic 1:Visionary	• Team 1: Collaborative team orientation
• Charismatic 2: Inspirational	• Team 2: Team integrator
• Charismatic 3: Self-sacrifice	• Diplomatic
• Integrity	• Malevolent (reverse scored)

• Decisive	• Administratively competent
• Performance oriented	
Self-Protective	*Participative*
• Self-centered	• Autocratic (reverse scored)
• Status conscious	• Nonparticipative (reverse scored)
• Conflict inducer	
• Face saver	
• Procedural	
Humane Oriented	*Autonomous*
• Modesty	• Autonomous
• Humane oriented	

From *Culture, leadership, and organizations: The GLOBE study of 62 societies* (p.137), by R J House, P J Hanges, M Javidan, P W Dorfman, and V Gupta, 2004, Thousand Oaks, CA Sage Publications, Copyright 2004 by Sage Publications.

The study meant to measure how different cultures practice or wish some values are in their societies or organizations. In addition, it reveals how some culture-specific values determine the types of leaders. A questionnaire was developed during the course of the study and applied to different individuals from different countries and sectors. The questionnaire was originally meant to measure the cultural dimensions and their effects on the leadership attributes. In this study, only leadership parts of the GLOBE study will be handled and the culture parts will remain untouched as the study only focuses on leadership attributes as opposed to different generations. *GLOBE Phase 2 Alpha Questionnaire* sections two, four and five were used for this research. Sections 2 and 4 included 112 leadership attributes that will reveal the type of leadership an individual prefers to be or have and a modified Section 5 includes the demographics needed for independent variables.

Initially, 382 leadership items have been collected based on the previous literature of implicit leadership theory. The GLOBE leadership items were composed of leadership behavioral and trait descriptors and their definitions. The items were specifically constructed to demonstrate a range of traits, skills, abilities and personality characteristics that are possibly related to the emergence of leadership and its effectiveness (House et. al, 2004 – p: 126). After all, these items were sorted out by using procedures of "Q-sorting and item evaluation" and reduced to half. As a result of the pilot studies, 16 subscales were developed to these remaining leadership items but Phase 2 of the study warned the researchers about their inclination towards the Western attributes leading them to add new items and forming new subscales. In the end, 21 subscales were determined out of 112 leadership items. As can be seen from the pilot studies, there were some significant relationships between the subscales so a "second-order maximum likelihood exploratory factor analysis" (p. 136) was conducted yielding six Global Leadership Scales.

To quote from the GLOBE book directly, these six Global Leadership Scales are defined as follows:

> Charismatic/Value-Based: A broadly defined leadership dimension that reflects the ability to inspire, to motivate, and to expect high performance outcomes from others on the basis of firmly held core values. This GLOBE CLT Charismatic/Value-Based leadership dimension includes six primary leadership subscales labeled a) visionary, b) inspirational, c) self-sacrifice, d) integrity, e) decisive, and f) performance oriented.
>
> Team Oriented: A leadership dimension that emphasizes effective team building and implementation of a common purpose or goal among team members. This GLOBE CLT Team-Oriented leadership dimension includes

five primary leadership subscales labeled a) collaborative team orientation, b) team integrator, c) diplomatic, d) malevolent, and e) administratively competent.

Participative: A leadership dimension that reflects the degree to which managers involve others in making and implementing decisions. This GLOBE CLT Participative leadership dimension includes two primary leadership subscales labeled a) autocratic and b) non-participative.

Humane Oriented: A leadership dimension that reflects supportive and considerate leadership but also includes compassion and generosity. This GLOBE CLT Humane Oriented leadership dimension includes two primary leadership subscales labeled a) modesty and b) humane oriented.

Autonomous: This newly defined leadership dimension has not previously appeared in the literature. This dimension refers to independent and individualistic leadership. This GLOBE CLT Autonomous leadership dimension includes a single primary leadership subscale labeled autonomous.

Self-Protective: From a Western perspective, this newly defined leadership dimension focuses on ensuring the safety and the security of the individual or group member. This GLOBE CLT Self-Protective leadership dimension includes five primary leadership subscales labeled a) self-centered, b) status conscious, c) conflict inducer, d) face saver, and e) procedural (House et al., 2004, p. 675).

The items that fall into the 21 subscales are given in Table 2.10.

Table 2.10 Leadership Prototype Scales: First Order Factors and Leader Attribute Items

Administratively Competent

- Orderly
- Administratively Skilled
- Organized
- Good Administrator

Autocratic

- Autocratic
- Dictatorial
- Bossy
- Elitist

Autonomous

- Individualistic
- Independent
- Autonomous
- Unique

Charismatic 1:Visionary

- Foresight
- Prepared
- Anticipatory
- Plans Ahead

Charismatic 2: Inspirational

Decisive

- Willful
- Decisive
- Logical
- Intuitive

Diplomatic

- Diplomatic
- Worldly
- Win-win Problem Solver
- Effective Bargainer

Face saver

- Indirect
- Avoids Negatives
- Evasive

Humane Orientation

- Generous
- Compassionate

Integrity

- Honest
- Sincere
- Just

Nonparticipative

- Nondelegator
- Micromanager
- Nonegalitarian
- Individually Oriented

Performance Oriented

- Improvement – oriented
- Excellence – oriented
- Performance – oriented

Procedural

- Ritualistic
- Formal
- Habitual
- Procedural

Self-centered

- Self-interested
- Nonparticipative
- Loner
- Asocial

Status Consciousness

- Status – conscious

- Enthusiastic
- Positive
- Morale Booster
- Motive Arouser

Charismatic 3: Self-sacrifice

- Risk Taker
- Self-sacrificial
- Convincing

Conflict Inducer

- Normative
- Secretive
- Intragroup Competitor
- Trustworthy

Malevolent

- Hostile
- Dishonest
- Vindictive
- Irritable

Modesty

- Modest
- Self-effacing
- Patient
- Class – conscious

Team 1: Collaborative Team Orientation

- Group-oriented
- Collaborative
- Loyal
- Consultative

Team 2: Team Integrator

- Communicative
- Team Builder
- Informed
- Integrator

From *Culture, leadership, and organizations: The GLOBE study of 62 societies* (p.131), by R J House, P J Hanges, M Javidan, P W Dorfman, and V Gupta, 2004, Thousand Oaks, CA Sage Publications, Copyright 2004 by Sage Publications.

One of the main objectives of Project GLOBE was to determine some universal leadership attributes that help being an effective leader or inhibit it. The second objective was to establish a set of scaled leadership dimensions that derive from these leadership attributes (House et al, 2004). As a result of this, 6 global (culturally endorsed) leadership dimensions were created as mentioned before. The GLOBE Project focused on the culture and how implicit leadership theories – their vision or belief of an effective leader - extend from an individual to the whole society (House et al., 2004).

To briefly mention the GLOBE results within six Global Leadership Scales as GLOBE studied the leadership attributes under these six leadership scales, Charismatic/Value-Based leadership and Team oriented leadership is generally reported to contribute outstanding

leadership with an average of around 4.5 and 6.5. While some cultures report Participative leadership as contributing to outstanding leadership, some others do not agree. Humane-Oriented leadership is reported to be neutral and moderately contributing with an average of 3.8 to 5.6. Moreover, Autonomous leadership is found to be impeding and slightly facilitating outstanding leadership with an average of 2.3 to 4.7. Last of all, Self-protective leadership is reported to impede outstanding leadership with a score of 2.5 to 4.6 (House et al., 2004).

As GLOBE study indicates there are some "Universal Positive Leader Attributes" and "Universal Negative Leader Attributes". The items that fall under the Charismatic/Value-Based dimension are universally endorsed as being believed that they contribute to effective leadership. The scores that belonged to this dimension ranged from 4.5 to 6.5 on a 7-point scale revealing that Charismatic/Value-Based leadership is regarded as positive by all cultures. The following dimension that is regarded universally positive is Team-Oriented. In other words, people all over the world are looking for leaders who build integrity and great teams while having Charismatic/Value-Based leadership behaviors. Table 2.11 shows whole list of universally positive questionnaire items.

Table 2.11 Universal Positive Leader Attributes

Leader Attribute Questionnaire Items	Corresponding Primary Leadership Dimensions
Trustworthy	Integrity
Just	Integrity
Honest	Integrity
Foresight	Charisma 1: Visionary
Plans ahead	Charisma 1: Visionary
Encouraging	Charisma 2: Inspirational
Positive	Charisma 2: Inspirational
Dynamic	Charisma 2: Inspirational
Motive arouser	Charisma 2: Inspirational
Confidence builder	Charisma 2: Inspirational
Motivational	Charisma 2: Inspirational

Dependable	Malevolent (reverse score)
Intelligent	Malevolent (reverse score)
Decisive	Decisiveness
Effective bargainer	Diplomatic
Win-win problem solver	Diplomatic
Administrative skilled	Administratively competent
Communicative	Team 2: Team Integrator
Informed	Team 2: Team Integrator
Coordinator	Team 2: Team Integrator
Team Builder	Team 2: Team Integrator
Excellence oriented	Performance oriented

From *Culture, leadership, and organizations: The GLOBE study of 62 societies* (p.677), by R J House, P J Hanges, M Javidan, P W Dorfman, and V Gupta, 2004, Thousand Oaks, CA Sage Publications, Copyright 2004 by Sage Publications.

The GLOBE criteria to decide on whether the leadership attributes are negative are as follows; a) the mean of the item would be less than 3 on a 7-point scale, b) 95% of respondents would have an answer less than 3. Based on these criteria, following Table 2.12 yields the "Universal Negative Leader Attributes".

Table* 2.12 *Universal Negative Leader Attributes

Leader Attribute Questionnaire Items	Corresponding Primary Leadership Dimensions
Loner	Self-protective
Asocial	Self-protective
Noncooperative	Malevolent
Irritable	Malevolent
Nonexplicit	Face saver
Egocentric*	
Ruthless*	
Dictatorial	Autocratic

*These items did not load on any factor.

From *Culture, leadership, and organizations: The GLOBE study of 62 societies* (p.678), by R J House, P J Hanges, M Javidan, P W Dorfman, and V Gupta, 2004, Thousand Oaks, CA Sage Publications, Copyright 2004 by Sage Publications.

According to the Phase 2 of the GLOBE study (Javidan et al., 2010) of the 21 primary leadership dimensions, 5 were discovered to be universally endorsed. These dimensions include: Integrity, Charismatic-Inspirational, Performance-Oriented, Charismatic-Visionary, and Team-Oriented (team integrator). Furthermore, two of the dimensions were recognized as

universally refuted which are Malevolent and Self-Protective. The remaining 14 dimensions were neither universally positive nor universally negative.

The reason why these universal positive/negative leader attributes were provided here is, these attributes can be accepted positive/negative by all the generations as well as they are accepted positively or negatively by all cultures.

The GLOBE Project focused on the culture and how implicit leadership theories – their vision or belief of an effective leader - extend from an individual to the whole society. While GLOBE focuses on culture, this study will focus on the implicit leadership theories of generations and if there is any difference between them by using the 21 GLOBE basic Culturally Endorsed Implicit Leadership (CLT) subscales

2.5 Similar Studies

The first study that is done to find differences between different generations and their leadership preferences is a doctoral dissertation by Lisbon (2010). Lisbon also used GLOBE questionnaire – parts 2, 4, and 5 – to see if there are any differences between the generations (Traditionalists, Baby Boomers, Generation X, and Generation Y) and their leadership preferences. The study yielded significant differences in some of the 21 leadership subscales when controlling for generations, gender and ethnicity. Significant differences arose when the data controlled for generation in Autocratic, Charisma 1: Visionary, Face-Saving, Integrity, Malevolent, Participative, and the Status Conscious dimension. Furthermore, significant differences arose between specific generations in the following dimensions: Charismatic 2: Inspirational, Charismatic 3: Self-Sacrifice, Team 1: Collaborative Team Orientation, and Self-Centered (Lisbon, 2010).

According to Baby Boomers Team 1: Collaborative Team Orientation behaviors contribute more to effective leadership as opposed to Generation X. The Boomers also regard Charismatic 1: Visionary, Charismatic 2: Inspirational, Integrity, and Participative behaviors as contributing to the effective leadership more than Generation Y does. What Baby Boomers regard as inhibiting behaviors to effective leadership when compared to Generation Y are Autocratic, Face-Saver, Malevolent, and Self-Centered dimensions (Lisbon, 2010).

According to Generation X, Charisma 1: Visionary and Participative behaviors contribute to effective leadership when compared to Generation Y. What Generation X regard as inhibiting behaviors to effective leadership when compared to Generation Y are Face-Saver, Malevolent, and Procedural/Bureaucratic dimensions (Lisbon, 2010).

When controlling for gender, the study yielded that men think Charismatic 3: Self-Sacrifice and Malevolent behaviors contribute more to effective leadership when compared to women (Lisbon, 2010).

The second study conducted on the leadership preference of different generation is by Arsenault (2004). The instrumentations preferred in this study was a survey that asks open-ended questions to the participants asking them to define the important events for them and a second survey which was based on Kouzes's and Posner's Checklist of Admired Leaders (see Table 2.4 for the results of Kouzes's and Posner's (2003) study) in which the participants were asked to rank and order the characteristics they desire to see in an admired leader. The results of the second survey were provided in Table 2.13.

Table 2.13 Generational Ranking by Means of Admired Leadership Traits

Rank	**Baby Boomers** *(X)*	**Generation X** *(X)*	**Nexters** *(X)*
1	Honesty (2.63)	Honesty (3.46)	Honesty (3.45)
2	Competence (3.32)	Competence (3.57)	Determination (4.28)
3	Loyalty (4.54)	Determination (4.39)	Loyalty (4.43)
4	Caring (5.21)	Loyalty (4.56)	Competence (4.96)
5	Determination (5.65)	Ambitious (5.37)	Ambitious (5.05)
6	Inspiration (5.70)	Inspiration (5.75)	Inspiration (5.84)
8	Forward-looking (6.38)	Caring (5.82)	Caring (5.92)
8	Ambitious (6.59)	Forward-looking (6.83)	Self-confident (6.71)
9	Self-confident (6.96)	Self-confident (7.21)	Forward-looking (6.94)
10	Imagination (7.58)	Imagination (7.47)	Imagination (7.54)

From Validating generational differences by P Arsenault. 2004, Leadership *& Organization Development Journal*, *25*(2), 124 – 141 (p.134).

According to Arsenault (2004) and as it can be seen from Table 2.13, all generations believe that honesty is the highest rated characteristic and they all want leaders who are reliable and not misleading. Competence and loyalty were ranked second, third or fourth by all the generations and it means that all generations want to see leaders who are capable and effective, and who knows what she or he does to ensure loyalty.

The differences between the generations show that each generation has its own unique values, attitudes, and beliefs about leadership.

The results definitely reveal the unique persona of Baby Boomers. Their higher preference for caring, competent, and honest leader characteristics and their selection

of social leaders (i.e. Martin Luther King and Gandhi) illustrates their penchant for leaders who are compassionate, honest, competent, and spirited. The results also illuminated the Xers and Nexters personae. The significance of the leadership characteristics "determination" and "ambitious" to Xers and Nexters indicate they see leadership in a unique way. They want leaders who challenge the system and create change as evidenced by their identified favorites – Ronald Reagan, Tiger Woods, and Bill Gates – who are certainly perceived as change agents who challenged the status quo (Arsenault, 2004, pp. 136-137).

2.6 Conclusion

This study focused on GLOBE study first, four generations – Baby Boomers, Generation X, Generation Y, and Generation Z and many leadership theories. Leadership theories included great-men theories, behavior/traits/attributes theories, trait approach, skills approach, style approach, contingency theories of effective leadership, path-goal theory, transformational and charismatic leadership, and implicit leadership theory.

Baby Boomers are known for being arrogant and smug, religious and spiritual, self- confident, wise, controversial and critical thinkers. They happened to become like this because of the way their parents raised them and the way the society treated them – spoiled. The work-related reward they desire is the things that tell other people that they are doing well at the work such as title, a better shift, corner office, and up-front parking spot. As they are idealists they want to achieve far in the job they are doing.

Generation X always bore the burden of their parents and the conditions they have grown up and met the realities of the life quite early. As a result, they have learnt to become self-reliant, independent, self-actualizing, and skeptic. Contrary to Boomers, they were insulted by the

society and they are expected to be the worst. Interestingly, Generation X embraced all the negative adjectives, the society suits them. The work place values that matter for Generation X are sense of belonging, ability to learn new things, autonomy, entrepreneurship, security, flexibility, and short-term awards.

As Generation Y has grown up in a better environment in terms of technology and medicine, they are smart, practical, tech-savvy, confident, and pragmatic. They have positive social habits, and skills of teamwork, achievement, and modesty. They are more open, optimistic and cooperative.

Generation Z generally focuses on show off and the polished presentation of self. While they are quite social on the virtual platforms, they are alone, timid, and isolated on their own. They are generally passive, worried, sad, and risk-avoidant.

Leadership Theories mostly focused on attributes of leadership. While Great-man theories focus on the charisma, the characteristics/traits/behaviors of admired leaders are provided by many studies. In the trait approach, lists of traits that were collected by many different studies provided. Skills Approach, provides the necessary skills for effective leadership. Style approach explains the way the leaders behave in different situations towards the followers. Moreover, contingency theories arose as a result of the scales that include several adjectives defining leaders or non-leaders. Path-goal theory, includes the type of leaders who lead their followers to achieve their goals. Furthermore, transformational leadership describe the leader type who has a big impact on his/her followers, achieve things together. Lastly, implicit leadership theory concludes that “individuals hold a set of beliefs about the kinds of attributes, personality characteristics, skills, and behaviors that contribute to or impede outstanding leadership” (House, 2004, p. 669). All the theories that focus on characteristics, traits, attributes, behaviors were included in this study.

Table 2.14 provides the kind of leader each generation prefers.

Table 2.14 Preferred Generational Leadership Styles

Generation	Preferred Leadership Style
Baby Boomer	Prefer a collegial and consensual style. Passionate and concerned about participation and spirit in the workplace. They espouse lots of communication, sharing of responsibility, and respect from each other's autonomy. Baby Boomers despise the traditional hierarchy and make every effort to turn the hierarchy upside-down.
Generation X	Tend to be fair, competent and straightforward. Do not respect authority as did past generations as they p refer egalitarian relationships. Like to be challenged and thrive on change. Brutal honesty is a trademark of this generation.
Nexters	Prefer a polite relationship with authority. Like leaders who pull people together. Believe in collective action and a will to get things changed.

From Validating generational differences by P Arsenault. 2004, Leadership *& Organization Development Journal*, *25*(2), 124 – 141 (p.130). Original source: Zemke et al. (2000) and Conger (2001)

3 CHAPTER 3. METHODOLOGY

This chapter provides the framework of the methodology that has been used in this study to collect empirical data to observe if there are any differences among these generations; Baby Boomers, Generation X, Generation Y and Generation Z in their preferences of leadership styles. First, the hypotheses that guided this study were given. Second, the sample of the study was described. In addition, the instruments that were used in the study were discussed together with the dependent, independent and other variables. Then, ways in which data have been collected are summarized. Last of all, data analysis procedures are defined.

