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PERCEPTIONS OF MILLENNIALS ON AUTHENTIC LEADERSHIP

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PERCEPTIONS OF MILLENNIALS ON AUTHENTIC LEADERSHIP

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………………………………………….

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À Clara,
Um Mestrado em Portugal não teria sido possível sem você.

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"Conhece-te a ti mesmo" (Sócrates)

RESUMO

A teoria da Liderança Autêntica (LA) ganhou força nos EUA a partir dos anos 2000 com a publicação de livros e investigações científicas sobre o tema. A principal motivação para o desenvolvimento da LA por parte dos investigadores, foram os escândalos corporativos éticos e a consequente desconfiança em relação aos grandes líderes. A teoria da LA foi fundamentada com base no conceito moderno de autenticidade, proposto por Kernis & Goldman (2006). Consequentemente, assenta-se em quatro componentes-base, nomeadamente: a autoconsciência (*self-awareness*), o processamento equilibrado (*balanced processing*), a perspetiva moral interna (*internalized moral perspective*), e a transparência relacional (*relational transparency*) (Avolio et al., 2007). Diversos autores argumentam que o líder autêntico conhece as suas forças, limitações, emoções e objetivos, e que deve viver em coerência com isto para manter as organizações dentro dos trilhos éticos e construir relacionamentos mais abertos e duradouros. Apesar da popularidade ganha repentinamente, a teoria de LA sofreu críticas, tanto a nível da redundância relativamente a outras teorias de liderança (Banks et al., 2016) como a nível de constructo (Gardner et al., 2011). Mesmo assim, ainda é muito aceita e utilizada actualmente (George et al., 2007). Por outro lado, a Geração Y, também conhecida como *Millennial,* é desde 2015 a maior força de trabalho no mercado mundial, o que, supostamente, faz destes indivíduos, um público relevante para estudos sobre gestão e liderança. Os *Millennials* são indivíduos que, de uma forma geral, apresentam características fortes, como individualismo (Twenge, 2010), necessidade de *feedback* constante (Meister & Willyerd, 2010), e desejo por ascensão rápida na carreira (Ng et al., 2010). Perante este cenário, observa-se uma possível e provável colisão entre o comportamento dos *Millennials* e os valores defendidos pela teoria da LA. Com o presente estudo, pretende-se identificar as perceções dos *Millennials* sobre a teoria da LA, de forma a poder-se contribuir com sugestões para o meio académico e também para o meio organizacional.

Com vista a atingir o objetivo proposto, foi aplicado a Millennials atualmente no mercado de trabalho, um inquérito que resultou do questionário *Authentic Leadership Questionnaire* (ALQ) de Avolio et al. (2007), aumentado de duas questões, uma delas aberta. Os dados recolhidos foram tratados e analisados estatisticamente com o intuito de se encontrarem (ou não) relações entre as atitudes dos respondentes no local de trabalho e a respetiva perceção sobre LA. A análise estatística utilizada enquadra-se na metodologia quantitativa e descritiva. Numa primeira fase, foram utilizadas medidas de estatística descritiva para se caracterizar a amostra, e numa segunda fase, utilizaram-se métodos de estatística multivariada, nomeadamente o método OVERALS seguido de uma formação de *clusters* hierárquica, de forma a encontrarem-se segmentos diferenciados nas relações em estudo.

Os dados foram tratados com recurso ao *software* SPSS 24.0. A amostra (n = 128) é constituída maioritariamente por indivíduos de nacionalidade brasileira (90,6%) e sem diferenciação significativa relativamente ao género (51,6% são mulheres e 48,4% são homens).

No que tange aos resultados, as estatísticas descritivas ilustraram as perceções globais dos *Millennials* sobre LA e também sobre cada uma das quatro componentes. Ficou evidente que, a autoconsciência e o processamento equilibrado foram elementos considerados muito importantes. Por outro lado, a perspetiva moral interna e a transparência relacional obtiveram avaliações médias mais baixas e variância mais alta. Em geral, trata-se de um tipo de liderança positiva, conforme analisado na revisão da literatura. Porém, a finalidade da metodologia OVERALS foi a de captar relações menos evidentes entre as respostas dadas. Das questões do questionário utilizado, consideraram-se 16 variáveis iniciais, que através do método OVERALS, resultaram somente em 6 variáveis consideradas extremamente relevantes. Com base nestes resultados, consideraram-se três *clusters* de indivíduos: os Entusiastas, os Céticos, e os Pragmáticos. Os Entusiastas (n = 74) são *Millennials* que concordaram com praticamente tudo o que viram, extremamente positivos e em favor da LA. Os Céticos (n = 50), apesar de também positivos, apresentaram mais ponderações, maior variância e fizeram comentários ricos, críticos e equilibrados. Os Pragmáticos (n = 3), apesar de ser um *cluster* pequeno, revelaram um comportamento interessante, bastante firme, e digno de um olhar mais profundo. Entre os principais resultados, está o facto de os Pragmáticos entenderem que um líder pode "acreditar numa coisa e fazer outra" sem depreciar a qualidade da liderança (perspetiva moral interna), o que está em total desacordo com o que defende a teoria da LA e com o que pensam os Entusiastas e os Céticos. Os Pragmáticos pensam ainda que, um líder pode "filtrar informações, fingir e atuar" se necessário (transparência relacional), ou seja, a transparência não precisa de ocorrer sempre para que a liderança seja considerada boa. Por fim, a análise das respostas abertas, revelou que a LA foi vista por uma parte da Geração Y, como demasiado rígida, distante da realidade e muito subjetiva.

Finalmente, embora a perceção global da LA seja positiva, ficou evidente que há um espaço claro para melhorias. As mulheres desta geração são mais entusiastas em relação à LA e os homens são mais céticos. Conclui-se ainda que, as componentes autoconsciência e processamento equilibrado são percebidas como extremamente importantes para os três *clusters*, informação valiosa para as organizações atuais; a componente perspetiva moral interna divide claramente as opiniões e a componente transparência relacional é a menos popular da abordagem, ou seja, ambas precisam de atenção, tanto por parte das organizações como por parte dos investigadores do tema.

Palavras-chave: Liderança Autêntica; *Millennials*; Geração Y; OVERALS; Clusters.

ABSTRACT

Authentic Leadership (AL) has received a great deal of attention for the past 15 years. Built upon a modern concept of authenticity, the theory is rooted in four components: *self-awareness*, *balanced processing*, *internalized moral perspective* and *relational transparency*. The purpose of AL was to create a new form of leading and the authentic leader is someone who knows himself/herself (strengths, limitations, values and goals) and lives aligned with this in order to maintain ethics and develop more open and lasting relationships. On the other hand, the Generation Y (Millennial), which is the biggest generation in the workforce today, has a strong personality. The problem is that values of Millennials and values of the AL approach does not seem to completely match, and this is an issue because while AL proposes a new way of leading, Millennials are the leaders of the future and even of today. So, this research proposes to understand the perceptions of Millennials on AL and propose suggestions to scholars and organizations.