3.1 Research Design

A quantitative research design has been used in this study. The GLOBE questionnaire was added to a website – surveey.com – for its ease of use and the link to the survey was sent to the participants via e-mail. The survey included Likert-type items to collect the data on leadership preference. The data were put together to create numerical scales that are used in analysis that was run to test the hypotheses. Central tendencies and frequency distribution of responses to the questionnaire items were identified using descriptive statistics. The hypotheses of the study were tested using multivariate analysis of variance (MANOVA). Necessary Post Hoc tests applied to see the difference between the generational cohorts. The hypotheses in the following sections were developed to see the differences between Baby Boomers, Generation X'ers, Generation Y'ers and Generation Z'ers in their preference of leadership, if there are any.

3.2 Dependent Variables

The dependent variables are 21 basic Culturally Endorsed Implicit Leadership – CLT – subscales of GLOBE study. The reason why the GLOBE questionnaire was preferred for this

study is that it has been used by many researchers all over the world and it has proved its validity and reliability through many researches. These 21 subscales were explained with the attributes allocated for each subscale in the leadership effectiveness parts of *GLOBE Alpha survey.* The Turkish equivalents of the items were also provided as the questionnaire was conducted in Turkish.

1. *Charismatic 1:Visionary:* Foresight (ileriyi görebilen), Prepared (hazırlıklı), Anticipatory (ileriye dönük), Plans Ahead (ileriye yönelik)
2. *Charismatic 2: Inspirational*: Enthusiastic (heyecanlı), Positive (olumlu), Morale Booster (moral verici), Motive Arouser (harekete geçiren)
3. *Charismatic 3: Self-sacrifice:* Risk Taker (risk alan), Self-Sacrificial (kendini feda eden), Convincing (ikna edici)
4. *Integrity:* Honest (dürüst), Sincere (içten), Just (adil), Trustworthy (güvenilir)
5. *Decisive:* Willful (istekli), Decisive (kararlı), Logical (mantıklı), Intuitive (sağduyu sahibi)
6. *Performance oriented:* Improvement-oriented (gelişmeye yönelik), Excellence-oriented (mükemmelliyetçi), Performance-oriented (icraata yönelik)
7. *Team 1: Collaborative team orientation:* Group-oriented (gruba yönelik), Collaborative (beraberliğe önem veren), Loyal (sadık), Consultative (danışan),
8. *Team 2: Team integrator*: Communicative (açık yürekli), Team Builder (takım kurucu), Informed (bilgili), Integrator (birleştirici)
9. *Diplomatic:* Diplomatic (diplomat), Worldly (dünyevi), Win-Win Problem Solver (her iki tarafın da problemini çözen), Effective Bargainer (etkili pazarlıkçı)
10. *Malevolent:* Hostile (düşmanca), Dishonest (dürüst olmayan), Vindictive (kinci), Irritable (çabuk öfkelenen)

11. *Administratively competent:* Orderly (Düzenli), Administratively Skilled (idare becerisi olan), Organized (düzenli), Good Administrator (iyi idareci)
12. *Self-centered:* Self-centered (kendine düşkün), Nonparticipative (katılımcı olmayan), Loner (yalnızlığı seven), Asocial (toplumdan kaçan)
13. *Status conscious:* Status-conscious (mevkiye önem veren), Class-conscious (sosyal sınıf özelliklerinin bilincinde)
14. *Conflict inducer*: Normative (kurallara bağlı), Secretive (bilgi gizleyen), Intragroup Competitor (grup içinde rekabetçi)
15. *Face saver:* Indirect (ima eden), Avoids Negatives (olumsuzluklardan kaçınan), Evasive (fikrini söylemekten sakınan)
16. *Procedural:* Ritualistic (törensel), Formal (resmi), Habitual (işlerini alıştığı gibi yapan), Procedural (yöntemli)
17. *Autocratic:* Autocratic (otoriter), Dictatorial (diktatör), Bossy (söz geçiren), Elitist (mutlu azınlığa inanan)
18. *Nonparticipative:* Nondelegator (yetki vermeyen), Micromanager (‘mikro’ yönetici), Nonegalitarian (eşitlikçi olmayan), Individually Oriented (bireyselliğe önem veren)
19. *Modesty:* Modest (alçakgönüllü), Self-effacing (kendini gösteremeyen), Patient (sabırlı)
20. *Humane oriented:* Generous (cömert), Compassionate (şefkatli),
21. *Autonomous:* Individualistic (Bireyci), Independent (bağımsız), Autonomous (özerk), Unique (benzeri olmayan) (House et al., p.131).

3.3 Independent Variables

3.3.1 Generational Cohorts

The categorization of the generational cohorts was made and adapted according to Lancaster & Stillman (2009) and Kotler & Keller (2005):

- Baby Boomers (born between 1946 – 1964)
- Generation X (born between 1965 – 1980)
- Generation Y (born between 1981 – 1994)
- Generation Z (born between 1995 – 2002)

Only independent variable that was included in the hypotheses was "generation". However, "gender, leadership experience, and field of study/work" were also tested to see if there is any significance between them and the dependent variables.

3.4 Other Variables

3.4.1 Gender

This variable is categorized into two as male and female.

3.4.2 Leadership Experience

This variable is categorized into two as the ones who said "yes" and the ones who said "no" to the leadership experience question.

3.4.3 Field of Study/Work

This variable is categorized into two as the people who study or work at science departments and people who study or work at social sciences departments.

3.5 Hypotheses

The hypotheses of this study were determined to test first, if four generations differ significantly in their leadership preference and styles based on 21 primary leadership subscales of GLOBE study (H1).

After all, it is checked whether the leadership preferences and styles of men and women, people with leadership experience, and people who work/study at social sciences or sciences differ significantly on 21 primary leadership subscales of GLOBE study.

- H1: There is a difference in leadership preference and styles between the generations classified as Baby Boomers, Generation X, Generation Y and Generation Z for the 21 GLOBE basic Culturally Endorsed Implicit Leadership (CLT) subscales (Table 3.1).

Table 3.1 Global Culturally Endorsed Implicit Leadership (CLT) Dimensions

1	Charismatic/Value-Based	H1a	Charismatic 1:Visionary
		H1b	Charismatic 2: Inspirational
		H1c	Charismatic 3: Self-sacrifice
		H1d	Integrity
		H1e	Decisive
		H1f	Performance oriented
2	Team Oriented	H1g	Team 1: Collaborative team orientation
		H1h	Team 2: Team integrator
		H1i	Diplomatic
		H1j	Malevolent (reverse scored)
		H1k	Administratively competent
3	Self-Protective	H1l	Self-centered
		H1m	Status conscious
		H1n	Conflict inducer
		H1o	Face saver

		H1p	Procedural
4	Participative	H1q	Autocratic (reverse scored)
		H1r	Nonparticipative (reverse scored)
5	Humane Oriented	H1s	Modesty
		H1t	Humane oriented
6	Autonomous	H1u	Autonomous

From *Culture, leadership, and organizations: The GLOBE study of 62 societies* (p.137), by R J House, P J Hanges, M Javidan, P W Dorfman, and V Gupta, 2004, Thousand Oaks, CA Sage Publications, Copyright 2004 by Sage Publications.

3.6 Sample

This study was limited to individuals who work at a university (government or private) in İstanbul or students (aged between 18 and 22) who study at a university İstanbul. All the participants are aged between 18 and 72. The sample of working participants was obtained through cold call. The e-mails of the instructors were taken from the webpages of the universities including Yıldız Technical University, İstanbul Kemerburgaz University, Boğaziçi University, Bahçeşehir University, and İstanbul University. A personalized e-mail was sent to each address on the lists. The student samples were taken via a printed copy of the questionnaire that was applied to preparation school students of Yıldız Technical University and 1st grade students of Istanbul Kemerburgaz University. A total of 1738 emails sent to the instructors and 140 printed questionnaires were distributed to the students. The desired number was reached two months after the first emails had been sent.

3.6.1 Sample Size

The desired number of participants should have been 40 participants of convenience from each generation; Baby Boomers, Generation X, Generation Y and Generation Z, a total of 160 people. According to Hair et al. (1998) for a MANOVA test the recommended minimum cell size should be 20 but larger cell sizes may be needed for more statistical power. Moreover, in her SPSS Survival Manual book, Julie Pallant (2010) states that "You need to have more

cases in each cell than you have dependent variables. Ideally, you will have more than this, but this is the absolute minimum" (p.300). As this study has 21 dependent variables, the minimum number of cases in Baby Boomers is 24, which is enough for a MANOVA test to conduct the study. For these reasons, 40 participants from each generation were decided as the desired sample size, a total of 160 participants were needed.

3.6.2 Sample Selection and Data Collection Procedures

The questionnaire that belonged to this study was posted on the internet through surveey.com. A personalized email was sent to potential participants who work at a university. For the student part, as it is not possible to find email addresses of the students, two schools were chosen to apply the printed questionnaire. First, at Yıldız Technical University 7 different classes of prep students were given the printed questionnaire, making a total of 140 students, the number of respondents was 102. At İstanbul Kemerburgaz University, the printed questionnaire was applied to a class of 40 students, as some students did not want to participate and others were international students, 30 questionnaires were answered. But only 13 of them were valid as some students skipped some parts.

3.7 Instrumentation

The instrument used for this study was the *GLOBE Phase 2 Alpha Questionnaire* sections two, four and five. In sections two and four the participants were asked to rate the items on a seven point Likert-type scale (House et al., 2004). One means "this behavior or characteristic greatly inhibits a person from being an outstanding leader" and seven means "this behavior or characteristic contributes greatly to a person being an outstanding leader". Section five was changed to get the desired demographics much needed for the independent variable (generation) and other variables (gender, leadership experience, and field of study/work).

3.8 Data Preparation

After the desired number has been reached, the data were downloaded from "surveey.com" in the format of SPSS data file. Then, the printed form of questionnaires were added to the existing data into the SPSS file. Data were reviewed for errors in categorical other variables and continuous dependent and independent variables and against any potential problems. No missing data existed as the online questionnaire did not let the participants skip any parts. As our target group was academic people who work at the universities, participants who are still studying do not fall into this group. For this reason, the question "are you planning to become an academician?" was asked to the students. The ones who answered "yes" to this question were included in the data.

3.9 Data Analysis

As a result of a factor analysis conducted on the questionnaire items, 22 factors yielded according to data of this research. However, as the factors did not match with the GLOBE 21 primary leadership scales (factors), factor loadings of this study were put aside and GLOBE primary leadership factors were decided to be included. Then, 112 items were reduced to 75 items for the appropriate groupings, as it was done the same in GLOBE study. These 75 items categorized into 21 primary leadership subscales using their means.

After the primary leadership subscales (dependent variables) were set, for the independent variable "generation" MANOVA was used to test the hypothesis. After that ANOVA (univariate analysis) was used to see which dependent variables differed when controlled for generation and a post hoc test (Tukey's HSD) was conducted to see among which generations the differences were observed.

The same tests were conducted for the each of the other variables. First, a MANOVA was conducted to see the overall significance and later a univariate analysis was conducted to see in which dependent variables and the other variables show significance.

3.10 Ethical Considerations

Participants were informed about the following points:

- Participation is completely voluntary and anonymous.
- No personally sensitive questions will be asked, if it is, they are free not to answer the question.
- The data collected is confidential.
- No names were collected and the researcher has no intention of revealing any identities.
- The items were not connected to the participants or identified them from their responses.
- No monetary benefits were offered but to increase participation, a tree will be planted for each 20^{th} participant.

4 CHAPTER 4. RESULTS

The aim in this quantitative study is to study and evaluate the leadership preferences and styles of four different generations: Baby Boomers, Generation X, Generation Y and Generation Z. Each and every generation entails its own characteristics and attributes that affect their preferences of an effective leader.

4.1 Description of the Sample

For this study, 265 participants from five different universities in İstanbul completed the survey. However, the students who do not plan to become an academician were excluded from the data, leaving us 228 participants. The desired number of participants was 40 for each generation in the beginning of the study – a total of 160. Though the total desired number was reached and exceeded, the number of Baby Boomer participants was 24. But it is still enough to reveal meaningful results in MANOVA tests according to Hair et al. (1998, p.342).

The number of followers that falls into a specific generation category is as follows (categorization made and adapted according to Lancaster & Stillman (2009) and Kotler & Keller (2005));

- Baby Boomers (born between 1946 – 1964) $n = 24$
- Generation X (born between 1965 – 1980) $n = 46$
- Generation Y (born between 1981 – 1994) $n = 77$
- Generation Z (born between 1995 – 2002) $n = 81$

The participants were between the ages of 18 and 72 ($M = 31{,}26$, $SD = 12{,}832$) while being equally represented in terms of gender. The distribution by age and by generation are shown *in Figure 4-1* and *Figure 4-2* respectively.

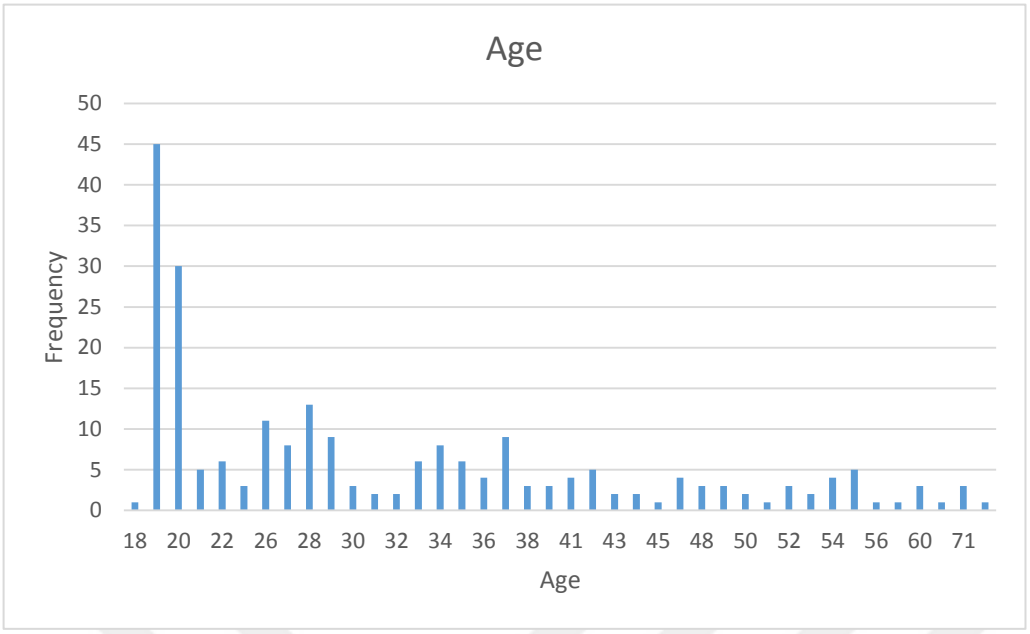


Figure 4-1 Distribution by age.

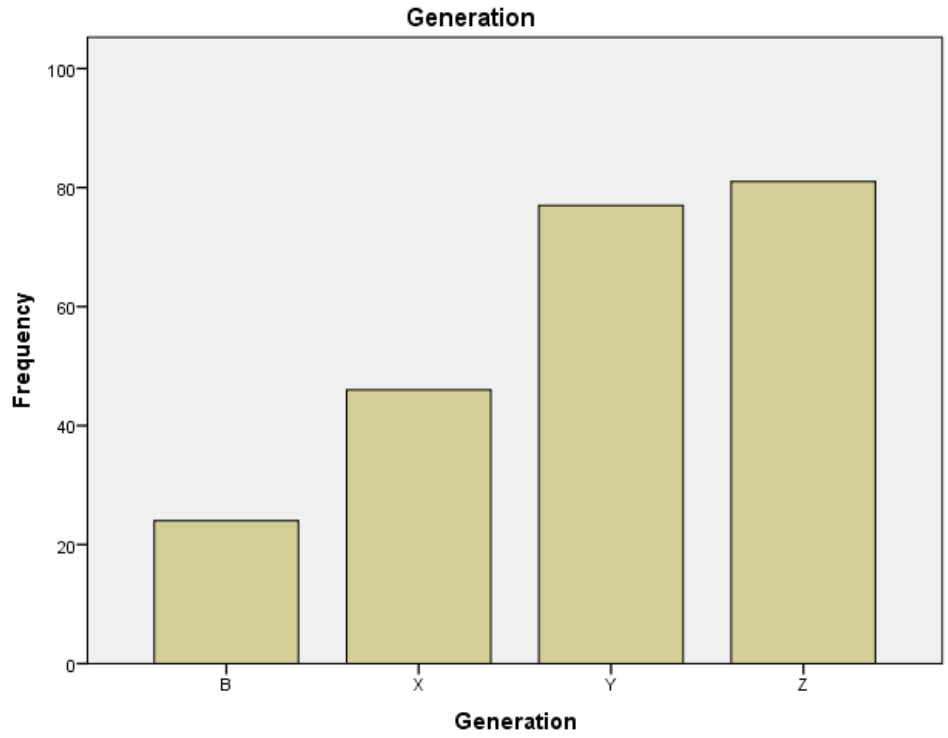


Figure 4-2 Distribution by generational cohort.

Figure 4-2 and Table 4.1 represent the distribution of generations in this research. The number of participants that belong to each generation is as follows: Baby Boomers (n = 24), Generation X (n = 46), Generation Y (n = 77), Generation Z (n = 81).

Table 4.1 Generational Cohort Distribution

Cohort	Frequency	Percent	Cumulative Percent
Baby Boomers	24	10,5	10,5
Generation X	46	20,2	30,7
Generation Y	77	33,8	64,5
Generation Z	81	35,5	100,0
Total	228	100,0	

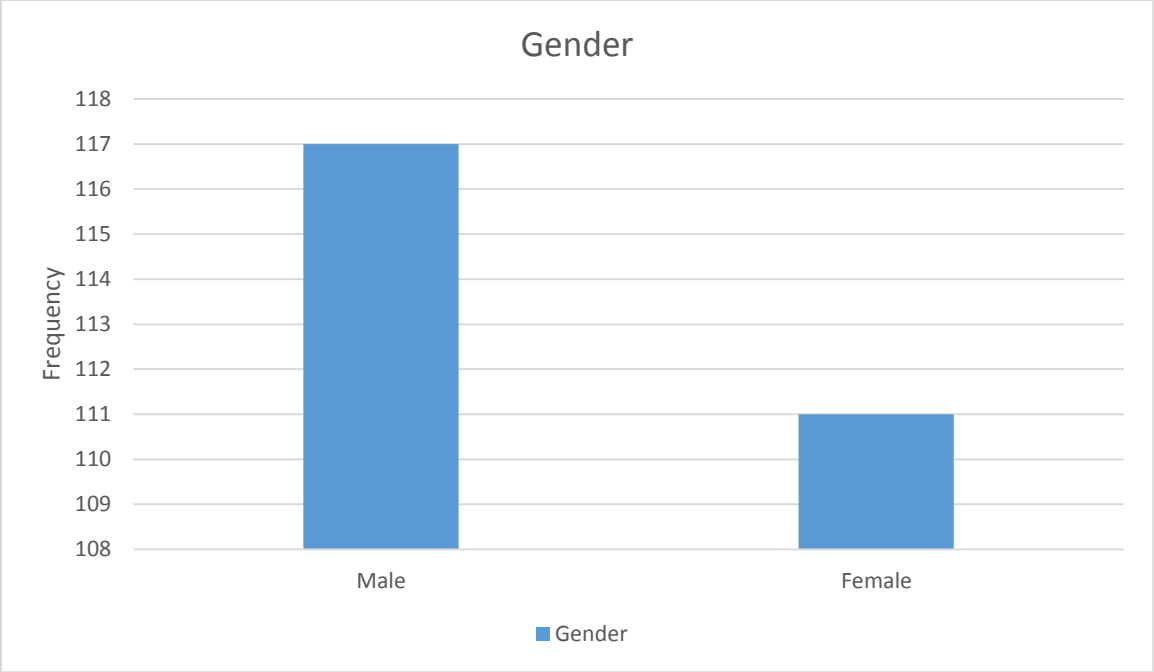


Figure 4-3 Distribution by gender

As it can be seen from *Figure 4-3* and

Table ***4.2***, male participants comprise of 51,3 % (*N*=117) and female participants comprise 48,7% (*N*=111) of total participants.

Table 4.2 Distribution by Gender

Gender	Frequency	Percent	Cumulative Percent
Male	117	51,3	51,3
Female	111	48,7	100,0
Total	228	100,0	

In the questionnaire, the participants were asked if they have an experience in leadership or not. While 32% of the participants (*N*=73) answered 'Yes', 68% of the participants (*N*=155) answered 'No' as can be seen in Figure 4-4 and Table 4.3.

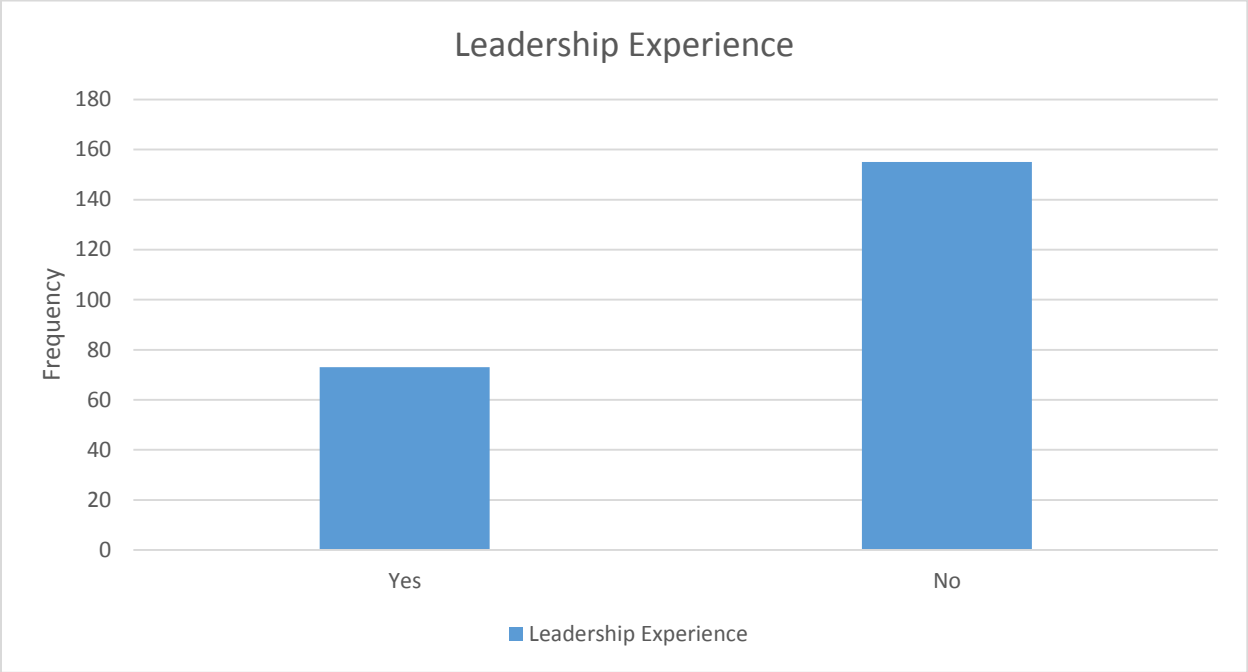


Figure 4-4 Distribution by leadership experience

Table 4.3 Leadership Experience Distribution

Leadership Experience	Frequency	Percent	Cumulative Percent
Yes	73	32,0	32,0
No	155	68,0	100,0
Total	228	100,0	

Figure 4-5 and Table 4.4 provide the distribution of sample by field of study or work. 104 participants study/work at the field of social sciences, 124 of the participants study/work at the field of sciences.

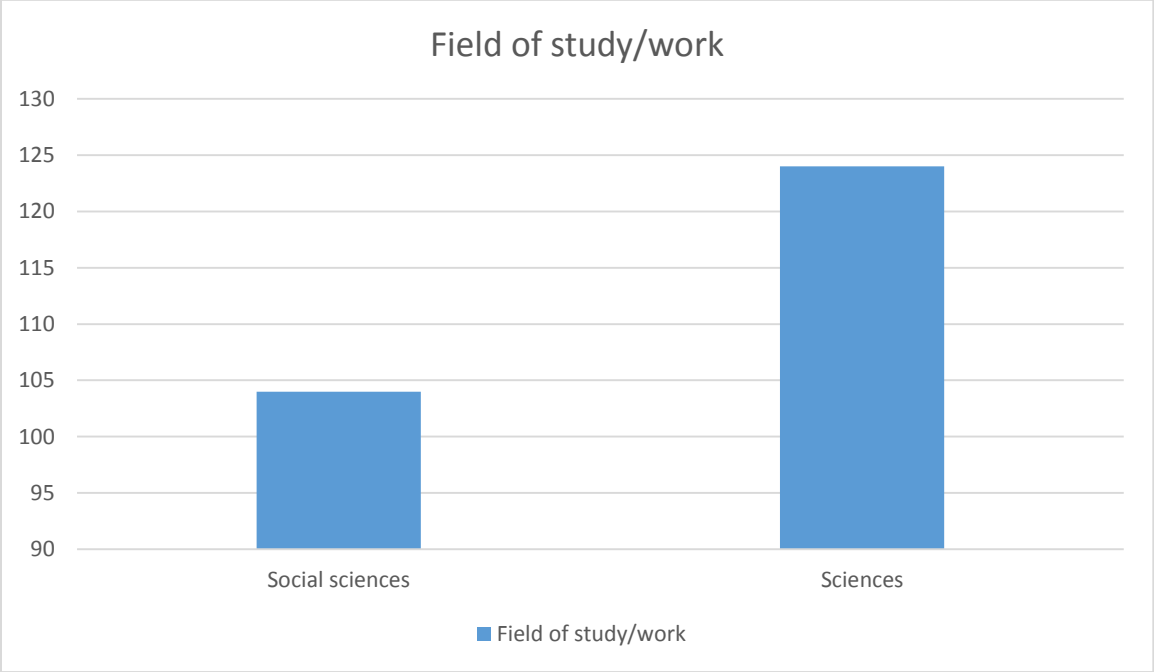


Figure 4-5 Distribution by field of study/work.

Table 4.4 Field of Study/Work Distribution

Field of Study/Work	Frequency	Percent	Cumulative Percent
Sciences	124	54,4	54,4
Social Sciences	104	45,6	100,0
Total	228	100,0	

4.2 Overall Descriptive Statistics for the Primary Leadership Subscales of GLOBE Study

In the GLOBE questionnaire, the participants were asked to rate 112 attributes that contribute to or inhibit effective leadership on a 7 item Likert-type scale:

- 1 (greatly inhibits);
- 2 (somewhat inhibits);
- 3 (slightly inhibits);
- 4 (has no impact);
- 5 (contributes slightly);
- 6 (contributes somewhat);
- 7 (contributes greatly).

These 112 items were reduced to 75 items as a result of the factor analysis and grouped under 21 constructs (House et al., 2004). A factor analysis for this current study was also conducted but the factors did not overlap with the GLOBE's, therefore the 21 primary leadership subscales were decided to be used and the leadership items grouped under these 21 primary leadership subscales by the measures of central tendency. The central tendency of each of these subscales is given in Table 4.5.

Table 4.5 Overall Central Tendency of 21 Primary Leadership Subscales

	N	Mean	Std. Deviation
Charismatic1:Visionary	228	6,66	,491
Charismatic2:Inspirational	228	6,24	,687
Charismatic3:Self-sacrifice	228	5,36	,923
Integrity	228	6,36	,742
Decisive	228	6,44	,558

Performance oriented	228	6,00	,820
Team1:Collaborative	228	6,09	,778
Team2:Team integrator	228	6,45	,598
Diplomatic	228	6,12	,675
Malevolent (R)	228	1,74	,979
Administratively competent	228	6,41	,612
Self-centered	228	2,16	1,041
Status-conscious	228	4,56	1,360
Conflict-inducer	228	4,20	1,158
Face-saver	228	2,99	1,176
Procedural	228	4,13	1,059
Autocratic (R)	228	3,19	1,416
Non-participative (R)	228	2,77	1,152
Modesty	228	5,05	,956
Humane-oriented	228	5,52	1,190
autonomous	228	4,30	1,304
Valid N (listwise)	228		

4.3 Descriptive Statistics for the 21 Primary Leadership Constructs by Generational Cohort

The descriptive statistics were calculated for the dependent variables and for each of the generations and the results are shown in Table 1 in Appendix D. The constructs that are highly rated (5 and above) by all the generational cohorts are Charismatic 1: Visionary, Charismatic 2: Inspirational, Charismatic 3:Self-sacrifice, Integrity, Decisive, Performance oriented, Team 1: Collaborative, Team 2: Team integrator, Diplomatic, Administratively competent, Modesty, and Humane-oriented. The constructs that were rated low (less than 3) are Malevolent, Self-centered, Face-saver, Autocratic, and Non-participative. By looking at the means of the dependent variables, it is possible to see the differences between the generations before conducting MANOVA and post hoc tests for hypothesis testing. In some constructs such as Charismatic 1: Visionary, Performance-oriented, Team 2 Integrator, Diplomatic, Procedural, Integrity, Decisive, Status-conscious and Humane-oriented there are

very small differences in the mean rank scores of each generation. To start with, there is a difference in mean rank scores of Generation X and Generation Z in "Charismatic 2: Inspirational, Charismatic 3: Self-sacrifice, and Face Saver" constructs. In Charismatic 3: Self-sacrifice, and Face Saver constructs Generation Z thinks that these factors contributes highly to effective leadership. Interestingly, for Team 1: Collaborative construct, while Baby Boomers rate it quite high as contributing to effective leadership, Generation Z rates it lowest. Similarly, for Malevolent construct, while Boomers think it inhibits effective leadership by providing the lowest score, Generation Z provides a higher score for this construct. Other constructs that reveal a noticeable difference between Boomers and Generation Z are Self-centered, Autocratic and Non-participative. This result shows that while the negative attributes are definitely negative for Baby Boomers, they are tolerable for Generation Z. Conflict-inducer construct was rated highest by Generation Z while it is rated lowest by Generation Y. Modesty is an important element for Baby Boomers on the way to the effective leadership, while it is rated lowest by Generation X. The construct "autonomous" was rated highest by Generation X, while it was rated lowest by Baby Boomers.

4.4 Checking the Reliability of the Scale

While developing the GLOBE questionnaire, the researches of GLOBE study went through many pilot studies and phases. To test the reliability of the scales internal consistency was calculated to get the Cronbach Alpha. The average Cronbach Alpha score for the 21 leadership attribute subscales was .75. When the Cronbach Alpha scores of the each subscales were examined, it is seen that although some of them are lower than desired (Autonomous, Charismatic 3: Self-sacrificial, Decisive, Diplomatic, Humane Orientation, Modest), the majority of the scales exhibited adequate internal consistency. They decided to keep the scales with low internal consistency, because they believed that these scales might prove to be useful

for predicting the certain leadership attributes. The Cronbach Alpha Scores of the GLOBE study and this study are listed below in Table 4.6.

Table 4.6 Cronbach Alpha Scores of GLOBE Study vs. This Study

	GLOBE Study	This Study
Administratively Competent	.85	.629
Autocratic	.79	.680
Autonomous	.59	.652
Charismatic 1: Visionary	.92	.694
Charismatic 2: Inspirational	.93	.591
Charismatic 3: Self-sacrificial	.52	.032
Conflict Inducer	.71	.317
Decisive	.68	.530
Diplomatic	.64	.490
Face Saver	.79	.369
Humane Orientation	.66	.606
Integrity	.87	.727
Malevolent	.88	.812
Modesty	.61	.467
Nonparticipative	.71	.587
Performance Oriented	.82	.324
Procedural	.85	.536
Self-Centered	.75	.725
Status Consciousness	.76	.340

Team 1: Collaborative Team Orientation	.76	.674
Team 2: Team Integrator	.82	.622

Furthermore, to test the validity of the scales, GLOBE researchers refer to the previous literature. “Of the six global CLT leadership dimensions, four are closely related to prior leadership constructs found in the extant leadership literature” (House et al., 2004, p. 145). Charismatic/Value based dimension contains three subscales that are part of charismatic leadership theory: developing a vision, inspiring others, and engaging in self-sacrificial behaviors. Moreover, attributes of effective leadership theory: integrity and decisiveness that are also a part of Charismatic/Value Based dimension and consistent with it. Team Oriented dimension includes some subscales that will enable successful leadership of teams: collaborative team orientation and team integration together with administrative and diplomatic skills that are consistent with this dimension. The Humane Oriented dimension includes a subscale: leadership consideration which is the major leadership behavior identified by classic leadership studies. Furthermore, Participative leadership has long been taken into consideration in leadership literature. However, the other two dimensions are not typically associated with leadership in Western cultures and not included in the literature. While Autonomous reflects the individualistic aspect of leadership, Self-protective is regarded negative and has not been a part of the leadership literature.

To test the reliability of the scale apart from the GLOBE study itself, inter-item correlation tests were conducted. According to Pallant (2010), values above .7 are acceptable; however, values above .8 is preferable (p.100). In this case, the subscale “Malevolent” has a preferable internal consistency with a Cronbach Alpha Value of .812, while subscales of “Integrity” and “Self-centered” have an acceptable interval consistency with Cronbach Alpha Values of .727

and .725 respectively. Other subscales do not conform to this rule. However, according to Briggs & Cheek (as cited in Pallant, 2010), if number of items that fall into a subscale is small (fewer than 10), Cronbach Alpha Values can be quite small. In this case, the mean inter-item correlation for the items should be calculated and optimal mean inter-item correlation values should range from .2 to .4 (p.6). The subscales "Charismatic 1: Visionary, Charismatic 2: Inspirational, Decisive, Team 1: Collaborative team orientation, Team 2: Team integrator, Administratively competent, Status conscious, Procedural, Autocratic, Nonparticipative, Modesty, Humane oriented, Autonomous conform to this rule and their mean inter-item correlation values are between.2 to .4. Rest of the subscales "Charismatic 3: Self-sacrifice, Performance oriented, Diplomatic, Conflict inducer and Face saver" do not conform to this rule because of the fact that each of them (except for the "Diplomatic" subscale) have three items while the subscales that conform to this rule have four items.

4.5 Hypothesis Testing

MANOVA was used to test the 21 hypotheses and the other variables of this study. After Tests of Between-Subjects Effects were controlled for any significance, Post Hoc analysis was conducted for the identification of the group comparisons that yield statistically significant values.

Multivariate analysis of variance is a parametric test; so assumptions of this analysis were tested before MANOVA was conducted. These tests are as follows:

4.5.1 Normality

To see the univariate normality of the data, the distribution of scores were needed to be checked (tests of Skewness and Kurtosis) on the dependent variables. This information is needed for the upcoming MANOVA tests. As it can be seen from Table 4.7 the subscales that have positive skewness are Malevolent, Self-centered, Face-saver, Autocratic, and Non-

participative. This means the scores that belong to these constructs are clustered to the left at the low values. The rest of the constructs have negative skewness values which means that they are clustered at the high end.

The constructs that have negative kurtosis values are Charismatic 3: Self-sacrifice, status-conscious, conflict-inducer, procedural, autocratic, non-participative, humane-oriented, and autonomous. This means that these constructs indicate a distribution which is relatively flat – many cases in the extremes. The rest of the constructs have positive kurtosis values which means that the distribution is clustered in the center – that is peaked. A normal distribution is not observed as a result of Skewness and Kurtosis tests.

Table 4.7 Distribution of scores (Univariate Normality)

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Charismatic1:Visionary	228	4	7	6,66	,491	-2,167	,161	6,674	,321
Charismatic2:Inspirational	228	3	7	6,24	,687	-1,493	,161	3,781	,321
Charismatic3:Self-sacrifice	228	3	7	5,36	,923	-,314	,161	-,166	,321
Integrity	228	3	7	6,36	,742	-1,798	,161	4,533	,321
Decisive	228	4	7	6,44	,558	-1,220	,161	2,096	,321
Performance oriented	228	3	7	6,00	,820	-1,008	,161	1,121	,321
Team1:Collaborative	228	3	7	6,09	,778	-,777	,161	,203	,321
Team2:Team integrator	228	4	7	6,45	,598	-1,170	,161	1,103	,321
Diplomatic	228	2	7	6,12	,675	-1,330	,161	4,327	,321
Malevolent (R)	228	1	6	1,74	,979	1,938	,161	3,750	,321
Administratively competent	228	4	7	6,41	,612	-1,263	,161	1,844	,321
Self-centered	228	1	7	2,16	1,041	1,297	,161	2,207	,321
Status-conscious	228	1	7	4,56	1,360	-,373	,161	-,122	,321
Conflict-inducer	228	1	7	4,20	1,158	-,300	,161	-,236	,321
Face-saver	228	1	7	2,99	1,176	,468	,161	,213	,321
Procedural	228	1	7	4,13	1,059	-,241	,161	-,220	,321
Autocratic (R)	228	1	7	3,19	1,416	,247	,161	-,970	,321
Non-participative (R)	228	1	6	2,77	1,152	,386	,161	-,375	,321
Modesty	228	2	7	5,05	,956	-,172	,161	,503	,321
Humane-oriented	228	2	7	5,52	1,190	-,682	,161	-,106	,321

autonomous	228	2	7	4,30	1,304	-,149	,161	-,831	,321
Valid N (listwise)	228								

Tests of Kolmogorov-Smirnov and Shapiro-Wilk were conducted. Each of the tests computes the level of significance that reveals the difference from a normal distribution. As it can be seen from Table 4.8 the Sig. value for each dependent variable is significant at .05 confidence interval. This situation shows that this data do not have a normal distribution. As a result, the assumption of normality is not satisfied.

Table 4.8 Distribution of scores (Normality)

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Charismatic1:Visionary	,275	228	,000	,716	228	,000
Charismatic2:Inspirational	,159	228	,000	,873	228	,000
Charismatic3:Self-sacrifice	,111	228	,000	,972	228	,000
Integrity	,200	228	,000	,806	228	,000
Decisive	,158	228	,000	,869	228	,000
Performance oriented	,160	228	,000	,907	228	,000
Team1:Collaborative	,130	228	,000	,920	228	,000
Team2:Team integrator	,195	228	,000	,851	228	,000
Diplomatic	,132	228	,000	,905	228	,000
Malevolent (R)	,248	228	,000	,746	228	,000
Administratively competent	,167	228	,000	,859	228	,000
Self-centered	,136	228	,000	,891	228	,000
Status-conscious	,097	228	,000	,970	228	,000
Conflict-inducer	,106	228	,000	,981	228	,003
Face-saver	,090	228	,000	,972	228	,000
Procedural	,079	228	,001	,987	228	,031
Autocratic (R)	,108	228	,000	,959	228	,000
Non-participative (R)	,071	228	,008	,969	228	,000
Modesty	,099	228	,000	,975	228	,000
Humane-oriented	,145	228	,000	,926	228	,000
autonomous	,091	228	,000	,976	228	,001

a. Lilliefors Significance Correction

Though the assumption of normality is not satisfied through the tests of skewness and kurtosis, Mahalanobis distances were calculated to test multivariate normality. As it can be

seen in Table 4.9, the maximum value of Mahalanobis distance is 88,063 and the critical value we got from the chi-square table for 21 dependent variables and for the alpha level of .001 is 46,80. When these two values are compared, it is clear that the data include multivariate outliers as the Mahalanobis distance value is larger than the critical value. Further investigation was done to see how many cases are involved and how different they are from the rest of the cases. In this data 7 cases with the Mahalanobis distance values of 88,06296; 77,31044; 62,99728; 54,45007; 52,25541; 51,18816; 50,35182 were observed. As they are a small number in 228 cases, it is considered that they will not affect the results and were not removed.