As for the methodology, it can be best expressed as quantitative and descriptive. Primary data was collected through the ALQ (Authentic Leadership Questionnaire) (Avolio et al., 2007). The sample has 128 individuals and the data was first analyzed through descriptive statistics, then with two multivariate techniques: an OVERALS (non canonical correlation analysis) to encounter the most relevant variables, and a hierarchical cluster analysis to find relations and profiles.

The overall results made clear that Millennials globally perceive AL in a positive way, even with the variance observed. After the multivariate techniques, three clusters were identified: the Enthusiasts (extremely positive individuals and in favor of AL); the Skeptics (still positive, but with ponderations); and the Pragmatics (very objective and with strong opinions). Among the main findings is the fact Pragmatics understand a leader may "believe in one thing and do another" without compromising leadership quality, the complete opposite of what AL suggests, and what Enthusiasts and Skeptics think. Additionally, Pragmatics think a leader can "filter information, pretend and act" if necessary, meaning that transparency does not need to occur all the time for a leadership to be considered good. Finally, AL was perceived as too rigid for some Millennials, also a bit distant from reality and with high subjectivity.

As for the conclusions, the most important contributions were identifying that even though the global perception of AL is positive, there is clear room for improvement. Besides, women are more enthusiasts towards the approach and men are more critical. Also, self-awareness and balanced processing are fundamental elements for Millennials and for leadership in organizations today. As for internalized moral perspective and relational

transparency, opinions are polemic. It may be important for Enthusiasts and Skeptics, but it is an issue for pragmatic Millennials and a potential threat to organizations.

Keywords: Authentic Leadership; Millennials; Generation Y; OVERALS, Clusters.

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1. INTRODUCTION

1.1 Theme Presentation

"Where have all the leaders gone?" (George, 2003, p. 1). Facing a world of disorder and uncertainty, former heroes and exemplars of the charismatic leader movement became public displays of hypocrisy and deception (Craig, 2017). As a result, people have developed a deep distrust of the leaders of the 80s and 90s, and it is increasingly evident that we need a new kind of business leader in the twenty-first century (George et al., 2007).

Under this context of systemic uncertainty and ethical missteps, Authentic Leadership was first mentioned by a group of concerned scholars and executives (Craig, 2017). But how exactly authenticity can "fix" the leaders of today?

Sparrowe (2005) thinks authenticity lies near the heart of the crisis of confidence in contemporary leadership. The premise is that 'leadership personality', 'leadership style', and 'leadership traits' do not exist; leadership is always unique (Drucker, 1996). Thus, if there is no correct style to follow, leadership demands the expression of an authentic self (Goffee and Jones, 2005). This means, both *owning* one's personal experiences (values, thoughts, emotions and beliefs) and *acting* in accordance to it (Harter, 2002).

In other words, by learning who they are and what they value, authentic leaders build understanding and a sense of self that provides a firm anchor to their decisions and actions. They continually ask themselves, "who am I"? (Gardner et al., 2005). Similarly, George (2007) argues that:

> *"Authentic leaders demonstrate a passion for their purpose, practice their values consistently, and lead with their hearts as well as their heads. They establish long-term, meaningful relationships and have the self discipline to get results. They know who they are"* (George et al., 2007, p. 99).

The four elements behind the Authentic Leadership approach are: *self-awareness* (to know who you are, including strengths, weaknesses, values, emotions, goals); *balanced processing* (to see self-aspects, positive and negative, in a non biased way); *relational*

transparency (openness in communication and relationships); *internalized moral perspective* (ethical conduct and morality) (Avolio et al., 2007).

But despite the impressive advances made both theoretically and empirically, researchers have expressed concerns regarding the contribution of Authentic Leadership to the leadership literature (Banks et al., 2016). One of the reasons might be the big overlap between Authentic Leadership and other theories, such as Spiritual Leadership, Servant Leadership, Charismatic Leadership and Transformational Leadership (Avolio and Gardner, 2005). Besides, another reason may be the difficulty to encounter a clear definition (Gardner et al., 2011).

On top of all that, what would the new generation of leaders think of Authentic Leadership? The Generation Y enfolds people born between 1982 and 1999 (Twenge and Campbell, 2008), and they have strong and interesting characteristics, for instance: increased level of self-esteem and narcissism (Twenge and Campbell, 2008); importance of finding work that is personally fulfilling, and the need for straight feedback (Meister and Willyerd, 2010); decreased work ethic (Twenge, 2010); increased technology skills (Myers and Sadaghiani, 2010); and the need for work/life balance (Ng et al., 2010).

Also called Millennials, Brownstone (2014) said this would be the largest generation group within the workforce by 2015, so the workplace already encompasses many of the behaviors, practices, attitudes and motivations of this generation (Balda and Mora, 2011). Therefore, their opinions may be considered highly valuable to the leadership discussion, and in this case, to the Authentic Leadership discussion.

The world is constantly changing. Accordingly, leadership changes and generations also change. In one of the most debated fields of management (leadership), where consensus seems difficult and breaking paradigms could be considered normal, the challenge is big, but so are the hopes to contribute and enrich the territory.

1.2 Research Problem

Cooper and Schindler (2016) argue that finding a management problem is rarely difficult, but choosing one problem to concentrate on may be difficult. Indeed, problems referring to leadership were easy to find, but where to focus within the vast world of leadership was extremely difficult, at least until Authentic Leadership and the Generation Y crossed paths.

To begin with, Authentic Leadership is composed by four elements: *self-awareness* (to know who you are, including strengths, weaknesses, values, emotions, goals); *balanced processing* (to see self-aspects, positive and negative, in a non biased way); *relational transparency* (openness in communication and relationships); *internalized moral perspective* (ethical conduct and morality) (Avolio et al., 2007).

In a short period of time, the concept quickly advanced both theoretically and empirically (Banks et al., 2016), as examples of that: best-selling books have been written (Authentic Leadership and True North by Bill George); interdisciplinary summits have been hosted (Gallup Leadership Institute of the University of Nebraska-Lincoln); scientific magazines have released special editions (The Leadership Quarterly 2005, volume 16, issue 3); a measuring instrument has been created (ALQ - Authentic Leadership Questionnaire, developed by Avolio et al. in 2007); and many more.

Nevertheless, the new theory still has gaps, for example: confusion about the construct (Gardner et al., 2011); redundancy (Banks et al., 2016); overlap with other leadership theories (for example, Spiritual Leadership, Servant Leadership, Charismatic Leadership, Transformational Leadership) (Avolio and Gardner, 2005); difficulty to encounter a definition (Gardner et al., 2011); use of several underlying dimensions (Walumbwa et al., 2008); and too many theoretical papers. In simple words, Authentic Leadership developed fast, but not in an organized manner, leaving open gaps.