Table 4.9 Distribution of scores (Residuals Statistics)

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	249881952,00	268884544,00	257601658,25	3191527,388	228
Std. Predicted Value	-2,419	3,535	,000	1,000	228
Standard Error of Predicted Value	1130518,500	4467085,000	2155844,760	511149,722	228
Adjusted Predicted Value	249836720,00	268843712,00	257594890,64	3303523,113	228
Residual	-13966437,000	29410290,000	,000	6793912,661	228
Std. Residual	-1,958	4,124	,000	,953	228
Stud. Residual	-2,192	4,216	,000	1,003	228
Deleted Residual	-17773358,000	30746978,000	6767,614	7551216,435	228
Stud. Deleted Residual	-2,213	4,400	,003	1,013	228
Mahal. Distance	4,708	88,063	20,908	11,361	228
Cook's Distance	,000	,074	,005	,010	228
Centered Leverage Value	,021	,388	,092	,050	228

a. Dependent Variable: Respondent No

All in all, for normality testing, we see that our data do not have a normal distribution. In the beginning, the author did not expect and want a normal distribution as the scale is a 7-point Likert type and with a normal distribution, it is not possible to observe the significant differences between the generations. Fortunately, this research has enough sample size to ensure robustness in MANOVA tests.

4.5.2 Linearity

When the dependent variables were checked on a scatter plots matrix. Our data look linear based on our observations of scatter plot matrix. These plots do not reveal any clear evidence about non-linearity, so our assumption of linearity is satisfied.

4.5.3 Multicollinearity

A correlation matrix of 21 dependent variables was created to see how strongly related those variables are. The strongest correlation was between the constructs of Team 2: Integrator and Decisive with a value of ,655 (See Table 2 in Appendix D). According to Pallant (2010), if the correlation values are around ,8 or ,9, then those pairs of dependent variables might be considered for removal. However, in our data, as the strongest correlation is less than ,7, there is no need for removal of any dependent variables and our data do not have a multicollinearity problem.

4.5.4 Homogeneity of Variance/Covariance

To see if the assumption of homogeneity of variance/covariance is violated or not, “Box's Test of Equality of Covariance Matrices” was examined. According to Pallant (2010) if the Sig. value is larger than .001, the assumption is not violated. As it can be seen from Table 4.10, our Sig. value is .004 as a result, this assumption is not violated. Moreover, for equality of variance, box of Levene's Test of Equality of Error Variances was checked. If the Sig. value is less than .05, it indicates that the assumption of equality of variance is violated for that variable. In this data, as it can be seen from Table 4.11, none of the variables has significant values, so equal variances can be assumed.

Table 4.10 Box's Test of Equality of Covariance Matrices

Box's M	1038,077
F	1,149
df1	693
df2	26803,146
Sig.	,004

Table 4.11 Levene's Test of Equality of Error Variances

	F	df1	df2	Sig.
Charismatic1:Visionary	,845	3	224	,471
Charismatic2:Inspirational	1,421	3	224	,238
Charismatic3:Self-sacrifice	1,403	3	224	,243
Integrity	,604	3	224	,613
Decisive	2,275	3	224	,081
Performance oriented	1,494	3	224	,217
Team1:Collaborative	,316	3	224	,814
Team2:Team integrator	1,709	3	224	,166
Diplomatic	,345	3	224	,793
Malevolent (R)	1,549	3	224	,203
Administratively competent	2,043	3	224	,109
Self-centered	,818	3	224	,485
Status-conscious	,883	3	224	,451
Conflict-inducer	1,104	3	224	,348
Face-saver	,255	3	224	,858
Procedural	,884	3	224	,450
Autocratic (R)	,172	3	224	,915
Non-participative (R)	,781	3	224	,505
Modesty	1,200	3	224	,311
Humane-oriented	,331	3	224	,803
autonomous	,176	3	224	,913

4.5.5 Results for Hypothesis 1

There is a difference in leadership preference and styles between the generations classified as Baby Boomers, Generation X, Generation Y and Generation Z for the 21 GLOBE basic Culturally Endorsed Implicit Leadership (CLT) subscales (H1a-H1u).

H1a	Charismatic 1:Visionary
H1b	Charismatic 2: Inspirational
H1c	Charismatic 3: Self-sacrifice
H1d	Integrity
H1e	Decisive
H1f	Performance oriented
H1g	Team 1: Collaborative team orientation
H1h	Team 2: Team integrator
H1i	Diplomatic
H1j	Malevolent (reverse scored)
H1k	Administratively competent
H1l	Self-centered
H1m	Status conscious
H1n	Conflict inducer
H1o	Face saver
H1p	Procedural
H1q	Autocratic (reverse scored)
H1r	Nonparticipative (reverse scored)
H1s	Modesty
H1t	Humane oriented
H1u	Autonomous

To test Hypothesis 1 (H1a-H1u) a one-way between-groups multivariate analysis of variance was performed to investigate generational differences in leadership attributes. 21 dependent variables were used as mentioned before. The independent variable was generation.

There was a statistically significant difference between the generations, in the MANOVA test (see Table 4.12), when the test of Pillai's Trace was checked, it is observed that the Pillai's Trace value is ,442 and the Sig. value is ,001 and when the Sig. value is less than ,05, it can be concluded that there is a difference among different generations and the H1 was supported.

The reason why the test of Pillai's Trace was used is that it is more robust and it is used in cases where some of the assumptions were violated, in this case, it is normality.

The value provided in the "Partial Eta Squared" column tells us the importance of generation on the leadership attribute constructs. The value in this case is ,147 which means it explains 15% of the variance leadership attributes constructs.

Table 4.12 Multivariate Tests

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	,997	2859,252[b]	21,000	204,000	,000	,997
	Wilks' Lambda	,003	2859,252[b]	21,000	204,000	,000	,997
	Hotelling's Trace	294,335	2859,252[b]	21,000	204,000	,000	,997
	Roy's Largest Root	294,335	2859,252[b]	21,000	204,000	,000	,997
v163	Pillai's Trace	,442	1,694	63,000	618,000	,001	,147
	Wilks' Lambda	,613	1,724	63,000	609,778	,001	,151
	Hotelling's Trace	,545	1,754	63,000	608,000	,001	,154
	Roy's Largest Root	,321	3,148[c]	21,000	206,000	,000	,243

a. Design: Intercept + v163

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Now that our data have a significant value as a result of MANOVA test, we can go further to investigate the relationship between all the dependent variables when controlling for the independent variable: generation by conducting an additional univariate analysis (ANOVA). According to Table 4.13, five of the dependent variables are significant at .05 alpha level. These variables are Charismatic3: Self-sacrifice, Conflict-inducer, Face-saver, Autocratic, and Modesty. In this study, there was a significant difference between the generations in these five dependent variables. It is important to note here, the multivariate and univariate values are different from each other. When the multivariate values are checked, it is observed that there is a difference between the generations. However, when the univariate values (see Table 4.13,

if the whole table is required see Table 3 in Appendix D) are checked, separately for the each dependent variable, it is seen that only 5 of 21 variables have a significant value.

Table 4.13 Tests of Between-Subjects Effects

v163	Charismatic1:Visionary	,466	3	,155	,640	,590	,008
	Charismatic2:Inspirational	3,017	3	1,006	2,164	,093	,028
	Charismatic3:Self-sacrifice	7,822	3	2,607	3,146	,026	,040
	Integrity	,906	3	,302	,545	,652	,007
	Decisive	2,101	3	,700	2,286	,080	,030
	Performance oriented	,298	3	,099	,146	,932	,002
	Team1:Collaborative	1,850	3	,617	1,020	,385	,013
	Team2:Team integrator	,289	3	,096	,266	,850	,004
	Diplomatic	,121	3	,040	,087	,967	,001
	Malevolent (R)	6,140	3	2,047	2,167	,093	,028
	Administratively competent	1,704	3	,568	1,529	,208	,020
	Self-centered	6,216	3	2,072	1,935	,125	,025
	Status-conscious	1,383	3	,461	,247	,864	,003
	Conflict-inducer	18,803	3	6,268	4,919	,002	,062
	Face-saver	18,627	3	6,209	4,711	,003	,059
	Procedural	1,043	3	,348	,307	,820	,004
	Autocratic (R)	18,764	3	6,255	3,209	,024	,041
	Non-participative (R)	7,474	3	2,491	1,900	,130	,025
	Modesty	8,142	3	2,714	3,051	,029	,039
	Humane-oriented	1,698	3	,566	,397	,755	,005
	autonomous	4,471	3	1,490	,875	,455	,012

Multivariate tests of this data yielded significant results, giving us the authority to investigate further. Tests of between subjects effects showed which dependent variables differed in terms of generation. Post Hoc tests of MANOVA further show us between which generations these dependent variables are significantly different. Post Hoc test of Tukey's HSD was conducted and results are shown in Table 4 in Appendix D. There is a difference between Generation X and Generation Z in Charismatic3: Self-sacrifice subscale with a sig. value of ,015 at ,05 confidence interval. Generation Z rated the items in this subscale higher than Generation X with a mean difference of ,51. In the light of this evidence, H1c was supported. There is a

difference between Generation X and Generation Z in Conflict-inducer subscale with a sig. value of ,031 at ,05 confidence interval. Generation Z rated the items in this subscale higher than Generation X with a mean difference of ,56. In the same subscale - Conflict-inducer – there is also a difference between Generation Y and Generation Z with a sig. value of ,001 at ,05 confidence interval. Generation Z rated the items in this subscale higher than Generation Y with a mean difference of ,65. In the light of this evidence, H1n was supported. There is a difference between Generation X and Generation Z in Face-saver subscale with a sig. value of ,009 at ,05 confidence interval. Generation Z rated the items in this subscale higher than Generation X with a mean difference of ,67. In the same subscale – Face-saver – there is also a difference between Generation Y and Generation Z with a sig. value of ,024 at ,05 confidence interval. Generation Z rated the items in this subscale higher than Generation Y with a mean difference of ,52. In the light of this evidence, H1o was supported. There is a difference between Baby Boomers and Generation Z in Autocratic subscale with a sig. value of ,016 at ,05 confidence interval. Generation Z rated the items in this subscale higher than Baby Boomers with a mean difference of ,96. In the light of this evidence, H1q was supported. There is a difference between Baby Boomers and Generation X in Modesty subscale with a sig. value of ,021 at ,05 confidence interval. Baby Boomers rated the items in this subscale higher than Generation X with a mean difference of ,68. In the light of this evidence, H1s was supported. The rest of the hypothesis (H1a, H1b, H1d, H1e, H1f, H1g, H1h, H1i, H1j, H1k, H1l, H1m, H1p, H1r, H1t, H1u) were rejected as the test of between-subjects effects did not reveal any significant values for these leadership subscales (dependent variables).

4.5.6 Results for Other Variables

Other variables of this study were gender, leadership experience and field of study/work. The same tests were conducted to these variables, as well, to see if there are any differences in the dependent variables as opposed to other variables.

4.5.6.1 Gender

A one-way between-groups multivariate analysis of variance was performed to investigate gender differences in leadership attributes. 21 dependent variables were used as mentioned before. One of the other variables was gender.

There was a statistically significant difference between the genders. In the MANOVA test (see Table 4.14), it is observed that the Pillai's Trace value is ,190 and the Sig. value is ,002 and when the Sig. value is less than ,05, it can be concluded that there is a difference among males and females.

Table 4.14 Multivariate Tests for Gender

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	,997	3675,991[b]	21,000	206,000	,000
	Wilks' Lambda	,003	3675,991[b]	21,000	206,000	,000
	Hotelling's Trace	374,737	3675,991[b]	21,000	206,000	,000
	Roy's Largest Root	374,737	3675,991[b]	21,000	206,000	,000
Gender	Pillai's Trace	,190	2,301[b]	21,000	206,000	,002
	Wilks' Lambda	,810	2,301[b]	21,000	206,000	,002
	Hotelling's Trace	,235	2,301[b]	21,000	206,000	,002
	Roy's Largest Root	,235	2,301[b]	21,000	206,000	,002

a. Design: Intercept + v114

b. Exact statistic

Now that our data have a significant value as a result of MANOVA test, we can go further to investigate the relationship between all the dependent variables when controlling for the gender by conducting an additional univariate analysis (ANOVA). According to Table 5 in Appendix D, fourteen of the dependent variables are significant at .05 alpha level. These

variables are Charismatic 1: Visionary, Charismatic 2: Inspirational, Charismatic3: Self-sacrifice, Integrity, Team 1: Collaborative, Team 2: Team Integrator, Diplomatic, Malevolent, Administratively competent, Self-centered, Conflict-inducer, Autocratic, Non-participative, and Autonomous. In this study, there was a significant difference between the males and females in these fourteen dependent variables.

4.5.6.2 Leadership Experience

A one-way between-groups multivariate analysis of variance was performed to investigate differences in leadership experience in leadership attributes. 21 dependent variables were used as mentioned before. The other variable was leadership experience.

There was not a statistically significant difference between the participants who have a managerial experience and who do not. In the MANOVA test (see Table 4.15), it is observed that the Pillai's Trace value is ,132 and the Sig. value is ,083 and as the Sig. value is more than ,05, it can be concluded that there is no difference between the participants who have a managerial experience and who do not.

Table 4.15 Multivariate Tests for Leadership Experience

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	,997	3177,892[b]	21,000	206,000	,000
	Wilks' Lambda	,003	3177,892[b]	21,000	206,000	,000
	Hotelling's Trace	323,960	3177,892[b]	21,000	206,000	,000
	Roy's Largest Root	323,960	3177,892[b]	21,000	206,000	,000
Leadership Experience	Pillai's Trace	,132	1,492[b]	21,000	206,000	,083
	Wilks' Lambda	,868	1,492[b]	21,000	206,000	,083
	Hotelling's Trace	,152	1,492[b]	21,000	206,000	,083
	Roy's Largest Root	,152	1,492[b]	21,000	206,000	,083

a. Design: Intercept + v165

b. Exact statistic

4.5.6.3 Field of Study/Work

A one-way between-groups multivariate analysis of variance was performed to investigate differences between the people who work/study at sciences and the people who work/study at social sciences in leadership attributes. 21 dependent variables were used as mentioned before. The other variable was field of study/work.

There was a statistically significant difference between the people who work/study at sciences and the people who work/study at social sciences. In the MANOVA test (see Table 4.16), it is observed that the Pillai's Trace value is ,148 and the Sig. value is ,032 and when the Sig. value is less than ,05, it can be concluded that there is a difference between the people who work/study at sciences and the people who work/study at social sciences.

Table 4.16 Multivariate Tests for Field of Study/Work

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	,997	3629,398[b]	21,000	206,000	,000
	Wilks' Lambda	,003	3629,398[b]	21,000	206,000	,000
	Hotelling's Trace	369,987	3629,398[b]	21,000	206,000	,000
	Roy's Largest Root	369,987	3629,398[b]	21,000	206,000	,000
Field of Study / Work	Pillai's Trace	,148	1,706[b]	21,000	206,000	,032
	Wilks' Lambda	,852	1,706[b]	21,000	206,000	,032
	Hotelling's Trace	,174	1,706[b]	21,000	206,000	,032
	Roy's Largest Root	,174	1,706[b]	21,000	206,000	,032

a. Design: Intercept + v164

b. Exact statistic

Now that our data have a significant value as a result of MANOVA test, we can go further to investigate the relationship between all the dependent variables when controlling for the gender by conducting an additional univariate analysis (ANOVA). According to Table 6 in Appendix D, two of the dependent variables are significant at .05 alpha level. These variables are Performance oriented and Conflict-inducer. In this study, there was a significant

difference between the people who work/study at sciences and the people who work/study at social sciences.

4.6 Conclusion

As a result of multivariate analyses, univariate analyses, and post-hoc tests, 5 of 21 subscales yielded significant results. The subscales, the items that comprise these subscales and the differences between the generations are summarized in Table 4.17.

Table 4.17 Summary of the Results

The Subscales that Yielded Significant Results	**The Items that Comprise the Subscales**	**Differences between the Generations**	
		High	**Low**
Charismatic 3: Self-sacrifice	Risk-taker	Generation Z	Generation X
	Self-Sacrificial		
	Convincing		
Conflict Inducer	Normative	Generation Z	Generation X
	Secretive	Generation Z	Generation Y
	Intra-group competitor		
Face Saver	Indirect	Generation Z	Generation X
	Avoids negatives	Generation Z	Generation Y
	Evasive		
Autocratic	Autocratic	Generation Z	Baby Boomers
	Dictatorial		
	Bossy		
	Elitist		
Modesty	Modest	Baby Boomers	Generation X
	Self-effacing		
	Patient		

5 CHAPTER 5. DISCUSSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The aim of this quantitative study was to explore if there is a difference in leadership style preference of different generations: Baby Boomers, Generation X, Generation Y, and Generation Z. The study grouped the leadership attributes that contribute to effective leadership or impede it under 21 leadership categories: Charismatic1:Visionary, Charismatic2:Inspirational, Charismatic3:Self-sacrifice, Integrity, Decisive, Performance oriented, Team1:Collaborative, Team2:Team integrator, Diplomatic, Malevolent (R), Administratively competent, Self-centered, Status-conscious, Conflict-inducer, Face-saver, Procedural, Autocratic (R), Non-participative (R), Modesty, Humane-oriented, Autonomous. Chapter 1 stated the problem of multiple generations working at the same workplace side by side and this issue has been understudied in the literature, especially with Turkish generations. The chapter focused more on the importance of knowing the differences of generations in depth for leaders and businesses. Furthermore, research questions and key terms were discussed as well. Chapter 2 provided a literature review on GLOBE study, characteristics of different generations: Baby Boomers, Generation X, Generation Y, and Generation Z, and leadership theories that basically focus on behaviors/attributes/traits. Chapter 3 discussed the methodological framework of the study. Research design, hypothesis, data collection procedures, sample, instrumentation, procedures for data preparation and data analysis were included in this chapter. Chapter 4 provided the statistical analysis and research results of this study. This chapter provides the discussions related to the results, summary of the study, conclusions, implications, recommendations for future research, and concluding remarks.

5.1 Discussion

Everything the generations went through has shaped them to become what they are today. The historical events, technology, developments in medicine, society, people's attitude, the era they were born and raised into all affected the people of a single generation in the way they are now. As a result of all of these, today, we have different generations called Baby Boomers, Generation X, Generation Y, and Generation Z. As they are all different and unique in their behaviors, they would be different in their leadership preference. The author of this thesis set out to conduct this study with this assumption. In the end, it is observed that these generations differ in terms of some attributes they want to see in an effective leader.

5.1.1 Discussion of Results and Implications

The overall MANOVA tests yielded significant results telling us that there is a difference between the generations in terms of their leadership preferences and proving our hypotheses. But the tests did not yield significant results for all 21 of the subscales, but only for 5 of them. These were Charismatic 3: Self-sacrifice, Conflict-inducer, Face-saver, Autocratic, and Modesty.

There is a difference between Generation X and Generation Z in Charismatic3: Self-sacrifice subscale. Generation Z rated the items in this subscale higher than Generation X. We see that for Generation Z, attributes of risk-taking, self-sacrificing, and being convincing contributes to effective leadership while these attributes do not mean much to Generation X. The reason why Generation X rated these items lower may be they are self-reliant (Strauss & Howe, 1991) and they do not require their leaders take any risks or sacrifice themselves because they do not care and their loyalty to the organization is quite low (Tulgan, 1995). On the other hand Generations Z requires these attributes in a leader because they are more career-oriented and individualistic (Levine & Dean, 2012) and they might like the idea that a leader should be

risk taking and self-sacrificing and convincing to help them with their career advancement. The comments that were made for Generation Z are not sufficient as the literature is not through on this topic and Generation Z has not experienced the business life yet.

Furthermore, there is a difference between Generation X and Generation Z in Conflict-inducer subscale. Generation Z rated the items in this subscale higher than Generation X. In the same subscale - Conflict-inducer – there is also a difference between Generation Y and Generation Z. Generation Z rated the items in this subscale higher than Generation Y. We see that for Generation Z, attributes of being normative, secretive, and intragroup competitor contributes to effective leadership while Generation X and Y think that these attributes impede effective leadership. Generation Z rated these leadership attributes higher because they are accepting towards all kinds of people (Gardner & Davis, 2013) and if their manager abides by the rules and keeps secrets from them, they are cool with that and they accept this situation as it is. On the other hand, Generation Y and X think that these attributes impede effective leadership. Generation Y rated these attributes lower because according to Alch (2000), Generation Y prefers collaborative leaders so a secretive leader is not an effective one for Generation Y. Moreover, as Generation Y prefers genuine connections and more autonomy at work (Kehrli & Sopp, 2006), a normative leader would not be preferred and as team work is preferred by Generation Y (Howe & Strauss, 2000) an intragroup competitor type of leader would not be rated high. For Generation X, flexibility matters at the work place (Tulgan, 1995) so a normative leader is not preferred. Moreover, as Generation X is a symbol of skepticism (Lancaster & Stillman, 2009), they retain this behavior at the workplace, too, plus they prefer leaders who are honest and fair (Arsenault, 2004). As a result, a secretive leader would not be preferred by them.

There is a difference between Generation X and Generation Z in Face-saver subscale. Generation Z rated the items in this subscale higher than Generation X. In the same subscale – Face-saver – there is also a difference between Generation Y and Generation Z. Generation Z rated the items in this subscale higher than Generation Y. We see that for Generation Z, attributes of being indirect and evasive and avoiding negatives contributes to effective leadership while Generation X and Y think that these attributes impede effective leadership. The reason why Generation Z rated these items higher can be explained through their growing passivity (Gardner & Davis, 2013) and isolation (Twenge & Foster, 2010). Being indirect, evasive and avoiding negatives are behaviors that result from being passive and isolated so Generation Z might regard a leader as effective when they share some similar behaviors. Generation Y rated these items low as they do not feel the need to hide behind the courtesy, they are too direct and blunt. They need to be open, true and uncomplicated (Twenge, 2006). As a result, an indirect and evasive leader is not preferred by Generation Y. Generation X is described as distrusting and pragmatic by Strauss & Howe (1991) and while Generation X is distrusting by default, a leader's qualifications of being indirect and evasive does not contribute much to Generation X's trust issues. Moreover, according to Arsenault (2004), Generation X prefers straightforward leaders, so evasive leaders would not be preferred by Generation X.

There is a difference between Baby Boomers and Generation Z in Autocratic subscale. Generation Z rated the items in this subscale higher than Baby Boomers. We see that for Generation Z, attributes of being autocratic, dictatorial, bossy, and elitist contribute to effective leadership while Baby Boomers think that these attributes impede effective leadership. Baby Boomers are described by Strauss & Howe (1991) as smug, narcissistic, intellectually arrogant, self-righteous and intolerant and when this is the case, an autocratic,

dictatorial, bossy, and elitist leader would not be preferred by Baby Boomers. According to Gardner and Davis (2013) Generation Z is less secure and they will find business life challenging (as cited in Canberra Times, November 24, 2014) as a result they would require their leaders autocratic, dictatorial, and bossy to lead them through the business life. According to Table 2.14 by Arsenault (2004), Baby Boomers despise "the traditional hierarchy and make every effort to turn the hierarchy upside-down" (p.130). And Nexters "prefer a polite relationship with authority" (p. 130). These remarks show the reason why Baby Boomers rated Autocratic subscale lower than Generation Z.

There is a difference between Baby Boomers and Generation X in Modesty subscale. Baby Boomers rated the items in this subscale higher than Generation X. We see that for Baby Boomers, attributes of being modest, self-effacing, and patient contribute to effective leadership while Generation X thinks that these attributes impede effective leadership. The reason why Baby Boomers rated these attributes higher is the same as the previous one. Since Baby Boomers are smug, narcissistic, intellectually arrogant, self-righteous and intolerant, they want other people around them including their leaders to be modest (because Baby Boomers are arrogant), self-effacing (because Baby Boomers show themselves enough) and patient (because they need to be patient against impertinence of Baby Boomers). As the attributes that fall under "Modesty" subscale suit more to Generation X (Strauss & Howe, 1991), they may have wanted an effective leader who do not have these qualifications and be more confident, pretentious, and forward.

5.2 Limitations

The GLOBE Phase 2 Alpha Questionnaire sections two, four, and five used as the instrument to collect data in this study. The use of a single survey instrument caused this study to have a cross-sectional non-experimental research design. The sample plan had been to achieve 40

participants from each generation, although the number 40 reached and exceeded for Generation X, Y, and Z, only 24 members of Baby Boomers generation participated the survey. If the number of participants from Baby Boomers generation exceeded 40, there would be more significant results for different leadership subscales. Another problem related to this study was that the literature on Generation Z almost does not exist, especially in Turkey. That's why, most of the explanations to the results of this study were based on observations, instead of previous studies. Another thing that needs to be mentioned here is that Generation Z is not in the business life yet. They rated the items hypothetically, not based on their experience. This situation might have resulted in the fact that some subscales that have negative connotations such as autocratic, face saver, and conflict-inducer were rated highly by Generation Z. Last but not least, there are some arguments that to be able to understand a generation thoroughly, a longitudinal research should be conducted because the generations may become alike with age. But it was impossible to conduct such kind of study in terms of time and money. And it is believed that no matter what, everybody is going to carry their "generational personalities" with them throughout their lives (Lancaster & Stillman, 2009, p.8). Lastly, the original questionnaire was written in English and then it has been translated into other languages to be used in the participant countries. Despite translations and back translations, the meanings of the some concepts were lost and some items were repeated in the questionnaire. This situation might have caused participants to misunderstand the items and rate accordingly.

5.3 Recommendations for Further Research

The first recommendation for future research is more quantitative studies should be conducted in Turkey with Turkish generations on the differences of them. The second recommendation is to expand the study to other industries as focusing only on academics may not have yielded

difference in some of the subscales. The third recommendation is to focus on Generation Z until they enter the workforce and after they entered it. Some longitudinal studies might be conducted to get to know this new generation better. The last recommendation is to conduct more in-depth studies to explain the differences between the generations in Charismatic 3: Self-sacrifice, Conflict-inducer, Face saver, Autocratic, and Modesty subscales and in other areas.

5.4 Concluding Remarks

The problem that different generations are actually different from each other and this situation may cause serious problems in a workplace has not got the attention it deserves, especially in Turkey. As this study proved, there are differences between the generations in their leadership preferences. Although each generation agrees on most of the leadership subscales (16 of 21), they disagree in 5 of them and this situation may cause problems in the workplace. It is hoped that this study paves the path for other researchers to study on the differences of generations and the preferred leadership style.

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APPENDIX A

The E-mail Sent to the Participants

Sayın …,

Aşağıda linkini vermiş olduğum anket, İstanbul Kemerburgaz Üniversitesi bünyesinde, Sayın Yrd. Doç. Dr. Saadet Çetinkaya'nın danışmanlığında yapmakta olduğum 'farklı kuşakların liderlik biçimleri ve tercihleri' konulu yüksek lisans tezimin araştırmasına katkıda bulunacaktır. Çok değerli vaktinizi ayırarak katılacağınız bu anket, 3 yıldır devam etmekte olan ve yoğun bir emek harcanılan araştırmamda bir adım daha öne geçmeme yardım etmekle kalmayıp, bilim dünyasında da önemli ilerlemeler kaydetmemize de vesile olacaktır. Anket sadece araştırma amacıyla kullanılacak olup, bilgileriniz güvenle korunacaktır ve isim belirtmenize gerek yoktur. Anketi dolduran her 20. kişi için Tema Vakfı'na fidan bağışı yapılacaktır.

http://www.surveey.com/SurveyStart.aspx?lang=1&surv=6815c7a3f4204e238420108ed09b7f22

Zaman ayırdığınız ve akademik hayata katkıda bulunduğunuz için çok teşekkür eder,

Saygılarımı sunarım,

Merve Çizgen Bako

Yıldız Teknik Üniversitesi Yabancı Diller Yüksekokulu/ Öğretim Görevlisi

İstanbul Kemerburgaz Üniversitesi İşletme Yüksek Lisans Öğrencisi

Boğaziçi Üniversitesi Lisans Mezunu

APPENDIX B

GLOBE Phase 2 Alpha Questionnaire (English)



Research Survey

GLOBE Project

(Global Leadership and Organizational Behavior Effectiveness Project)

Form Alpha

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Introduction

The purpose of this research is to learn about national cultures, management practices, and perceptions of leadership. The questionnaire that you are asked to complete will take about one hour of your time.

The resulting information will be useful for individuals who conduct business or government relations with the countries' studies. This information may be used for classroom instruction of students and managers in universities, technological institutes, and other organizations throughout the world. Hopefully, this information will be helpful to better understand business and leadership in other cultures.

In the following pages, you are asked to choose a number of statements that reflect your observations of cultural or organizational practices, your beliefs, your values, or your perceptions. This is not a test, and there are no right or wrong answers. We are mainly interested in learning about the beliefs and values in your society, and how various societal and organizational practices are perceived by you and the others participating in this research. Your responses will be kept completely confidential. No individual respondent will be identified to any other person or in any written form. Further, the name of your organization will not be publicly released.

General Instructions

In completing this survey, you will be asked questions focusing on the organization in which you work, and on your perceptions of leaders and leadership. Most people complete the survey in approximately 60 minutes.

There are five sections to this questionnaire. Sections 1 and 3 ask about your organization. Sections 2 and 4 ask about leaders and leadership. Section 5 asks about you.

Explanation of the Types of Questions

There are several different types of questions in this questionnaire. Sections 1 and 3 have questions with two different formats. An example of the first type of question is shown below.

A. In this country, the weather is generally:

very pleasant			moderately pleasant			very unpleasant
1	2	3	4	5	6	7

For a question like this, you would circle the number from 1 to 7 that is closest to your perceptions about your country. For example, if you think the weather in your country is "very pleasant," you would circle 1. If you think the weather is not quite "very pleasant" but is better than "moderately pleasant," you could circle either 2 or 3, depending on whether you think the weather is closer to "very pleasant" or to "moderately pleasant."

The second type of question asks how much you agree or disagree with a particular statement. An example of this kind of question is given below.

B. The weather in this country is very pleasant.

strongly agree			neither agree nor disagree			strongly disagree
1	2	3	4	5	6	7

For a question like this, you would circle the number from 1 to 7 that is closest to your level of agreement with the statement. For example, if you strongly agree that the weather in your country is very pleasant, you would circle 1. If you generally agree with the statement but disagree slightly, you could circle either 2 or 3, depending on how strongly you agree with the statement. If you disagree with the statement, you would circle 5, 6, or 7, depending on how much you disagree with the statement.

Sections 2 and 4 have a different type of question. For these sections, you are given a list of behaviors and characteristics that a leader might display. You are asked to rate these behaviors and characteristics using the scale shown below. To do this, on the line next to each behavior or characteristic, write the number from the scale that best describes how displaying that behavior or characteristic affects the leader's effectiveness.

SCALE

1 = This behavior or characteristic **greatly inhibits** a person from being an outstanding leader.
2 = This behavior or characteristic **somewhat inhibits** a person from being an outstanding leader.
3 = This behavior or characteristic **slightly inhibits** a person from being an outstanding leader.
4 = This behavior or characteristic **has no impact** on whether a person is an outstanding leader.
5 = This behavior or characteristic **contributes slightly** to a person being an outstanding leader.
6 = This behavior or characteristic **contributes somewhat** to a person being an outstanding leader.
7 = This behavior or characteristic **contributes greatly** to a person being an outstanding leader.

An example is shown below. If you believed that being tall inhibited a person from being an outstanding leader, you would write 1, 2, or 3 on the line to the left of "Tall," depending on how much you thought being tall inhibited outstanding leadership. If you believed that being tall contributes to a person's being an outstanding leader, you would write 5, 6, or 7 on the line to the left of "Tall," depending on how much you thought being tall contributed to outstanding leadership. Finally, if you believed that being tall had no effect on whether a person was an outstanding leader, you would write 4 on the line to the left of "Tall."

—— A. Tall = Of significantly above average height

Section 2
Leader Behaviors

Instructions

You are probably aware of people in your organization or industry who are exceptionally skilled at motivating, influencing, or enabling you, others, or groups to contribute to the success of the organization or task. In this country, we might call such people "outstanding leaders."

On the following pages are several behaviors and characteristics that can be used to describe leaders. Each behavior or characteristic is accompanied by a short definition to clarify its meaning.

Using the above description of outstanding leaders as a guide, rate the behaviors and characteristics on the following pages. To do this, on the line next to each behavior or characteristic, write the number from the scale below that best describes how important that behavior or characteristic is for a leader to be outstanding.

SCALE

1 = This behavior or characteristic **greatly inhibits** a person from being an outstanding leader.
2 = This behavior or characteristic **somewhat inhibits** a person from being an outstanding leader.
3 = This behavior or characteristic **slightly inhibits** a person from being an outstanding leader.
4 = This behavior or characteristic **has no impact** on whether a person is an outstanding leader.
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6 = This behavior or characteristic **contributes somewhat** to a person being an outstanding leader.
7 = This behavior or characteristic **contributes greatly** to a person being an outstanding leader.

Section 2 questions start here.

		Characteristic or Behavior		Definition
_____	2-1	Diplomatic	=	Skilled at interpersonal relations, tactful
_____	2-2	Evasive	=	Refrains from making negative comments to maintain good relationships and save face
_____	2-3	Mediator	=	Intervenes to solve conflicts between individuals
_____	2-4	Bossy	=	Tells subordinates what to do in a commanding way
_____	2-5	Positive	=	Generally optimistic and confident
_____	2-6	Intra-group competitor	=	Tries to exceed the performance of others in his or her group
_____	2-7	Autonomous	=	Acts independently, does not rely on others
_____	2-8	Independent	=	Does not rely on others; self-governing

SCALE

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7 = This behavior or characteristic **contributes greatly** to a person being an outstanding leader.

		Characteristic or Behavior		Definition
_____	2-9	Ruthless	=	Punitive; having no pity or compassion
_____	2-10	Tender	=	Easily hurt or offended
_____	2-11	Improvement-oriented	=	Seeks continuous performance improvement
_____	2-12	Inspirational	=	Inspires emotions, beliefs, values, and behaviors of others, inspires others to be motivated to work hard
_____	2-13	Anticipatory	=	Anticipates, attempts to forecast events, considers what will happen in the future
_____	2-14	Risk taker	=	Willing to invest major resources in endeavors that do not have high probability of successful
_____	2-15	Sincere	=	Means what he/she says; earnest
_____	2-16	Trustworthy	=	Deserves trust, can be believed and relied upon to keep his/her word
_____	2-17	Worldly	=	Interested in temporal events; has a world outlook
_____	2-18	Intra-group conflict avoider	=	Avoids disputes with members of his or her group
_____	2-19	Administratively skilled	=	Able to plan, organize, coordinate, and control work of large numbers (over 75) of individuals
_____	2-20	Just	=	Acts according to what is right or fair
_____	2-21	Win/win problem-solver	=	Able to identify solutions which satisfy individuals with diverse and conflicting interests
_____	2-22	Clear	=	Easily understood
_____	2-23	Self-interested	=	Pursues own best interests
_____	2-24	Tyrannical	=	Acts like a tyrant or despot; imperious
_____	2-25	Integrator	=	Integrates people or things into cohesive, working whole
_____	2-26	Calm	=	Not easily distressed
_____	2-27	Provocateur	=	Stimulates unrest
_____	2-28	Loyal	=	Stays with and supports friends even when they have substantial problems or difficulties

SCALE
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7 = This behavior or characteristic **contributes greatly** to a person being an outstanding leader.

		Characteristic or Behavior		Definition
———	2-29	Unique	=	An unusual person; has characteristics of behaviors that are different from most others
———	2-30	Collaborative	=	Works jointly with others
———	2-31	Encouraging	=	Gives courage, confidence, or hope through reassuring and advising
———	2-32	Morale booster	=	Increases morale of subordinates by offering encouragement, praise, and/or by being confident
———	2-33	Arrogant	=	Presumptuous or overbearing
———	2-34	Orderly	=	Is organized and methodological in work
———	2-35	Prepared	=	Is ready for future events
———	2-36	Autocratic	=	Makes decisions in dictatorial way
———	2-37	Secretive	=	Tends to conceal information from others
———	2-38	Asocial	=	Avoids people or groups; prefers own company
———	2-39	Fraternal	=	Tends to be a good friend of subordinates
———	2-40	Generous	=	Willing to give time, money, resources, and help to others
———	2-41	Formal	=	Acts in accordance with rules, convention, and ceremonies
———	2-42	Modest	=	Does not boast; presents self in a humble manner
———	2-43	Intelligent	=	Smart; learns and understands easily
———	2-44	Decisive	=	Makes decisions firmly and quickly
———	2-45	Consultative	=	Consults with others before making plans or taking action
———	2-46	Irritable	=	Moody; easily agitated
———	2-47	Loner	=	Works and acts separately from others
	2-48	Enthusiastic	=	Demonstrates and imparts strong positive emotions for work
	2-49	Risk averse	=	Avoids taking risks; dislikes risk

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7 = This behavior or characteristic **contributes greatly** to a person being an outstanding leader.

		Characteristic or Behavior		**Definition**
_____	2-50	Vindictive	=	Vengeful; seeks revenge when wronged
_____	2-51	Compassionate	=	Has empathy for others; inclined to be helpful or show mercy
_____	2-52	Subdued	=	Suppressed, quiet, tame
_____	2-53	Egocentric	=	Self-absorbed; thoughts focus mostly on one's self
_____	2-54	Non-explicit	=	Subtle, does not communicate explicitly, communicates by metaphor, et allegory, et example
_____	2-55	Distant	=	Aloof, stands off from others, difficult to become friends with
_____	2-56	Intellectually stimulating	=	Encourages others to think and use their minds; challenges beliefs, stereotypes, and attitudes of others

This is the end of Section 2. Please continue on to Section 3.