On the other side of the spectrum, Millennials, who Brownstone (2014) said it would be the largest generational group within the workforce by 2015, present themselves with strong personality. They want rapid career advancement and work/life balance (Ng et al., 2010),

they have increased level of self-esteem and narcissism (Twenge and Campbell, 2008), they need openness in communication with superiors (Myers and Sadaghiani, 2010), and some claim they have decreased work ethic (Twenge, 2010).

In other words, the problem identified in this research is: not all characteristics of the Generation Y seem to match with the four components that Authentic Leadership defend. And this is a problem because Millennials are the new generation of leaders, growing their presence in the workplace year after year, and Authentic Leadership was supposed to be a model for effective leading in the twenty-first century. Shortly, Authentic Leadership does not seem adequate and completely suitable for Millennials, the characteristics of both are apparently not in tune.

1.3 Research Question

Properly and completely defining a business problem is easier said than done (Zikmund, 2000), but research originates with at least one question about one phenomenon of interest (Williams, 2007).

As for this dissertation, the question that permeates the entire work is: how Millennials perceive the Authentic Leadership approach? And also, since Authentic Leadership still has flaws, what could be improved in the theory to better suit the new generation of leaders, organizations and the world of today?

1.4 Aim and Objectives

The aim and objectives specified below try to answer the research question above. The aim can be viewed as the purpose or direction the research is undertaking and the objectives can be viewed as steps to accomplish the aim. With this in mind, the statements are as follows:

Aim:

- ❖ Understand the perceptions of Millennials on Authentic Leadership and propose suggestions and improvements to the theory and to the organizations of today.

Objectives:

1. Discuss in detail the theoretical background of Authentic Leadership and introduce the Generation Y (Millennial);
2. Characterize the Generation Y and statistically analyze, not only their global perceptions, but also their perceptions by component of Authentic Leadership (self-awareness, balanced processing, internalized moral perspective, and relational transparency);
3. Understand if and how Millennials behave differently from one another in relation to Authentic Leadership, and outline the profiles found;
4. Propose suggestions and improvements to the theory of Authentic Leadership as well as to organizations.

1.5 Research Outline

This dissertation was designed to contain five chapters: introduction, literature review, methodology, results and final considerations.

The introduction, which is now ending, had a purpose to briefly approach the field of interest and the research problem, besides from identifying aim, objectives and the question that permeates the entire study.

The next chapter, the literature review, discusses critically and in detail the origins and the development of Authentic Leadership, since the fundamental concept of authenticity until the most recent and accepted definition. To complement the theoretical background, an overview of the Generation Y (Millennial) was provided.

The methodology follows a logical process of clarifying data collection strategy, sample, variables, and the statistical approach selected. In brief, data was collected with the support of a renowned questionnaire called ALQ (Authentic Leadership Questionnaire) developed by Avolio et al. (2007). The sample has 128 valid respondents, and this data was analyzed through descriptive statistics first, then two multivariate techniques: OVERALS (Nonlinear Canonical Correlation Analysis), and a hierarchical cluster.

Concerning the results, a characterization of the sample was conducted, then descriptive statistics of data were presented to identify the perceptions of Millennials on each of the four components of Authentic Leadership, followed by a global perception. After these, the multivariate analysis takes place, the OVERALS selected the most relevant variables and clusters were formed and characterized with the purpose to encounter similarities between groups. Lastly, the research aim and objectives were discussed and a global analysis of the results ended the chapter.

At last, the final considerations highlight some interesting conclusions and main contributions to the area, then the limitations of the study were presented, as well as suggestions for future research.

2. LITERATURE REVIEW

2.1 Authenticity

Although the interest in authenticity has been on the rise over the past few decades (Erickson, 1995), authenticity dates back to the Ancient Greek philosophers (Kernis and Goldman, 2006). The aphorism "Know Yourself" may be the best example of that.

Perhaps, the earliest record might be from Socrates' idea that the "unexamined" life is not worth living. Aristotle's contribution to conceptualizing authenticity is in having paved a connection between people's self-knowledge (reflection) and self-regulation (action) (Kernis and Goldman, 2006). In other words, Aristotle evidences the importance of finding a purpose in life and acting towards it. Besides, authenticity can be found even in the works of Shakespeare as this famous quote evidences: *"to thine own self be true"*.

Harter (2002) describes authenticity as owning one's personal experiences, thoughts, emotions, needs, desires and beliefs. Moreover, Kernis (2003) defines authenticity as the unobstructed operation of one's true, or core, self in one's daily enterprise. Therefore, it is evident that authenticity is not only about *knowing* yourself, but also about *acting* in accordance to it. Avolio and Gardner (2005) say that the self both shapes and is shaped by social exchanges with others. Meaning that an authentic existence is one in which people understand their choices and commit themselves to enact those projects that give shape to their existence (Kernis and Goldman, 2006).

Erickson (1995) remembers us of two important aspects. First, that authenticity is not an either/or experience. Thus, it is more realistic to describe a person as being more or less authentic, as opposed to authentic or inauthentic (Gardner et. al, 2011). Second, the most common mistake is to confuse the term with sincerity. In short, sincerity refers to whether a person represents herself truly or honestly to *others*, it does not refer to being true to oneself as an end but only as a means (Trilling, 1972).

The basis for the construction of the Authentic Leadership concept came from further developments of these ideas. In 2003, Michael Kernis started to delineate, using very rich perspectives, what constituted authenticity, and he came up with four elements. These elements helped build the Multicomponent Conceptualization of Authenticity, a model published in 2006. The elements are: (1) awareness, (2) unbiased processing, (3) behavior, and (4) relational orientation.

These elements would be further incorporated directly into the definition of Authentic Leadership, but before skipping to the business part of this dissertation, it is important to understand these four components in more detail.

2.1.1 Awareness

Kernis (2003) says this component refers to having awareness of one's motives, feelings, desires and cognitions. It includes being aware of one's strengths, weaknesses, goals, characteristics and emotions. Erickson (1995) exposes that the self is complex, changing and often inconsistent, meaning that awareness is not a simple task to fulfill.

In their following study, Kernis and Goldman (2006) increment this view arguing that this component refers to possessing and being motivated to increase knowledge of and trust in one's motives, feelings, desires and cognition.

"Awareness involves knowledge and acceptance of one's multifaceted and potentially contradictory self-aspects" (Kernis and Goldman, 2006, p. 295).

It is possible to interpret that this is an introspective phase of authenticity, knowledge of the self occurs through reflection. And even though awareness is one of the most important parts of authenticity, it is really just a first step (Kernis and Goldman, 2006).

2.1.2 Unbiased Processing

In short, it is the unbiased processing of self-relevant information. It involves not denying, distorting, exaggerating, or ignoring private knowledge, internal experiences, and

externally based evaluative information. In other words, it involves objectivity in seeing positive and negative self-aspects (Kernis, 2003).

The major benefit of unbiased processing is that it contributes to an accurate sense of self, and individuals high in unbiased processing are motivated to evaluate themselves objectively with respect to both positive and negative self-aspects (Kernis and Goldman, 2006).

One may have the interest to know oneself, but without the unbiased processing of these information a clear picture may not emerge. It is also interpretable that, self-acceptance is a core element of unbiased processing, since acknowledging negative self-aspects may not be as simple as it sounds.

2.1.3 Behavior

"It is no longer a question of being 'true to self' for all time, but rather of being true to self-in-context or true to self-in-relationship" (Erickson, 1995, p. 139).

Behavior refers to practice, to real life, to whether people will act in accord with the true self or not. It means acting in accord with one's values, preferences and needs as opposed to acting merely to please others or to attain rewards or avoid punishments through acting "falsely" (Kernis, 2003). In essence, it is the behavioral output of the awareness and unbiased processing elements (Kernis and Goldman, 2006). In other words, just having deep and clear knowledge about yourself is not authenticity. Based on these ideas, being authentic means bringing this knowledge to your day-to-day practices.

The behavior component comes close to the construct of self-regulation, which is the process through which authentic leaders align their values with their intentions and actions (Avolio and Gardner, 2005).

Kernis and Goldman (2006, p. 299) reminds us of an important matter: *"authenticity is not reflected in a compulsion to be one's true self, but rather in the free and natural expression of core feelings, motives and inclinations"*.

2.1.4 Relational Orientation

Kernis (2003) believes that relational orientation involves endorsing the importance for close others to see the real you, good and bad. Besides, it is to present yourself as genuine, as opposed to "fake" to create bonds based on intimacy and trust with close others (Gardner et al., 2005).

Kernis and Goldman (2006) expect that people high in relational orientation will be involved in healthier, more satisfying, and fully functioning relationships than people low in relational orientation.

All this means that relational orientation, which sometimes can be better understood as transparency, is also a practical element of authenticity, that may be improved with awareness and unbiased processing.

A brief visual summary (**Figure 2.1**) was developed based exclusively on what was outlined by the literature review of this study.

Figure 2.1: Authenticity Components - Summary

INTRAPERSONAL

1. AWARENESS

Being aware of self-aspects such as: strengths, values, motives, emotions…

2. UNBIASED PROCESSING

Clear and accurate sense of self

INTERPERSONAL

3. BEHAVIOR

Act in accord with the true self

4. RELATIONAL ORIENTATION

Present yourself as genuine and transparent
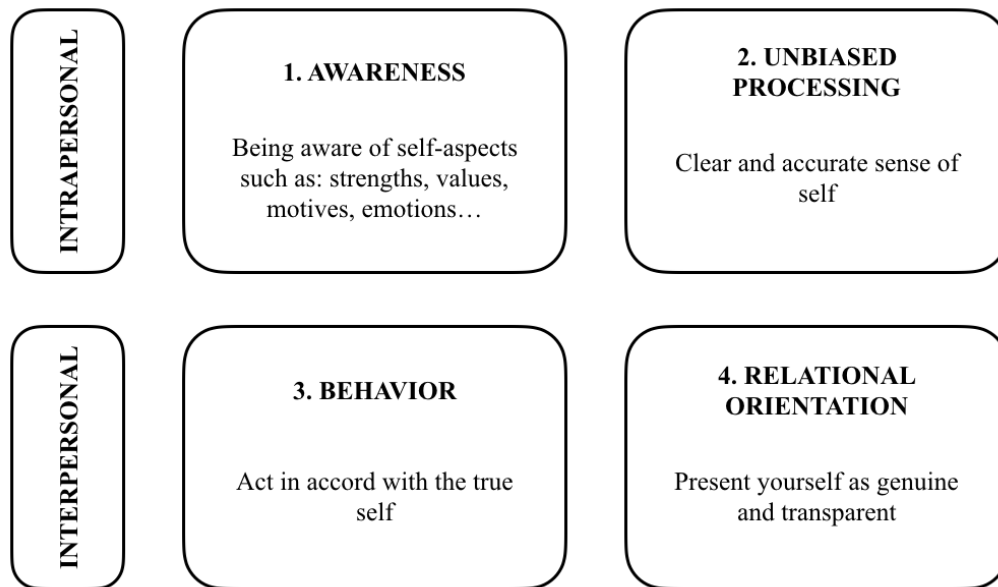
Source: Author

It is not easy, nor the goal of this work to explore the origins of authenticity, a concept discussed since Socrates. However, it is crucial to understand the two internal elements of authenticity (awareness and unbiased processing) and the two external elements (behavior and relational orientation), since Authentic Leadership was built on top of this theory.

In the following section, it will be discussed how the concepts of leadership and authenticity started to glue together until what is known today.

2.2 Authentic Leadership

One of the greatest quotes that captures the idea of Authentic Leadership was written by Peter Drucker before the creation of the concept itself:

> *"I have been working with organizations of all kinds for fifty years or more, as a teacher and administrator in the university, as a consultant to corporations, as a board member, as a volunteer. (...). **The major lesson is that 'leadership personality', 'leadership style' and 'leadership traits' do not exist"**.* (Your Leadership Is Unique - Drucker, 1996, p. 54).

What is, perhaps, implicit within Drucker's words is that if there is no correct style to follow, you have no choice but to be yourself.

2.2.1 Evolution of the Concept

The earliest thoughts of leadership combined with authenticity first arose in the 1960s within the fields of sociology and education (Avolio and Gardner, 2005). In short, the general understanding at the time was that an organization's authenticity is manifest through its leadership (Novicevic et al., 2006 as cited in Gardner et al., 2011).

Despite the efforts of some researchers, the construct fell out of favor during the 1970s and it was not until 1983 that it was revived by Henderson and Hoy. Basically, these authors view leadership authenticity as encompassing three components: (1) leader responsibility for actions, (2) the non-manipulation of subordinates, and (3) the salience of self over role requirements (Gardner et al., 2011).

In addition to the advancements expressed above, the renowned American scholar Warren Bennis wrote a book in 1989 called *On Becoming a Leader*. There, he started to delineate not only a new form of leadership, by arguing that timeless leadership is always about character and it is always about authenticity (p. xxviii); but also a new type of leader, by arguing that authentic leaders have a distinctive voice and a purpose (p. xxv). In a revised edition of the book that came out in 2003, Bennis said: *"In 1989 I urged you to discover and cultivate that authentic self, the part of you that is most alive, the part that is most you. Now, as then, finding and nurturing that authentic self is the one sure way of becoming a leader"* (Bennis, 2003, p. xxviii). Even though his tone is quite speculative, his arguments were important to the topic given his prestige as a leadership author.

Although Bennis (1989, 2003) managed to pull more attention to the topic of leadership associated with authenticity, once again, many years would have gone by without any relevant contributions to the field.