Section 4

Leader Behaviors (Part II)

Instructions

This section follows the same format as that of Section 2. You should again rate the leader behaviors and characteristics on the following pages. To do this, on the line next to each behavior or characteristic write the number from the scale below that best describes how important that behavior or characteristic is for a leader to be outstanding.

SCALE

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Section 4 questions begin here.

_____	4-1	Cautious	= Proceeds/performs with great care and does not take risks
_____	4-2	Organized	= Well organized, methodical, orderly
_____	4-3	Cunning	= Sly, deceitful, full of guile
_____	4-4	Informed	= Knowledgeable; aware of information.
_____	4-5	Effective bargainer	= Is able to negotiate effectively, able to make transactions with others on favorable terms
_____	4-6	Egotistical	= Conceited, convinced of own abilities
_____	4-7	Noncooperative	= Unwilling to work jointly with others
_____	4-8	Logical	= Applies logic when thinking
_____	4-9	Status-conscious	= Aware of others' socially accepted status
_____	4-10	Foresight	= Anticipates possible future events
_____	4-11	Plans ahead	= Anticipates and prepares in advance
_____	4-12	Normative	= Behaves according to the norms of his or her group
_____	4-13	Individually oriented	= Concerned with and places high value on preserving individual rather than group needs

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		Characteristic or Behavior	Definition
_____	4-14	Non-egalitarian	= Believes that all individuals are not equal and only some should have equal rights and privileges
_____	4-15	Intuitive	= Has extra insight
_____	4-16	Indirect	= Does not go straight to the point; uses metaphors and examples to communicate
_____	4-17	Habitual	= Given to a constant, regular routine
_____	4-18	Self-effacing	= Presents self in a modest way
_____	4-19	Able to anticipate	= Able to successfully anticipate future needs
_____	4-20	Motive arouser	= Mobilizes and activates followers
_____	4-21	Sensitive	= Aware of slight changes in other's moods; restricts discussion to prevent embarrassment
_____	4-22	Convincing	= Unusually able to persuade others of his/her viewpoint
_____	4-23	Communicative	= Communicates with others frequently
_____	4-24	Excellence-oriented	= Strives for excellence in performance of self and subordinates
_____	4-25	Procedural	= Follows established rules and guidelines
_____	4-26	Confidence builder	= Instills others with confidence by showing confidence in them
_____	4-27	Group-oriented	= Concerned with the welfare of the group
_____	4-28	Class conscious	= Is conscious of class and status boundaries and acts accordingly
_____	4-29	Nonparticipative	= Does not participate with others
_____	4-30	Self-sacrificial	= Foregoes self-interests and makes personal sacrifices in the interest of a goal or vision
_____	4-31	Patient	= Has and shows patience
	4-32	Honest	= Speaks and acts truthfully
	4-33	Domineering	= Inclined to dominate others

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	Characteristic or Behavior		Definition
4-34	Intra-group face-saver	=	Ensures that other group members are not embarrassed or shamed
4-35	Dynamic	=	Highly involved, energetic, enthused, motivated
4-36	Coordinator	=	Integrates and manages work of subordinates
4-37	Elitist	=	Believes that a small number of people with similar backgrounds are superior and should enjoy privileges
4-38	Team-builder	=	Able to induce group members to work together
4-39	Cynical	=	Tends to believe the worst about people and events
4-40	Performance-oriented	=	Sets high standards of performance
4-41	Ambitious	=	Sets high goals; works hard
4-42	Motivational	=	Stimulates others to put forth efforts above and beyond the call of duty and make personal sacrifices
4-43	Micromanager	=	An extremely close supervisor, one who insists on making all decisions
4-44	Nondelegator	=	Unwilling or unable to relinquish control of projects or tasks
4-45	Avoids negatives	=	Avoids saying no to another when requested to do something, even when it cannot be done
4-46	Visionary	=	Has a vision and imagination of the future
4-47	Willful	=	Strong-willed, determined, resolute, persistent
4-48	Ruler	=	Is in charge and does not tolerate disagreement or questioning; gives orders
4-49	Dishonest	=	Fraudulent, insincere
4-50	Hostile	=	Actively unfriendly; acts negatively toward others
4-51	Future-oriented	=	Makes plans and takes actions based on future goals
4-52	Good administrator	=	Has ability to manage complex office work and administrative systems
4-53	Dependable	=	Reliable

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		Characteristic or Behavior		**Definition**
_____	4-54	Dictatorial	=	Forces her/his values and opinions on others
_____	4-55	Individualistic	=	Behaves in a different manner than peers
_____	4-56	Ritualistic	=	Uses a prescribed order to carry out procedures

Section 5

Demographic Questions

Following are several questions about you, your background, and the place where you work. These questions are important because they help us to see if different types of people respond to the questions on this questionnaire in different ways. They are NOT used to identify any individual.

Questions about Your Personal Background

5-1. How old are you? _____ years ˆ Male ˆ Female

5-2. What is your gender? *(check one)*

5-4. What country were you born in? _____

Questions about Your Work Background

5-13. How many years of full-time work experience have you had? _____ years

5-14. How many years have you been a manager? _____ years

5-15. How long have you worked for your current employer? _____ years and _____ months.

5-17. Do you belong to any professional associations or networks? ˆ Yes ˆ No

5-18. Do you participate in any industrial or trade association activities? ˆ Yes ˆ No

Questions about Your Educational Background

5-19. How many years of formal education do you have? _____ years

5-20. If you have an educational major or area of specialization, what is it? _____
_____

Questions about This Organization

5-22. Please indicate the kind of work done primarily done by the unit you manage:

_____ Administration
_____ Engineering, manufacturing, or production
_____ Finance or accounting
_____ Human resource management or personnel management
_____ Marketing
_____ Planning
_____ Purchasing
_____ Research and development

_____ Sales
_____ Support services (for example, plant and equipment maintenance)
Other (please describe)_____

5-23. How many people report directly to you in the chain of command? _____ people

5-24. How many people work in the subunit of the organization you manage? _____ people

5-25. How many organizational levels are there between you and the chief executive of your organization? _____ levels

5-26. How many hierarchical levels are there between you and the nonsupervisory personnel in your organization or unit? _____ levels

This concludes the questionnaire. We truly appreciate your willingness to complete this questionnaire, and assist in this research project.

Notes: The questionnaire used in this study conducted in Turkish. Section 5- Demographic questions were adapted and changed according to the needs of the study.

APPENDIX C STATISTICAL RESULTS

Table 1

Central Tendency of 21 Primary Leadership Attributes by Generational Cohort

Generation		Charismatic1: Visionary	Charismatic2: Inspirational	Charismatic3: Self-sacrifice	Integrity	Decisive	Performance oriented	Team1: Collaborative	Team2: Team integrator	Diplomatic	Malevolent
B	Mean	6,68	6,34	5,28	6,53	6,57	6,07	6,32	6,47	6,07	1,44
	N	24	24	24	24	24	24	24	24	24	24
	Std. Dev.	,497	,703	1,043	,697	,492	,581	,768	,474	,569	,760
X	Mean	6,69	6,38	5,03	6,33	6,48	5,96	6,04	6,49	6,15	1,66
	N	46	46	46	46	46	46	46	46	46	46
	Std. Dev.	,445	,499	,950	,805	,511	,887	,793	,536	,607	,952
Y	Mean	6,71	6,29	5,40	6,31	6,51	6,03	6,12	6,45	6,13	1,68
	N	77	77	77	77	77	77	77	77	77	77
	Std. Dev.	,426	,736	,968	,768	,485	,747	,735	,600	,739	,907
Z	Mean	6,60	6,09	5,53	6,37	6,31	5,98	6,02	6,40	6,10	1,94
	N	81	81	81	81	81	81	81	81	81	81
	Std. Dev.	,570	,710	,781	,698	,647	,915	,810	,666	,688	1,090
Total	Mean	6,66	6,24	5,36	6,36	6,44	6,00	6,09	6,45	6,12	1,74
	N	228	228	228	228	228	228	228	228	228	228
	Std. Dev.	,491	,687	,923	,742	,558	,820	,778	,598	,675	,979

Table 1 (continued)

Central Tendency of 21 Primary Leadership Attributes by Generational Cohort

Generation		Administratively competent	Self-centered	Status-conscious	Conflict-inducer	Face-saver	Procedural	Autocratic (R)	Non-participative (R)	Modesty	Humane-oriented	Autonomous
B	Mean	6,18	1,80	4,54	4,21	2,75	4,19	2,53	2,33	5,46	5,67	4,19
	N	24	24	24	24	24	24	24	24	24	24	24
	Std. Dev.	,750	,787	1,293	1,098	1,051	1,046	1,424	1,034	,867	,974	1,292
X	Mean	6,46	2,02	4,62	4,01	2,70	4,11	3,03	2,74	4,78	5,46	4,58
	N	46	46	46	46	46	46	46	46	46	46	46
	Std. Dev.	,551	1,013	1,156	1,063	1,104	,947	1,475	1,208	,776	1,290	1,267
Y	Mean	6,47	2,19	4,64	3,93	2,85	4,06	3,17	2,73	5,01	5,43	4,24
	N	77	77	77	77	77	77	77	77	77	77	77
	Std. Dev.	,540	,931	1,359	1,217	1,096	1,094	1,374	1,075	,949	1,180	1,319
Z	Mean	6,40	2,32	4,46	4,58	3,37	4,21	3,49	2,95	5,13	5,59	4,23
	N	81	81	81	81	81	81	81	81	81	81	81
	Std. Dev.	,657	1,192	1,497	1,085	1,244	1,101	1,362	1,202	1,039	1,209	1,318
Total	Mean	6,41	2,16	4,56	4,20	2,99	4,13	3,19	2,77	5,05	5,52	4,30
	N	228	228	228	228	228	228	228	228	228	228	228
	Std. Dev.	,612	1,041	1,360	1,158	1,176	1,059	1,416	1,152	,956	1,190	1,304

Table 2 *Correlation Matrix*

		Charismatic1: Visionary	Charismatic2:Inspirational	Charismatic3: Self-sacrifice	Integrity	Decisive	Performance oriented	Team1: Collaborative	Team2:Team integrator	Diplomatic	Malevolent (R)	Administratively competent	Self-centered	Status-conscious	Conflict-inducer	Face-saver	Procedural	Autocratic (R)	Non-participative (R)	Modesty	Humane-oriented	autonomous
Charismatic1: Visionary	Pearson Correlation	1	,343**	,132*	,258**	,577**	,314**	,341**	,566**	,283**	-,225**	,654**	-,249**	,061	,021	-,068	,035	-,009	-,086	,200**	,224**	-,042
	Sig. (2-tailed)		,000	,046	,000	,000	,000	,000	,000	,000	,001	,000	,000	,356	,757	,304	,594	,889	,198	,002	,001	,525
	N	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228
Charismatic2:Inspirational	Pearson Correlation	,343**	1	-,004	,486**	,437**	,149*	,464**	,627**	,507**	-,382**	,427**	-,244**	-,036	-,108	-,081	-,058	-,327**	-,296**	,310**	,487**	-,018
	Sig. (2-tailed)	,000		,956	,000	,000	,024	,000	,000	,000	,000	,000	,000	,589	,105	,223	,385	,000	,000	,000	,000	,784
	N	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228
Charismatic3: Self-sacrifice	Pearson Correlation	,132*	-,004	1	,042	,235**	,158*	,074	,108	,028	,094	,145*	,065	,129	,121	,055	,125	,246**	,050	,115	,153*	,181**
	Sig. (2-tailed)	,046	,956		,527	,000	,017	,265	,104	,669	,157	,029	,330	,052	,069	,411	,060	,000	,450	,082	,021	,006
	N	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228
Integrity	Pearson Correlation	,258**	,486**	,042	1	,255**	,116	,549**	,472**	,471**	-,538**	,383**	-,454**	-,139*	-,142*	-,184**	,000	-,407**	-,370**	,465**	,535**	-,191**
	Sig. (2-tailed)	,000	,000	,527		,000	,080	,000	,000	,000	,000	,000	,000	,036	,032	,005	,998	,000	,000	,000	,000	,004
	N	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228
Decisive	Pearson Correlation	,577**	,437**	,235**	,255**	1	,280**	,431**	,655**	,307**	-,193**	,534**	-,139*	,214**	-,013	,019	,160*	-,032	-,035	,172**	,336**	,066

	Sig. (2-tailed)	,000	,000	,000	,000		,000	,000	,000	,000	,003	,000	,036	,001	,843	,770	,016	,635	,595	,009	,000	,320
	N	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228
Performance oriented	Pearson Correlation	-,314**	,149*	,158*	,116	-,280**	1	,125	,232**	,064	-,007	,269**	,039	,116	-,174*	,118	,191**	,214**	,156*	,005	,097	,094
	Sig. (2-tailed)	,000	,024	,017	,080	,000		,059	,000	,336	,913	,000	,561	,082	,009	,076	,004	,001	,018	,944	,144	,155
	N	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228
Team1: Collaborative	Pearson Correlation	-,341**	-,464**	,074	-,549**	-,431**	,125	1	,613**	-,376**	-,435**	,406**	-,289**	-,067	-,110	,037	,032	-,285**	-,270**	,498**	,531**	-,134*
	Sig. (2-tailed)	,000	,000	,265	,000	,000	,059		,000	,000	,000	,000	,000	,312	,096	,580	,632	,000	,000	,000	,000	,043
	N	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228
Team2:Team integrator	Pearson Correlation	-,566**	-,627**	,108	-,472**	-,655**	-,232**	-,613**	1	-,452**	-,439**	,547**	-,301**	-,005	-,157*	-,057	,014	-,274**	-,257**	,378**	,468**	-,099
	Sig. (2-tailed)	,000	,000	,104	,000	,000	,000	,000		,000	,000	,000	,000	,944	,018	,388	,830	,000	,000	,000	,000	,138
	N	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228
Diplomatic	Pearson Correlation	-,283**	-,507**	,028	-,471**	-,307**	,064	-,376**	,452**	1	-,260**	,386**	-,194**	,019	-,025	-,061	,043	-,119	-,152*	,238**	,295**	-,102
	Sig. (2-tailed)	,000	,000	,669	,000	,000	,336	,000	,000		,000	,000	,003	,779	,711	,360	,519	,074	,021	,000	,000	,124
	N	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228
Malevolent (R)	Pearson Correlation	-,225**	-,382**	,094	-,538**	-,193**	-,007	-,435**	-,439**	-,260**	1	-,333**	,646**	,226**	,375**	,264**	,195**	,523**	,502**	-,355**	-,254**	,296**
	Sig. (2-tailed)	,001	,000	,157	,000	,003	,913	,000	,000	,000		,000	,000	,001	,000	,000	,003	,000	,000	,000	,000	,000
	N	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228

Administratively competent	Pearson Correlation	,654**	,427**	,145*	,383**	,534**	,269**	,406**	,547**	,386**	-,333**	1	-,380**	,011	,036	-,055	,089	-,040	-,163*	,251**	,346**	-,124
	Sig. (2-tailed)	,000	,000	,029	,000	,000	,000	,000	,000	,000	,000		,000	,865	,584	,408	,179	,546	,014	,000	,000	,061
	N	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228
Self-centered	Pearson Correlation	-,249**	-,244**	,065	-,454**	-,139*	,039	-,289**	-,301**	-,194**	,646**	-,380**	1	,177**	,267**	,403**	,149*	,400**	,557**	-,261**	-,176**	,434**
	Sig. (2-tailed)	,000	,000	,330	,000	,036	,561	,000	,000	,003	,000	,000		,008	,000	,000	,025	,000	,000	,000	,008	,000
	N	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228
Status-conscious	Pearson Correlation	,061	-,036	,129	-,139*	,214**	,116	-,067	-,005	,019	,226**	,011	,177**	1	,249**	,154*	,328**	,321**	,263**	-,161*	,029	,238**
	Sig. (2-tailed)	,356	,589	,052	,036	,001	,082	,312	,944	,779	,001	,865	,008		,000	,020	,000	,000	,000	,015	,659	,000
	N	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228
Conflict-inducer	Pearson Correlation	,021	-,108	,121	-,142*	-,013	,174**	-,110	-,157*	-,025	,375**	,036	,267**	,249**	1	,213**	,351**	,415**	,372**	,019	,016	,188**
	Sig. (2-tailed)	,757	,105	,069	,032	,843	,009	,096	,018	,711	,000	,584	,000	,000		,001	,000	,000	,000	,771	,806	,004
	N	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228
Face-saver	Pearson Correlation	-,068	-,081	,055	-,184*	,019	,118	,037	-,057	-,061	,264**	-,055	,403**	,154*	,213*	1	,320**	,289**	,393**	,058	,051	,170*
	Sig. (2-tailed)	,304	,223	,411	,005	,770	,076	,580	,388	,360	,000	,408	,000	,020	,001		,000	,000	,000	,381	,443	,010
	N	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228
Procedural	Pearson Correlation	,035	-,058	,125	,000	,160*	,191*	,032	,014	,043	,195**	,089	,149*	,328*	,351**	,320**	1	,279**	,374**	,112	,080	,131*

	Sig. (2-tailed)	,594	,385	,060	,998	,016	,004	,632	,830	,519	,003	,179	,025	,000	,000	,000		,000	,000	,091	,231	,049
	N	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228
Autocratic (R)	Pearson Correlation	-,009	-,327**	,246**	-,407**	-,032	,214**	-,285**	-,274**	-,119	,523**	-,040	,400**	,321**	,415**	,289**	,279**	1	,534**	-,278**	-,183**	,286**
	Sig. (2-tailed)	,889	,000	,000	,000	,635	,001	,000	,000	,074	,000	,546	,000	,000	,000	,000	,000		,000	,000	,006	,000
	N	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228
Non-participative (R)	Pearson Correlation	-,086	-,296**	,050	-,370**	-,035	,156**	-,270**	-,257**	-,152**	,502**	-,163**	,557**	,263**	,372**	,393**	,374**	,534**	1	-,206**	-,175**	,366**
	Sig. (2-tailed)	,198	,000	,450	,000	,595	,018	,000	,000	,021	,000	,014	,000	,000	,000	,000	,000	,000		,002	,008	,000
	N	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228
Modesty	Pearson Correlation	,200**	,310**	,115	,465**	,172**	,005	,498**	,378**	,238**	-,355**	,251**	-,261**	-,161**	,019	,058	,112	-,278**	-,206**	1	,485**	-,220**
	Sig. (2-tailed)	,002	,000	,082	,000	,009	,944	,000	,000	,000	,000	,000	,000	,015	,771	,381	,091	,000	,002		,000	,001
	N	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228
Humane-oriented	Pearson Correlation	,224**	,487**	,153**	,535**	,336**	,097	,531**	,468**	,295**	-,254**	,346**	-,176**	,029	,016	,051	,080	-,183**	-,175**	,485**	1	,004
	Sig. (2-tailed)	,001	,000	,021	,000	,000	,144	,000	,000	,000	,000	,000	,008	,659	,806	,443	,231	,006	,008	,000		,951
	N	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228
autonomous	Pearson Correlation	-,042	-,018	,181**	-,191**	,066	,094	-,134**	-,099	-,102	,296**	-,124	,434**	,238**	,188**	,170**	,131**	,286**	,366**	-,220**	,004	1
	Sig. (2-tailed)	,525	,784	,006	,004	,320	,155	,043	,138	,124	,000	,061	,000	,000	,004	,010	,049	,000	,000	,001	,951	
	N	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228	228