Authentic Leadership reemerged in 1997 as a focus of interest within the social sciences when Duignan and Bhindi defined it as being composed by four elements: authenticity, intentionality, spirituality and sensibility (Gardner et al., 2011). Additionally, Begley (2001) offered a simplistic view of Authentic Leadership as being both effective and ethical.

Up to this point, the construct appeared to be too broad and sometimes confusing due to many divergent contributions, mostly theoretical, and from different fields, methods and times.

The first clear attempt to summarize the theme came from Bill George's book *Authentic Leadership* in 2003. His work brought the topic to a much wider audience and he was considered to be the "father" of the subject.

A definition of Authentic Leadership is not given by George. However, he refers to authentic leaders as individuals guided by qualities of the heart and by qualities of the mind. These leaders use their natural abilities, but they also recognize their shortcomings and work hard to overcome them. They lead with purpose, meaning and values. They build

enduring relationships with people. Authentic leaders are dedicated to developing themselves because they know that becoming a leader takes a lifetime of personal growth (George, 2003).

Even though George was a management professor at Harvard University, he was also the CEO of a big corporation called Medtronic, so his contributions were more practical than academic. Gardner et al. (2011) understand that George's book has contributed greatly to the emergence of both practitioner and scholarly interest in Authentic Leadership. The strength of his voice can be seen in the following paragraph:

More than 1,000 leadership studies during the last 50 years could not produce a clear profile of the ideal leader (George et al., 2007). *"After years of studying leaders and their traits, I believe that leadership begins and ends with authenticity. It's being yourself; being the person you were created to be"* (George, 2003, p. 11). Try to lead like someone else, for example Jack Welch or Michael Dell, and you will fail. Leadership demands the expression of an authentic self (Goffee and Jones, 2005).

In consequence of all that, it is important to develop a leadership style that works for you and is consistent with your character and your personality (George, 2003).

For him, the five dimensions of Authentic Leadership are: (1) pursuing purpose with passion; (2) practicing solid values; (3) leading with heart; (4) establishing enduring relationships; and (5) demonstrating self-discipline (Gardner et al., 2011).

Not long after the impact caused by these arguments, a group of researchers started to work very hard to consolidate the construct of Authentic Leadership backed by more concrete theory and more trustworthy methodology. Bruce Avolio, William Gardner, Fred Luthans, Doug May, Fred Walumbwa and their colleagues tried to explain the theoretical underpinnings of Authentic Leadership.

These efforts resulted in the first conceptual model for authentic leader and follower development designed by Gardner et al. (2005). They argue that authentic leaders serve as

models for followers through their words and deeds high levels of self-awareness, balanced processing, transparency and authentic behavior. Hence, as a role model, authentic leaders serve as key input for the development of authentic followers (Gardner et al., 2005).

The model can be found below (**Figure 2.2**):

Figure 2.2: Authentic Leader and Follower Development Model
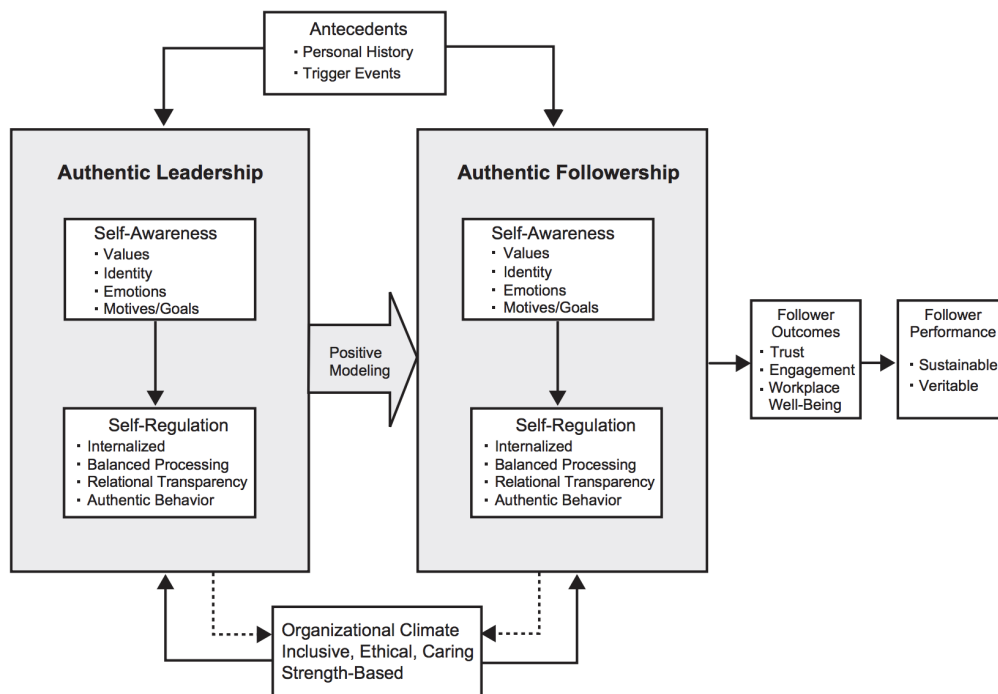
Source: Gardner et al. (2005, p. 346)

Ilies et al. (2005) proposed another model also based on similar components: self-awareness, unbiased processing, authentic behavior and authentic relational orientation. They further discuss that these four components should result in increased self-acceptance, understanding of purpose in life, and positive relationships.

The model can be seen below (**Figure 2.3**):

Figure 2.3: Authentic Leadership influences on leaders' and followers' eudaemonic well-being

LEADER EUDAEMONIC WELL-BEING	AUTHENTIC LEADERSHIP	INFLUENCE PROCESSES	FOLLOWER EUDAEMONIC WELL-BEING
Personal Expressiveness	Self-Awareness	Personal and Org. Identification	Personal Expressiveness
Self-Realization/Development	Unbiased Processing	Positive Emotions Contagion	Self-Realization/Development
Flow Experiences	Authentic Behavior/Actions	Positive Behavioral Modeling	Flow Experiences
Self-Efficacy/Self-Esteem	Relational authenticity	Supporting Self-Determination	Self-Efficacy/Self-Esteem
		Positive Social Exchanges	

Source: Ilies et al. (2005, p. 377)