Table 3

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Charismatic1:Visionary	,466[a]	3	,155	,640	,590	,008
	Charismatic2:Inspirational	3,017[b]	3	1,006	2,164	,093	,028
	Charismatic3:Self-sacrifice	7,822[c]	3	2,607	3,146		,040
	Integrity	,906[d]	3	,302	,545	,652	,007
	Decisive	2,101[e]	3	,700	2,286	,080	,030
	Performance oriented	,298[f]	3	,099	,146	,932	,002
	Team1:Collaborative	1,850[g]	3	,617	1,020	,385	,013
	Team2:Team integrator	,289[h]	3	,096	,266	,850	,004
	Diplomatic	,121[i]	3	,040	,087	,967	,001
	Malevolent (R)	6,140[j]	3	2,047	2,167	,093	,028
	Administratively competent	1,704[k]	3	,568	1,529	,208	,020
	Self-centered	6,216[l]	3	2,072	1,935	,125	,025
	Status-conscious	1,383[m]	3	,461	,247	,864	,003
	Conflict-inducer	18,803[n]	3	6,268	4,919	,002	,062
	Face-saver	18,627[o]	3	6,209	4,711	,003	,059
	Procedural	1,043[p]	3	,348	,307	,820	,004
	Autocratic (R)	18,764[q]	3	6,255	3,209	,024	,041
	Non-participative (R)	7,474[r]	3	2,491	1,900	,130	,025
	Modesty	8,142[s]	3	2,714	3,051	,029	,039
	Humane-oriented	1,698[t]	3	,566	,397	,755	,005
	autonomous	4,471[u]	3	1,490	,875	,455	,012
Intercept	Charismatic1:Visionary	8021,593	1	8021,593	33050,538	,000	,993
	Charismatic2:Inspirational	7097,960	1	7097,960	15274,673	,000	,986
	Charismatic3:Self-sacrifice	5085,978	1	5085,978	6135,976	,000	,965
	Integrity	7355,368	1	7355,368	13275,333	,000	,983
	Decisive	7543,350	1	7543,350	24619,817	,000	,991
	Performance oriented	6516,576	1	6516,576	9573,458	,000	,977
	Team1:Collaborative	6768,747	1	6768,747	11193,883	,000	,980
	Team2:Team integrator	7512,250	1	7512,250	20800,041	,000	,989
	Diplomatic	6733,946	1	6733,946	14602,916	,000	,985
	Malevolent (R)	509,432	1	509,432	539,437	,000	,707
	Administratively competent	7327,393	1	7327,393	19726,951	,000	,989

	Self-centered	782,733	1	782,733	730,841	,000	,765
	Status-conscious	3757,648	1	3757,648	2012,427	,000	,900
	Conflict-inducer	3152,384	1	3152,384	2473,989	,000	,917
	Face-saver	1533,278	1	1533,278	1163,269	,000	,839
	Procedural	3090,830	1	3090,830	2732,519	,000	,924
	Autocratic (R)	1682,887	1	1682,887	863,547	,000	,794
	Non-participative (R)	1303,902	1	1303,902	994,506	,000	,816
	Modesty	4677,807	1	4677,807	5259,481	,000	,959
	Humane-oriented	5522,959	1	5522,959	3872,138	,000	,945
	autonomous	3347,612	1	3347,612	1964,739	,000	,898
v163	Charismatic1:Visionary	,466	3	,155	,640	,590	,008
	Charismatic2:Inspirational	3,017	3	1,006	2,164	,093	,028
	Charismatic3:Self-sacrifice	7,822	3	2,607	3,146	,026	,040
	Integrity	,906	3	,302	,545	,652	,007
	Decisive	2,101	3	,700	2,286	,080	,030
	Performance oriented	,298	3	,099	,146	,932	,002
	Team1:Collaborative	1,850	3	,617	1,020	,385	,013
	Team2:Team integrator	,289	3	,096	,266	,850	,004
	Diplomatic	,121	3	,040	,087	,967	,001
	Malevolent (R)	6,140	3	2,047	2,167	,093	,028
	Administratively competent	1,704	3	,568	1,529	,208	,020
	Self-centered	6,216	3	2,072	1,935	,125	,025
	Status-conscious	1,383	3	,461	,247	,864	,003
	Conflict-inducer	18,803	3	6,268	4,919	,002	,062
	Face-saver	18,627	3	6,209	4,711	,003	,059
	Procedural	1,043	3	,348	,307	,820	,004
	Autocratic (R)	18,764	3	6,255	3,209	,024	,041
	Non-participative (R)	7,474	3	2,491	1,900	,130	,025
	Modesty	8,142	3	2,714	3,051	,029	,039
	Humane-oriented	1,698	3	,566	,397	,755	,005
	autonomous	4,471	3	1,490	,875	,455	,012
Error	Charismatic1:Visionary	54,366	224	,243			
	Charismatic2:Inspirational	104,090	224	,465			
	Charismatic3:Self-sacrifice	185,669	224	,829			
	Integrity	124,110	224	,554			
	Decisive	68,632	224	,306			
	Performance oriented	152,475	224	,681			
	Team1:Collaborative	135,449	224	,605			
	Team2:Team integrator	80,901	224	,361			
	Diplomatic	103,295	224	,461			

	Malevolent (R)	211,541	224	,944			
	Administratively competent	83,203	224	,371			
	Self-centered	239,905	224	1,071			
	Status-conscious	418,258	224	1,867			
	Conflict-inducer	285,423	224	1,274			
	Face-saver	295,249	224	1,318			
	Procedural	253,373	224	1,131			
	Autocratic (R)	436,533	224	1,949			
	Non-participative (R)	293,688	224	1,311			
	Modesty	199,227	224	,889			
	Humane-oriented	319,499	224	1,426			
	autonomous	381,661	224	1,704			
Total	Charismatic1:Visionary	10181,500	228				
	Charismatic2:Inspirational	8988,375	228				
	Charismatic3:Self-sacrifice	6746,556	228				
	Integrity	9349,688	228				
	Decisive	9525,813	228				
	Performance oriented	8372,778	228				
	Team1:Collaborative	8596,188	228				
	Team2:Team integrator	9552,375	228				
	Diplomatic	8629,438	228				
	Malevolent (R)	911,563	228				
	Administratively competent	9453,250	228				
	Self-centered	1312,125	228				
	Status-conscious	5163,500	228				
	Conflict-inducer	4335,111	228				
	Face-saver	2355,889	228				
	Procedural	4152,563	228				
	Autocratic (R)	2771,813	228				
	Non-participative (R)	2050,250	228				
	Modesty	6028,000	228				
	Humane-oriented	7256,750	228				
	autonomous	4600,563	228				
Corrected Total	Charismatic1:Visionary	54,832	227				
	Charismatic2:Inspirational	107,107	227				
	Charismatic3:Self-sacrifice	193,491	227				
	Integrity	125,016	227				
	Decisive	70,733	227				
	Performance oriented	152,773	227				

Team1:Collaborative	137,299	227				
Team2:Team integrator	81,190	227				
Diplomatic	103,415	227				
Malevolent (R)	217,681	227				
Administratively competent	84,907	227				
Self-centered	246,121	227				
Status-conscious	419,640	227				
Conflict-inducer	304,226	227				
Face-saver	313,877	227				
Procedural	254,415	227				
Autocratic (R)	455,297	227				
Non-participative (R)	301,161	227				
Modesty	207,368	227				
Humane-oriented	321,196	227				
autonomous	386,132	227				

a. R Squared = ,008 (Adjusted R Squared = -,005)

b. R Squared = ,028 (Adjusted R Squared = ,015)

c. R Squared = ,040 (Adjusted R Squared = ,028)

d. R Squared = ,007 (Adjusted R Squared = -,006)

e. R Squared = ,030 (Adjusted R Squared = ,017)

f. R Squared = ,002 (Adjusted R Squared = -,011)

g. R Squared = ,013 (Adjusted R Squared = ,000)

h. R Squared = ,004 (Adjusted R Squared = -,010)

i. R Squared = ,001 (Adjusted R Squared = -,012)

j. R Squared = ,028 (Adjusted R Squared = ,015)

k. R Squared = ,020 (Adjusted R Squared = ,007)

l. R Squared = ,025 (Adjusted R Squared = ,012)

m. R Squared = ,003 (Adjusted R Squared = -,010)

n. R Squared = ,062 (Adjusted R Squared = ,049)

o. R Squared = ,059 (Adjusted R Squared = ,047)

p. R Squared = ,004 (Adjusted R Squared = -,009)

q. R Squared = ,041 (Adjusted R Squared = ,028)

r. R Squared = ,025 (Adjusted R Squared = ,012)

s. R Squared = ,039 (Adjusted R Squared = ,026)

t. R Squared = ,005 (Adjusted R Squared = -,008)

u. R Squared = ,012 (Adjusted R Squared = -,002)

Table 4

Multiple Comparisons (Post Hoc Test of Tukey)

Dependent Variable	(I) Generation	(J) Generation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Charismatic1: Visionary	B	X	-,01	,124	1,000	-,33	,31
		Y	-,03	,115	,993	-,33	,27
		Z	,07	,114	,921	-,22	,37
	X	B	,01	,124	1,000	-,31	,33
		Y	-,02	,091	,997	-,25	,22
		Z	,09	,091	,782	-,15	,32
	Y	B	,03	,115	,993	-,27	,33
		X	,02	,091	,997	-,22	,25
		Z	,10	,078	,553	-,10	,30
	Z	B	-,07	,114	,921	-,37	,22
		X	-,09	,091	,782	-,32	,15
		Y	-,10	,078	,553	-,30	,10
Charismatic2: Inspirational	B	X	-,03	,168	,998	-,47	,40
		Y	,06	,156	,982	-,34	,46
		Z	,25	,155	,368	-,15	,65
	X	B	,03	,168	,998	-,40	,47
		Y	,09	,124	,889	-,23	,41
		Z	,28	,123	,102	-,04	,60
	Y	B	-,06	,156	,982	-,46	,34
		X	-,09	,124	,889	-,41	,23
		Z	,19	,106	,265	-,08	,47
	Z	B	-,25	,155	,368	-,65	,15
		X	-,28	,123	,102	-,60	,04
		Y	-,19	,106	,265	-,47	,08
Charismatic3: Self-sacrifice	B	X	,25	,228	,697	-,34	,84
		Y	-,12	,212	,935	-,67	,42
		Z	-,26	,211	,615	-,80	,29
	X	B	-,25	,228	,697	-,84	,34
		Y	-,37	,169	,124	-,81	,06
		Z	-,51*	,167	,015	-,94	-,07
	Y	B	,12	,212	,935	-,42	,67
		X	,37	,169	,124	-,06	,81
		Z	-,13	,144	,796	-,51	,24

	Z	B	,26	,211	,615	-,29	,80
		X	,51*	,167	,015	,07	,94
		Y	,13	,144	,796	-,24	,51
Integrity	B	X	,20	,185	,702	-,28	,68
		Y	,22	,172	,590	-,23	,66
		Z	,16	,171	,782	-,28	,60
	X	B	-,20	,185	,702	-,68	,28
		Y	,02	,137	,999	-,34	,37
		Z	-,04	,136	,992	-,39	,31
	Y	B	-,22	,172	,590	-,66	,23
		X	-,02	,137	,999	-,37	,34
		Z	-,06	,117	,965	-,36	,25
	Z	B	-,16	,171	,782	-,60	,28
		X	,04	,136	,992	-,31	,39
		Y	,06	,117	,965	-,25	,36
Decisive	B	X	,09	,140	,905	-,27	,46
		Y	,07	,130	,956	-,27	,40
		Z	,26	,129	,190	-,08	,59
	X	B	-,09	,140	,905	-,46	,27
		Y	-,03	,103	,993	-,30	,24
		Z	,16	,102	,383	-,10	,43
	Y	B	-,07	,130	,956	-,40	,27
		X	,03	,103	,993	-,24	,30
		Z	,19	,088	,134	-,04	,42
	Z	B	-,26	,129	,190	-,59	,08
		X	-,16	,102	,383	-,43	,10
		Y	-,19	,088	,134	-,42	,04
Performance oriented	B	X	,11	,210	,958	-,44	,65
		Y	,03	,195	,998	-,47	,54
		Z	,09	,193	,966	-,41	,59
	X	B	-,11	,210	,958	-,65	,44
		Y	-,07	,155	,968	-,47	,33
		Z	-,02	,154	1,000	-,41	,38
	Y	B	-,03	,195	,998	-,54	,47
		X	,07	,155	,968	-,33	,47
		Z	,06	,132	,976	-,29	,40
	Z	B	-,09	,193	,966	-,59	,41
		X	,02	,154	1,000	-,38	,41
		Y	-,06	,132	,976	-,40	,29
Team1:	B	X	,28	,190	,458	-,21	,77

Collaborative		Y	,20	,177	,660	-,25	,66
		Z	,30	,176	,318	-,15	,76
	X	B	-,28	,190	,458	-,77	,21
		Y	-,08	,141	,948	-,44	,29
		Z	,02	,139	,999	-,34	,38
	Y	B	-,20	,177	,660	-,66	,25
		X	,08	,141	,948	-,29	,44
		Z	,10	,120	,845	-,21	,41
	Z	B	-,30	,176	,318	-,76	,15
		X	-,02	,139	,999	-,38	,34
		Y	-,10	,120	,845	-,41	,21
Team2:Team integrator	B	X	-,03	,148	,998	-,41	,36
		Y	,01	,137	1,000	-,34	,37
		Z	,07	,136	,960	-,29	,42
	X	B	,03	,148	,998	-,36	,41
		Y	,04	,109	,983	-,24	,32
		Z	,09	,108	,824	-,19	,37
	Y	B	-,01	,137	1,000	-,37	,34
		X	-,04	,109	,983	-,32	,24
		Z	,05	,093	,941	-,19	,29
	Z	B	-,07	,136	,960	-,42	,29
		X	-,09	,108	,824	-,37	,19
		Y	-,05	,093	,941	-,29	,19
Diplomatic	B	X	-,07	,169	,972	-,51	,36
		Y	-,05	,157	,986	-,46	,35
		Z	-,03	,156	,998	-,43	,38
	X	B	,07	,169	,972	-,36	,51
		Y	,02	,125	,999	-,30	,34
		Z	,05	,124	,980	-,27	,37
	Y	B	,05	,157	,986	-,35	,46
		X	-,02	,125	,999	-,34	,30
		Z	,03	,107	,994	-,25	,30
	Z	B	,03	,156	,998	-,38	,43
		X	-,05	,124	,980	-,37	,27
		Y	-,03	,107	,994	-,30	,25
Malevolent (R)	B	X	-,23	,239	,781	-,84	,39
		Y	-,24	,222	,698	-,82	,33
		Z	-,51	,221	,102	-1,08	,06
	X	B	,23	,239	,781	-,39	,84
		Y	-,02	,177	1,000	-,47	,44

		Z	-,28	,175	,378	-,74	,17
	Y	B	,24	,222	,698	-,33	,82
		X	,02	,177	1,000	-,44	,47
		Z	-,27	,151	,296	-,66	,13
	Z	B	,51	,221	,102	-,06	1,08
		X	,28	,175	,378	-,17	,74
		Y	,27	,151	,296	-,13	,66
Administratively competent	B	X	-,28	,149	,242	-,67	,11
		Y	-,29	,138	,149	-,65	,06
		Z	-,22	,138	,390	-,57	,14
	X	B	,28	,149	,242	-,11	,67
		Y	-,01	,110	,999	-,30	,27
		Z	,06	,109	,943	-,22	,34
	Y	B	,29	,138	,149	-,06	,65
		X	,01	,110	,999	-,27	,30
		Z	,08	,094	,853	-,17	,32
	Z	B	,22	,138	,390	-,14	,57
		X	-,06	,109	,943	-,34	,22
		Y	-,08	,094	,853	-,32	,17
Self-centered	B	X	-,21	,250	,827	-,86	,43
		Y	-,39	,232	,330	-,99	,21
		Z	-,52	,231	,114	-1,12	,08
	X	B	,21	,250	,827	-,43	,86
		Y	-,18	,185	,770	-,66	,30
		Z	-,30	,183	,346	-,78	,17
	Y	B	,39	,232	,330	-,21	,99
		X	,18	,185	,770	-,30	,66
		Z	-,13	,158	,855	-,54	,28
	Z	B	,52	,231	,114	-,08	1,12
		X	,30	,183	,346	-,17	,78
		Y	,13	,158	,855	-,28	,54
Status-conscious	B	X	-,08	,342	,996	-,96	,81
		Y	-,09	,318	,991	-,92	,73
		Z	,08	,316	,995	-,74	,90
	X	B	,08	,342	,996	-,81	,96
		Y	-,02	,253	1,000	-,67	,64
		Z	,16	,251	,924	-,49	,81
	Y	B	,09	,318	,991	-,73	,92
		X	,02	,253	1,000	-,64	,67
		Z	,17	,216	,854	-,39	,73

	Z	B	-,08	,316	,995	-,90	,74
		X	-,16	,251	,924	-,81	,49
		Y	-,17	,216	,854	-,73	,39
Conflict-inducer	B	X	,19	,277	,897	-,52	,91
		Y	,28	,257	,692	-,38	,95
		Z	-,37	,256	,477	-1,03	,29
	X	B	-,19	,277	,897	-,91	,52
		Y	,09	,205	,973	-,44	,62
		Z	-,56*	,203	,031	-1,09	-,04
	Y	B	-,28	,257	,692	-,95	,38
		X	-,09	,205	,973	-,62	,44
		Z	-,65*	,175	,001	-1,10	-,20
	Z	B	,37	,256	,477	-,29	1,03
		X	,56*	,203	,031	,04	1,09
		Y	,65*	,175	,001	,20	1,10
Face-saver	B	X	,05	,290	,998	-,70	,80
		Y	-,10	,269	,983	-,79	,60
		Z	-,62	,267	,096	-1,31	,07
	X	B	-,05	,290	,998	-,80	,70
		Y	-,15	,214	,892	-,71	,40
		Z	-,67*	,212	,009	-1,22	-,13
	Y	B	,10	,269	,983	-,60	,79
		X	,15	,214	,892	-,40	,71
		Z	-,52*	,183	,024	-1,00	-,05
	Z	B	,62	,267	,096	-,07	1,31
		X	,67*	,212	,009	,13	1,22
		Y	,52*	,183	,024	,05	1,00
Procedural	B	X	,08	,268	,991	-,61	,77
		Y	,13	,248	,951	-,51	,78
		Z	-,02	,247	1,000	-,66	,62
	X	B	-,08	,268	,991	-,77	,61
		Y	,05	,198	,993	-,46	,57
		Z	-,10	,196	,955	-,61	,41
	Y	B	-,13	,248	,951	-,78	,51
		X	-,05	,198	,993	-,57	,46
		Z	-,15	,169	,797	-,59	,28
	Z	B	,02	,247	1,000	-,62	,66
		X	,10	,196	,955	-,41	,61
		Y	,15	,169	,797	-,28	,59
Autocratic (R)	B	X	-,50	,347	,472	-1,40	,40

		Y	-,64	,322	,199	-1,47	,20
		Z	-,96*	,320	,016	-1,78	-,13
	X	B	,50	,347	,472	-,40	1,40
		Y	-,14	,257	,952	-,80	,53
		Z	-,46	,254	,281	-1,11	,20
	Y	B	,64	,322	,199	-,20	1,47
		X	,14	,257	,952	-,53	,80
		Z	-,32	,219	,467	-,89	,25
	Z	B	,96*	,320	,016	,13	1,78
		X	,46	,254	,281	-,20	1,11
		Y	,32	,219	,467	-,25	,89
Non-participative (R)	B	X	-,41	,283	,480	-1,14	,33
		Y	-,40	,263	,433	-1,08	,28
		Z	-,62	,261	,085	-1,30	,06
	X	B	,41	,283	,480	-,33	1,14
		Y	,01	,210	1,000	-,53	,55
		Z	-,21	,208	,730	-,75	,32
	Y	B	,40	,263	,433	-,28	1,08
		X	-,01	,210	1,000	-,55	,53
		Z	-,22	,179	,598	-,69	,24
	Z	B	,62	,261	,085	-,06	1,30
		X	,21	,208	,730	-,32	,75
		Y	,22	,179	,598	-,24	,69
Modesty	B	X	,68*	,236	,021	,07	1,29
		Y	,45	,219	,171	-,12	1,02
		Z	,33	,217	,438	-,24	,89
	X	B	-,68*	,236	,021	-1,29	-,07
		Y	-,23	,174	,540	-,68	,22
		Z	-,36	,173	,169	-,80	,09
	Y	B	-,45	,219	,171	-1,02	,12
		X	,23	,174	,540	-,22	,68
		Z	-,12	,149	,842	-,51	,26
	Z	B	-,33	,217	,438	-,89	,24
		X	,36	,173	,169	-,09	,80
		Y	,12	,149	,842	-,26	,51
Humane-oriented	B	X	,21	,297	,894	-,56	,98
		Y	,24	,276	,824	-,48	,95
		Z	,08	,274	,991	-,63	,79
	X	B	-,21	,297	,894	-,98	,56
		Y	,03	,220	,999	-,54	,60

		Z	-,13	,218	,933	-,69	,43
	Y	B	-,24	,276	,824	-,95	,48
		X	-,03	,220	,999	-,60	,54
		Z	-,16	,188	,835	-,64	,33
	Z	B	-,08	,274	,991	-,79	,63
		X	,13	,218	,933	-,43	,69
		Y	,16	,188	,835	-,33	,64
autonomous	B	X	-,39	,325	,631	-1,23	,45
		Y	-,06	,302	,998	-,84	,73
		Z	-,04	,300	,999	-,82	,74
	X	B	,39	,325	,631	-,45	1,23
		Y	,33	,241	,512	-,29	,96
		Z	,35	,238	,465	-,27	,97
	Y	B	,06	,302	,998	-,73	,84
		X	-,33	,241	,512	-,96	,29
		Z	,02	,206	1,000	-,52	,55
	Z	B	,04	,300	,999	-,74	,82
		X	-,35	,238	,465	-,97	,27
		Y	-,02	,206	1,000	-,55	,52

Based on observed means.

The error term is Mean Square(Error) = 1,669.

*. The mean difference is significant at the ,05 level.

Table 5

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Charismatic1:Visionary	1,342[a]	1	1,342	5,671	,018
	Charismatic2:Inspirational	5,360[b]	1	5,360	11,906	,001
	Charismatic3:Self-sacrifice	3,649[c]	1	3,649	4,344	,038
	Integrity	3,669[d]	1	3,669	6,834	,010
	Decisive	,429[e]	1	,429	1,380	,241
	Performance oriented	,060[f]	1	,060	,089	,766
	Team1:Collaborative	4,299[g]	1	4,299	7,305	,007
	Team2:Team integrator	4,265[h]	1	4,265	12,529	,000
	Diplomatic	3,676[i]	1	3,676	8,330	,004
	Malevolent (R)	9,812[j]	1	9,812	10,668	,001
	Administratively competent	5,519[k]	1	5,519	15,711	,000
	Self-centered	12,109[l]	1	12,109	11,695	,001
	Status-conscious	4,673[m]	1	4,673	2,545	,112
	Conflict-inducer	20,358[n]	1	20,358	16,208	,000
	Face-saver	2,608[o]	1	2,608	1,894	,170
	Procedural	2,841[p]	1	2,841	2,552	,112
	Autocratic (R)	12,858[q]	1	12,858	6,568	,011
	Non-participative (R)	7,516[r]	1	7,516	5,784	,017
	Modesty	,140[s]	1	,140	,153	,696
	Humane-oriented	2,443[t]	1	2,443	1,732	,189
	autonomous	7,910[u]	1	7,910	4,727	,031
Intercept	Charismatic1:Visionary	10125,789	1	10125,789	42782,260	,000
	Charismatic2:Inspirational	8886,601	1	8886,601	19738,863	,000
	Charismatic3:Self-sacrifice	6540,393	1	6540,393	7786,105	,000
	Integrity	9227,965	1	9227,965	17186,451	,000
	Decisive	9451,883	1	9451,883	30384,065	,000
	Performance oriented	8215,479	1	8215,479	12158,046	,000
	Team1:Collaborative	8463,066	1	8463,066	14380,818	,000
	Team2:Team integrator	9475,203	1	9475,203	27837,384	,000
	Diplomatic	8529,435	1	8529,435	19326,927	,000
	Malevolent (R)	689,067	1	689,067	749,172	,000
	Administratively competent	9373,823	1	9373,823	26685,241	,000
	Self-centered	1059,297	1	1059,297	1023,032	,000

	Status-conscious	4732,744	1	4732,744	2577,555	,000
	Conflict-inducer	4013,036	1	4013,036	3194,952	,000
	Face-saver	2036,760	1	2036,760	1478,812	,000
	Procedural	3889,913	1	3889,913	3494,472	,000
	Autocratic (R)	2305,840	1	2305,840	1177,834	,000
	Non-participative (R)	1741,850	1	1741,850	1340,591	,000
	Modesty	5818,103	1	5818,103	6345,132	,000
	Humane-oriented	6937,601	1	6937,601	4918,842	,000
	autonomous	4201,910	1	4201,910	2510,779	,000
v114	Charismatic1:Visionary	1,342	1	1,342	5,671	,018
	Charismatic2:Inspirational	5,360	1	5,360	11,906	,001
	Charismatic3:Self-sacrifice	3,649	1	3,649	4,344	,038
	Integrity	3,669	1	3,669	6,834	,010
	Decisive	,429	1	,429	1,380	,241
	Performance oriented	,060	1	,060	,089	,766
	Team1:Collaborative	4,299	1	4,299	7,305	,007
	Team2:Team integrator	4,265	1	4,265	12,529	,000
	Diplomatic	3,676	1	3,676	8,330	,004
	Malevolent (R)	9,812	1	9,812	10,668	,001
	Administratively competent	5,519	1	5,519	15,711	,000
	Self-centered	12,109	1	12,109	11,695	,001
	Status-conscious	4,673	1	4,673	2,545	,112
	Conflict-inducer	20,358	1	20,358	16,208	,000
	Face-saver	2,608	1	2,608	1,894	,170
	Procedural	2,841	1	2,841	2,552	,112
	Autocratic (R)	12,858	1	12,858	6,568	,011
	Non-participative (R)	7,516	1	7,516	5,784	,017
	Modesty	,140	1	,140	,153	,696
	Humane-oriented	2,443	1	2,443	1,732	,189
	autonomous	7,910	1	7,910	4,727	,031
Error	Charismatic1:Visionary	53,490	226	,237		
	Charismatic2:Inspirational	101,747	226	,450		
	Charismatic3:Self-sacrifice	189,842	226	,840		
	Integrity	121,347	226	,537		
	Decisive	70,304	226	,311		
	Performance oriented	152,714	226	,676		
	Team1:Collaborative	133,000	226	,588		
	Team2:Team integrator	76,925	226	,340		
	Diplomatic	99,739	226	,441		
	Malevolent (R)	207,868	226	,920		

	Administratively competent	79,388	226	,351		
	Self-centered	234,011	226	1,035		
	Status-conscious	414,967	226	1,836		
	Conflict-inducer	283,868	226	1,256		
	Face-saver	311,269	226	1,377		
	Procedural	251,575	226	1,113		
	Autocratic (R)	442,439	226	1,958		
	Non-participative (R)	293,645	226	1,299		
	Modesty	207,228	226	,917		
	Humane-oriented	318,753	226	1,410		
	autonomous	378,222	226	1,674		
Total	Charismatic1:Visionary	10181,500	228			
	Charismatic2:Inspirational	8988,375	228			
	Charismatic3:Self-sacrifice	6746,556	228			
	Integrity	9349,688	228			
	Decisive	9525,813	228			
	Performance oriented	8372,778	228			
	Team1:Collaborative	8596,188	228			
	Team2:Team integrator	9552,375	228			
	Diplomatic	8629,438	228			
	Malevolent (R)	911,563	228			
	Administratively competent	9453,250	228			
	Self-centered	1312,125	228			
	Status-conscious	5163,500	228			
	Conflict-inducer	4335,111	228			
	Face-saver	2355,889	228			
	Procedural	4152,563	228			
	Autocratic (R)	2771,813	228			
	Non-participative (R)	2050,250	228			
	Modesty	6028,000	228			
	Humane-oriented	7256,750	228			
	autonomous	4600,563	228			
Corrected Total	Charismatic1:Visionary	54,832	227			
	Charismatic2:Inspirational	107,107	227			
	Charismatic3:Self-sacrifice	193,491	227			
	Integrity	125,016	227			
	Decisive	70,733	227			
	Performance oriented	152,773	227			
	Team1:Collaborative	137,299	227			

Team2:Team integrator	81,190	227			
Diplomatic	103,415	227			
Malevolent (R)	217,681	227			
Administratively competent	84,907	227			
Self-centered	246,121	227			
Status-conscious	419,640	227			
Conflict-inducer	304,226	227			
Face-saver	313,877	227			
Procedural	254,415	227			
Autocratic (R)	455,297	227			
Non-participative (R)	301,161	227			
Modesty	207,368	227			
Humane-oriented	321,196	227			
autonomous	386,132	227			

a. R Squared = ,024 (Adjusted R Squared = ,020)

b. R Squared = ,050 (Adjusted R Squared = ,046)

c. R Squared = ,019 (Adjusted R Squared = ,015)

d. R Squared = ,029 (Adjusted R Squared = ,025)

e. R Squared = ,006 (Adjusted R Squared = ,002)

f. R Squared = ,000 (Adjusted R Squared = -,004)

g. R Squared = ,031 (Adjusted R Squared = ,027)

h. R Squared = ,053 (Adjusted R Squared = ,048)

i. R Squared = ,036 (Adjusted R Squared = ,031)

j. R Squared = ,045 (Adjusted R Squared = ,041)

k. R Squared = ,065 (Adjusted R Squared = ,061)

l. R Squared = ,049 (Adjusted R Squared = ,045)

m. R Squared = ,011 (Adjusted R Squared = ,007)

n. R Squared = ,067 (Adjusted R Squared = ,063)

o. R Squared = ,008 (Adjusted R Squared = ,004)

p. R Squared = ,011 (Adjusted R Squared = ,007)

q. R Squared = ,028 (Adjusted R Squared = ,024)

r. R Squared = ,025 (Adjusted R Squared = ,021)

s. R Squared = ,001 (Adjusted R Squared = -,004)

t. R Squared = ,008 (Adjusted R Squared = ,003)

u. R Squared = ,020 (Adjusted R Squared = ,016)

Table 6

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Charismatic1:Visionary	,120[a]	1	,120	,496	,482
	Charismatic2:Inspirational	,125[b]	1	,125	,265	,607
	Charismatic3:Self-sacrifice	2,787[c]	1	2,787	3,303	,070
	Integrity	,695[d]	1	,695	1,263	,262
	Decisive	,112[e]	1	,112	,360	,549
	Performance oriented	2,743[f]	1	2,743	4,132	,043
	Team1:Collaborative	,755[g]	1	,755	1,250	,265
	Team2:Team integrator	,002[h]	1	,002	,004	,947
	Diplomatic	,252[i]	1	,252	,552	,458
	Malevolent (R)	,003[j]	1	,003	,003	,954
	Administratively competent	,000[k]	1	,000	,001	,974
	Self-centered	,836[l]	1	,836	,770	,381
	Status-conscious	,231[m]	1	,231	,124	,725
	Conflict-inducer	6,351[n]	1	6,351	4,819	,029
	Face-saver	3,419[o]	1	3,419	2,489	,116
	Procedural	1,777[p]	1	1,777	1,590	,209
	Autocratic (R)	,358[q]	1	,358	,178	,674
	Non-participative (R)	,115[r]	1	,115	,086	,769
	Modesty	,000[s]	1	,000	,000	,984
	Humane-oriented	2,805[t]	1	2,805	1,991	,160
	autonomous	1,030[u]	1	1,030	,604	,438
Intercept	Charismatic1:Visionary	10042,655	1	10042,655	41483,226	,000
	Charismatic2:Inspirational	8818,760	1	8818,760	18629,649	,000
	Charismatic3:Self-sacrifice	6479,044	1	6479,044	7678,217	,000
	Integrity	9139,708	1	9139,708	16614,754	,000
	Decisive	9388,025	1	9388,025	30043,452	,000
	Performance oriented	8130,533	1	8130,533	12247,532	,000
	Team1:Collaborative	8407,773	1	8407,773	13916,075	,000
	Team2:Team integrator	9397,633	1	9397,633	26159,801	,000

	Diplomatic	8468,522	1	8468,522	18552,027	,000
	Malevolent (R)	688,280	1	688,280	714,595	,000
	Administratively competent	9295,921	1	9295,921	24743,460	,000
	Self-centered	1052,591	1	1052,591	969,835	,000
	Status-conscious	4713,143	1	4713,143	2539,691	,000
	Conflict-inducer	3971,955	1	3971,955	3013,552	,000
	Face-saver	2011,723	1	2011,723	1464,449	,000
	Procedural	3853,619	1	3853,619	3447,296	,000
	Autocratic (R)	2303,726	1	2303,726	1144,422	,000
	Non-participative (R)	1733,150	1	1733,150	1301,103	,000
	Modesty	5775,595	1	5775,595	6294,529	,000
	Humane-oriented	6857,832	1	6857,832	4867,820	,000
	autonomous	4170,497	1	4170,497	2447,483	,000
v164	Charismatic1:Visionary	,120	1	,120	,496	,482
	Charismatic2:Inspirational	,125	1	,125	,265	,607
	Charismatic3:Self-sacrifice	2,787	1	2,787	3,303	,070
	Integrity	,695	1	,695	1,263	,262
	Decisive	,112	1	,112	,360	,549
	Performance oriented	2,743	1	2,743	4,132	,043
	Team1:Collaborative	,755	1	,755	1,250	,265
	Team2:Team integrator	,002	1	,002	,004	,947
	Diplomatic	,252	1	,252	,552	,458
	Malevolent (R)	,003	1	,003	,003	,954
	Administratively competent	,000	1	,000	,001	,974
	Self-centered	,836	1	,836	,770	,381
	Status-conscious	,231	1	,231	,124	,725
	Conflict-inducer	6,351	1	6,351	4,819	,029
	Face-saver	3,419	1	3,419	2,489	,116
	Procedural	1,777	1	1,777	1,590	,209
	Autocratic (R)	,358	1	,358	,178	,674
	Non-participative (R)	,115	1	,115	,086	,769
	Modesty	,000	1	,000	,000	,984
	Humane-oriented	2,805	1	2,805	1,991	,160
	autonomous	1,030	1	1,030	,604	,438
Error	Charismatic1:Visionary	54,712	226	,242		
	Charismatic2:Inspirational	106,982	226	,473		
	Charismatic3:Self-sacrifice	190,704	226	,844		

	Integrity	124,322	226	,550		
	Decisive	70,621	226	,312		
	Performance oriented	150,030	226	,664		
	Team1:Collaborative	136,544	226	,604		
	Team2:Team integrator	81,188	226	,359		
	Diplomatic	103,163	226	,456		
	Malevolent (R)	217,677	226	,963		
	Administratively competent	84,906	226	,376		
	Self-centered	245,284	226	1,085		
	Status-conscious	419,409	226	1,856		
	Conflict-inducer	297,875	226	1,318		
	Face-saver	310,458	226	1,374		
	Procedural	252,638	226	1,118		
	Autocratic (R)	454,939	226	2,013		
	Non-participative (R)	301,046	226	1,332		
	Modesty	207,368	226	,918		
	Humane-oriented	318,391	226	1,409		
	autonomous	385,103	226	1,704		
Total	Charismatic1:Visionary	10181,500	228			
	Charismatic2:Inspirational	8988,375	228			
	Charismatic3:Self-sacrifice	6746,556	228			
	Integrity	9349,688	228			
	Decisive	9525,813	228			
	Performance oriented	8372,778	228			
	Team1:Collaborative	8596,188	228			
	Team2:Team integrator	9552,375	228			
	Diplomatic	8629,438	228			
	Malevolent (R)	911,563	228			
	Administratively competent	9453,250	228			
	Self-centered	1312,125	228			
	Status-conscious	5163,500	228			
	Conflict-inducer	4335,111	228			
	Face-saver	2355,889	228			
	Procedural	4152,563	228			
	Autocratic (R)	2771,813	228			
	Non-participative (R)	2050,250	228			
	Modesty	6028,000	228			

	Humane-oriented	7256,750	228			
	autonomous	4600,563	228			
Corrected Total	Charismatic1:Visionary	54,832	227			
	Charismatic2:Inspirational	107,107	227			
	Charismatic3:Self-sacrifice	193,491	227			
	Integrity	125,016	227			
	Decisive	70,733	227			
	Performance oriented	152,773	227			
	Team1:Collaborative	137,299	227			
	Team2:Team integrator	81,190	227			
	Diplomatic	103,415	227			
	Malevolent (R)	217,681	227			
	Administratively competent	84,907	227			
	Self-centered	246,121	227			
	Status-conscious	419,640	227			
	Conflict-inducer	304,226	227			
	Face-saver	313,877	227			
	Procedural	254,415	227			
	Autocratic (R)	455,297	227			
	Non-participative (R)	301,161	227			
	Modesty	207,368	227			
	Humane-oriented	321,196	227			
	autonomous	386,132	227			

a. R Squared = ,002 (Adjusted R Squared = -,002)

b. R Squared = ,001 (Adjusted R Squared = -,003)

c. R Squared = ,014 (Adjusted R Squared = ,010)

d. R Squared = ,006 (Adjusted R Squared = ,001)

e. R Squared = ,002 (Adjusted R Squared = -,003)

f. R Squared = ,018 (Adjusted R Squared = ,014)

g. R Squared = ,005 (Adjusted R Squared = ,001)

h. R Squared = ,000 (Adjusted R Squared = -,004)

i. R Squared = ,002 (Adjusted R Squared = -,002)

j. R Squared = ,000 (Adjusted R Squared = -,004)

k. R Squared = ,000 (Adjusted R Squared = -,004)

l. R Squared = ,003 (Adjusted R Squared = -,001)

m. R Squared = ,001 (Adjusted R Squared = -,004)

n. R Squared = ,021 (Adjusted R Squared = ,017)

o. R Squared = ,011 (Adjusted R Squared = ,007)

p. R Squared = ,007 (Adjusted R Squared = ,003)

q. R Squared = ,001 (Adjusted R Squared = -,004)

r. R Squared = ,000 (Adjusted R Squared = -,004)

s. R Squared = ,000 (Adjusted R Squared = -,004)

t. R Squared = ,009 (Adjusted R Squared = ,004)

u. R Squared = ,003 (Adjusted R Squared = -,002)