On the other hand, Shamir and Eilam (2005) argued that the development of authentic leaders may occur through the formulation of a life story, because a leader's life story reflects his degree of self-knowledge (Avolio and Gardner, 2005), and self-knowledge is understood to be an integral part of Authentic Leadershi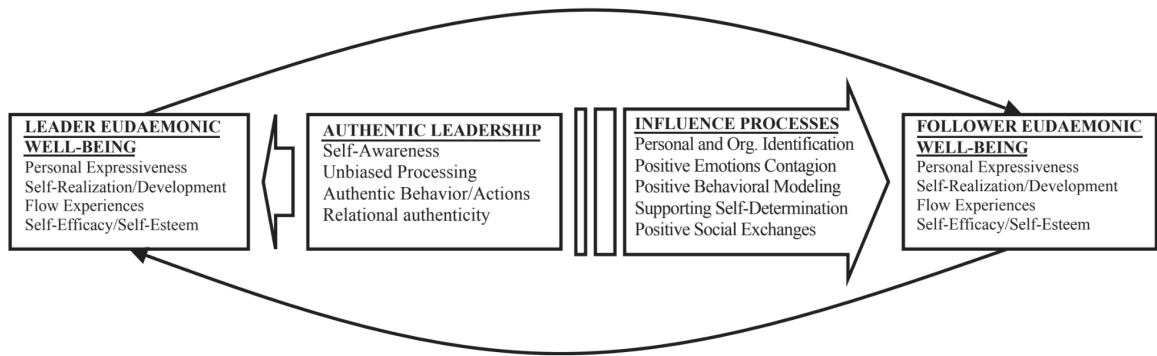p. They further explain that life stories provide leaders with a "meaning system" from which they can act authentically (Shamir and Eilam, 2005). Sparrowe (2005) offers a similar view based on the philosopher Ricoeur (1992) who characterizes the self as a "narrative project". In other words, individuals create a story by uniting disparate events, actions and motivations, and that is reflected in greater self-awareness, which, again, is a central component of Authentic Leadership.

In the same year, Avolio and Gardner (2005) tried to map the theoretical territory for Authentic Leadership research, and highlighted some of the differences in scope and contents that separate many perspectives. The components identified were: (1) positive psychological capital; (2) positive moral leadership; (3) leader self-awareness; (4) leader self-regulation; (5) leadership processes/behaviors; (6) follower self-awareness/regulation; (7) follower development; (8) organizational context; and (9) veritable and sustainable performance beyond expectations. It is easy to observe the broadness involving the field of Authentic Leadership.

In 2007, Bill George published a second book on the topic called *True North,* where an advancement of the definition is provided:

> *"Authentic leaders are genuine people who are true to themselves and to what they believe in. They engender trust and develop genuine connections with others. Because people trust them, they are able to motivate others to high levels of performance. Rather than letting the expectations of other people guide them, they are prepared to be their own person and go their own way. As they develop as authentic leaders, they are more concerned about serving others than they are about their own success or recognition" (George, 2007, p. xxxi).*

Finally, a more academic and accepted definition is further given by Walumbwa et al. (2008):

> *"We define Authentic Leadership as a pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, and internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development".* (Walumbwa et al., 2008, p. 94).

It is possible to see here that these authors and many others were greatly influenced by the authenticity works of Kernis (2003) and Kernis and Goldman (2006) when formulating the basis for the Authentic Leadership construct.

Although Authentic Leadership has been defined in a range of different ways, conceptualizations center on issues of truth and fidelity to the self, as captured in phrases such as "saying what one means" and "being true to yourself" (Steffens et. al, 2016). Highly influenced by the studies of authenticity by Erickson (1995), Kernis (2003), and Kernis and Goldman (2006), most of leadership scholars appear to be satisfied with the construct of Authentic Leadership being defined and composed by four elements: (1) self-awareness, (2) balanced processing, (3) internalized moral perspective, and (4) relational transparency.

It is evident that the composition of the elements were adapted from Kernis and Goldman's multicomponent conceptualization of authenticity (2006), where Awareness has become

Self-Awareness; Unbiased Processing has become **Balanced Processing**; Behavior has become **Internalized Moral Perspective**, and Relational Orientation has become **Relational Transparency**. The transformation of terms was summarized in **Figure 2.4** displayed below:

Figure 2.4: Transformation of terms - authenticity to authentic leadership
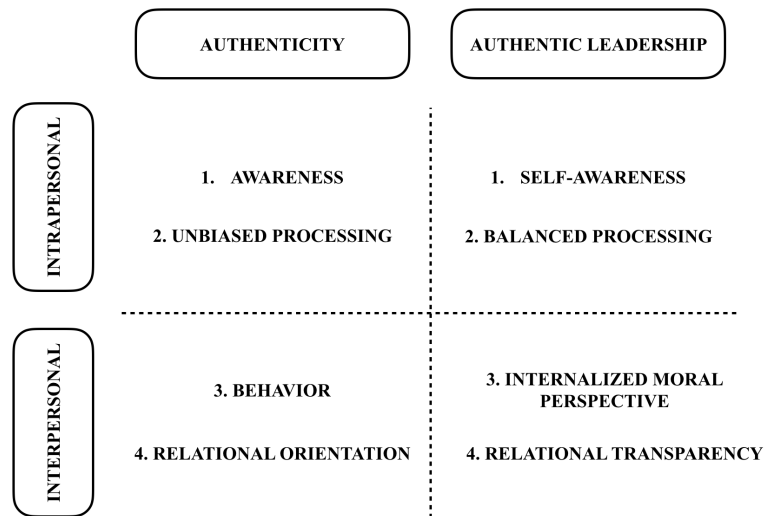
Source: Author

All of the four components will be explained in more detail in the sections below.

2.2.2 The Four Components of Authentic Leadership

2.2.2.1 Self-Awareness

Self-awareness is the first element that makes a leader, judged by Daniel Goleman (2004) in a paper published for the Harvard Business Review. Perhaps not because it is more important, but because it is fundamental. Basically, self-awareness is consisted of the answers a person gives himself or herself to the question "Who Am I?" (Shamir and Eilam, 2005).

As seen before, it also refers to being aware of one's motives, feelings, desires, cognitions, strengths, weaknesses, goals, characteristics and emotions (Kernis, 2003). However, self-awareness is it not an end in itself, but a process of reflection (Gardner et al., 2005).

This component is so relevant, because the journey to Authentic Leadership begins with understanding the story of your life (George et al., 2007). And much different from other variables of Authentic Leadership, we appear to be approaching a consensus that self-awareness is an appropriate starting point for interpreting what constitutes authentic leadership development (Avolio and Gardner, 2005).

The dimension and importance of this element for leadership is understood with this example: *"When the 75 members of Stanford Graduate School of Business Advisory Council were asked to recommend the most important capability for leaders to develop, their answer was nearly unanimous: self-awareness"* (George et al., 2007, p. 101).

Even Peter Drucker (2005), considered to be the "father" of modern management stated that success in the knowledge economy comes to those who know themselves, their strengths, their values, and how they perform best. However, Goleman et al. (2001) warns us that managing one's inner life is not easy and that for many of us, it's our most difficult challenge.

All this means that highly developed self-knowledge in terms of a life story provides the authentic leader with self-concept clarity (Shamir and Eilam, 2005). Moreover, self-awareness is an important determinant of psychological well-being (Gardner et al., 2005), and also an integral part of the groundbreaking Emotional Intelligence theory (Goleman, 1998).

For instance and for curiosity purposes, the five elements of Emotional Intelligence are: (1) self-awareness; (2) self-regulation; (3) motivation; (4) empathy; and (5) social skills (Goleman, 1998).

Self-awareness is not only a trivial aspect of leaders in general, but of authentic leaders too, since it is the number one aspect of the authenticity concept (Kernis and Goldman, 2006).

To summarize, authentic leaders are expected to have clarity about their strengths, limitations, goals, emotions, motives and their stories of life. This "meaning system" (Shamir and Eilam, 2005) and sense of purpose will help them have consistent daily actions and the potential to improve the relationships around him or her.

2.2.2.2 Balanced Processing

As it was seen before, unbiased processing involves objectivity and acceptance of positive and negative self-aspects (Kernis, 2003). So, this means that if one distorts, exaggerates or denies important self-aspects, it is understood that this person is not processing information in a balanced way, which would compromise his or her authenticity. Therefore, it may be safe to say that the lack of balanced processing skills would compromise not only the authenticity of regular individuals, but also the authenticity of leaders.

Gardner et al. (2005) discuss that balanced processing is about evaluating and accepting positive and negative self-aspects, such as skill deficiencies, suboptimal performance, and negative emotions. They further propose that authentic leaders with balanced processing arrive at more accurate perceptions of themselves.

For Illies et al. (2005) balanced processing is at the heart of personal integrity, character and is also a great indicator of psychological authenticity, and Kernis (2003) adds that these defensive processes (unbalanced processing) are motivated by self-esteem concerns, they are ego defense mechanisms.

So far, it is clear that balanced processing involves self-compassion and humility to accept the self. George (2003) says that accepting your shadow side is an essential part of being authentic. Thus, it could be said that the lack of balanced processing, would limit the self-awareness process as well as the authenticity process to leaders.

2.2.2.3 Internalized Moral Perspective

Internalized Moral Perspective relates to doing the right thing (Cleverism, 2016).

The behavior component of authenticity literature was transformed by authentic leadership scholars into the internalized moral perspective component due to the need of a moral component given the deep distrust people developed for leaders over the past years (George et al., 2007).

Perhaps this is the most contested element of today's definition of Authentic Leadership as some academics agree with it and others do not. It is true that the importance of business ethics is very high (Arlow, 1991), but Shamir and Eilam (2005), for example, explicitly unsupport this moral element from Authentic Leadership. On the other hand Gardner, Avolio and Walumbwa asserted in 2005 that an advanced level of moral development is a requirement for the achievement of leader authenticity (Walumbwa et al., 2008). The assertion of a moral core in leadership raises the dilemma of "what core values" guide both the leaders and followers: are some universal? Are others relative to the culture? (Schwartz and Sagiv, 1995 as cited in Bass and Steidlmeier, 1999). According to Walumbwa et al. (2008):

> *"Any theory of leader development, but particularly one focused on authentic leadership development, will be incomplete and misguided if it does not contribute to increased awareness and attention to the inherent ethical responsibilities that reside in the leadership role"* (Walumbwa et al., 2008, p. 94).

Despite the disagreement, internalized moral perspective is, after all, present in the most accepted definition of Authentic Leadership. In fact, it is widely used by researchers through the ALQ (Authentic Leadership Questionnaire) created by Avolio et al. (2007) to measure the level of authenticity of leaders.

In short, as explained before, internalized moral perspective involves behaving in accord with one's values, preferences, and needs as opposed to acting "falsely" merely to please

others or to attain rewards or avoid punishments (Kernis and Goldman, 2006). This component is also represented by the question: to what degree does the leader set a high standard for moral and ethical conduct? (Avolio et al., 2007).

2.2.2.4 Relational Transparency

One of the greatest motivations for the creation of a new form of leadership, based on authenticity was the ethical scandals and the corporate lack of transparency. The depth of some companies' misconducts shocked the world and awakened us to the reality that the business world was on the wrong track (George, 2003). Avolio and Gardner (2005) express the urgent need of genuine communication to all stakeholders (associates, customers, suppliers, owners, and communities).

With this scenario in mind, a key outcome of the relational transparency component here is to develop high levels of trust (Ilies et al., 2005) through openness and truthfulness in relationships (Kernis, 2003). Besides from trust, relational transparency should lead to positive and meaningful relationships with others (Illies et al., 2005).

By the way, it is logic to affirm that relational transparency is a more external variable, it involves not only the leader himself, but also the relationships around him or her.

Gardner et al. (2005, p. 357) say that: *"relational transparency involves presenting one's genuine as opposed to 'fake' self through selective self-disclosure to create bonds based on intimacy and trust with close others, and encouraging them to do the same"*.

In addition to this, Kernis and Goldman (2006) understand that relational transparency involves the genuine expression of core self-aspects without threat of reprisal or criticism. They also expect that people high in relational authenticity will be involved in healthier, more satisfying, and fully functioning relationships.

Briefly, this variable of Authentic Leadership expresses the need for open and true communication from leaders to followers, from companies to stakeholders and from

government to people. This is expected to result in trust and meaningful relationships, what can be considered rare in the competitive and pressure-filled business context.

2.2.3 Authentic Leaders

Since the authentic leader is a trivial element of Authentic Leadership theory, it was judged important by the author to better explain who is this new kind of leader. So, this section's purpose is to clarify that.

According to Collins (2001) the world needs a new type of leader, because the charismatic leader of the 80s and the 90s was becoming very much limited. He called Level 5 Leader this new, but still obscure type of leader at the time. And he called Level 4 Leadership, the charismatic movement of the 80s and 90s. Craig (2017) understands that Authentic Leadership has many "founders", but the idea expressed above by Jim Collins is one of the main roots for understanding Authentic Leadership and authentic leaders.

George (2003) argues that:

> *"Authentic leaders use their natural abilities, but they also recognize their shortcomings, and work hard to overcome them. They lead with purpose, meaning and values. They build enduring relationships with people. Others follow them because they know where they stand. They are consistent and self-disciplined. When their principles are tested, they refuse to compromise. Authentic leaders are dedicated to developing themselves, because they know that becoming a leader takes a lifetime of personal growth"* George (2003, p. 11).

In addition to this, an academic definition is given by Avolio et al. (2004, p. 802) as cited in Avolio et al. (2004):

> *"Authentic leaders are those individuals who are deeply aware of how they think and behave and are perceived by others as being aware of their own and others' values/moral perspective, knowledge, and strengths; aware of the context in which they operate; and who are confident, hopeful, optimistic, resilient, and high on moral character"* (Avolio et al., 2004, p. 4).

The definitions above express the complexity of the territory around Authentic Leadership due to many levels, variables and disciplines. George et al. (2007) later improved his own definition in a simpler way:

> *"authentic leaders demonstrate a passion for their purpose, practice their values consistently, and lead with their hearts as well as their heads. They establish long-term, meaningful relationships and have the self discipline to get results. They know who they are" (George et al., 2007, p. 99).*

Taking a slight different perspective, Shamir and Eilam (2005) say authentic leaders have four attributes: (1) their role is a central component of their self-concept (i.e. no difference between his role in life and his role in work, a deep sense of purpose); (2) they have achieved a high level of self-concept clarity through self-awareness process; (3) their goals are self-concordant (i.e. coherent with values and beliefs); and (4) their behavior is self-expressive (i.e. coherent with values and beliefs).

On the other hand, Illies et al. (2005) were interested in examining how authentic leaders impact their followers' well-being. They believe in five aspects: (1) the integrity and self-awareness of authentic leaders leads to unconditional trust on the part of their followers; (2) authentic leaders influence followers' well-being through emotions, due to the atmosphere conducive to the experience of positive emotions; (3) authentic leaders serve as positive behavioral models for personally expressive and authentic behaviors; (4) authentic leaders support the self-determination of followers, in part by providing opportunities for skill development and autonomy; and (5) authentic leaders influence and elevate followers through social exchanges.

Although the quantity of variables are high, self-awareness appears to be a consensus when talking about authentic leaders. In fact, Gardner et al. (2005) discuss that by learning who they are and what they value, authentic leaders build understanding and a sense of self that provides a firm anchor to their decisions and actions. They continually ask themselves, "who am I"?

None of the views above exclude the fact that authentic leaders should display the four basic components explained in the previous section: self-awareness, balanced processing, internalized moral perspective, and relational transparency.

2.2.4 Critiques to Authentic Leadership

Since one of the objectives of this dissertation is to propose suggestions for the infant theory of Authentic Leadership based on perceptions of Millennials, it is crucial to understand the current critiques and possible limitations of the theory today. So, this section is aimed at that purpose.

Despite the impressive advances made both theoretically and empirically, researchers have expressed concerns regarding the contribution of Authentic Leadership to leadership literature (Banks et al., 2016). One of the reasons might be the big overlap between Authentic Leadership and other theories, such as Spiritual Leadership, Servant Leadership, Charismatic Leadership and Transformational Leadership (Avolio and Gardner, 2005). Besides, another reason may be the difficulty to encounter a definition for Authentic Leadership (Gardner et al., 2011).

All of these could be the consequence of the fact that Authentic Leadership is a relative newcomer to the leadership literature canon (Ladkin and Taylor, 2010). For Cooper et al. (2005) the cause of Authentic Leadership is noble, but scholars need careful consideration to four critical issues: (1) defining and measuring the construct; (2) determining the discriminant validity of the construct; (3) identifying relevant construct outcomes; and (4) ascertaining whether Authentic Leadership can be taught. Moreover, according to Gardner et al. (2011) the simultaneous proliferation of practitioner and scholarly writings has generated several competing conceptions of Authentic Leadership that have created confusion about the construct and ambiguity about what constitutes Authentic Leadership and what not constitutes it.

Banks et al. (2016), for example conducted a meta-analytic review of Authentic Leadership and transformational leadership and found a considerable level of redundancy. Additionally, the same authors found that neither theories add incremental validity beyond the other.

An additional challenge is that AL is a multifaceted construct (Avolio et al., 2004; Luthans and Avolio, 2003). In fact, The Leadership Quarterly 28th issue included a diverse set of leadership perspectives, including multidisciplinary, multilevel, multisource, multiskilled and even multigenerational issues with regards to leadership (Dionne, 2017).

On the practical side, one of the biggest challenges for Authentic Leadership is to create, not only authentic leaders and followers, but also to create and sustain "authentic organizations" (Craig, 2017).

Some other authors are more radical on the critics, Ibarra (2015) understands that being authentic in real life lowers chances of getting a promotion, because an organization does not want you to be who you are, but rather who you need to be for the job. Pfeffer (2015) goes even further and affirms that successful leadership demands **acting** skills, the complete opposite of authenticity. Finally, Grant (2016) states that for most people, "be yourself" is terrible advice. All of these arguments indicate that the *relational transparency* component of Authentic Leadership may be the most polemic one.

With this scenario in mind, the author of this dissertation understands that all critiques and gaps presented above are valuable opportunities for exploration, answers and suggestions. So, for the purpose of this work, Authentic Leadership appears to be an excellent window for scientific research.

2.3 Millennials - The Generation Y

Since the workplace of the future will, no doubt, encompass many of the behaviors, practices, attitudes and motivations of Millennials (Balda and Mora, 2011), and since Brownstone (2014) said this would be the largest generation group within the workforce by

2015, it was found relevant by the author to obtain perceptions from this specific generational group on the theory of Authentic Leadership.

Much has been written about the presence of four distinct generations in the workforce simultaneously and the ways in which their views and values are changing the way we do business (Salopek, 2006). There are a lot of opinions about who the Millennials are, what they think and value, and how they will behave as they grow older and gain more experience in the workforce (Deal et al., 2010). The term Millennials refers to people born between 1982 and 1999 (Twenge and Campbell, 2008).

Although scholars have recognized that the Generation Y is different from prior generations (Anderson et al., 2017), empirical research on the topic is often contradictory and sometimes confusing (Deal et al., 2010).

Hershatter and Epstein (2010) summarized well two opposite views of the story, they say:

> *"To some, they are the next 'Greatest Generation', armed with the tools and inclination to drive toward a better future in a world facing economic, geopolitical and environmental crises. To others, they are 'Generation Whine', young people who have been so over-indulged and protected that they are incapable of handling the most mundane task without guidance or handholding"* (Hershatter and Epstein, 2010, p. 211).

Moreover, Ng et al. (2010) say that Millennials "want it all" and "want it now", in terms of good pay and benefits, rapid advancement, work/life balance, interesting and challenging work and making a contribution to society. In the same direction, Twenge and Campbell (2008) found that Millennials have an increased level of self-esteem and narcissism, besides from increased levels of anxiety and depression, and finally a decreased need for social approval.

A more balanced view is proposed by Myers and Sadaghiani (2010), they review the negative characteristics of the group and focus on the positive aspects, such as the ability to work in teams, their motivation to make an impact on their organizations, openness in communication with superiors, and their technology skills.

Meister and Willyerd (2010) add an optimistic perspective, they argue that Millennials place a strong emphasis on finding work that is personally fulfilling and that a sense of purpose is a key factor to their job satisfaction.

On the other hand, Twenge (2010) backed by solid data, discovered many important points, such as: Millennials have a decreased work ethic compared to previous generations, a decreased work centrality, and an increased individualism. Ng et al. (2010) reinforces the individualistic aspect and highlight Millennials need for rapid career advancement and the importance of developing new skills while ensuring a meaningful and satisfying life outside work.

In addition to all of this, Ahmed et al. (2013) points out that this generation is technologically skilled, they value openness in communications, they prefer an inclusive leadership style, and need regular feedback.

So, it is fair that managers in charge of these young workers are worried to coach them (Meister and Willyerd, 2010). According to Twenge and Campbell (2008, p. 862), *"new technology comes with an owner's manual, but the generation of new employees does not"*. Therefore, managing, directing and motivating Millennials is a challenge, an opportunity, and a learnable skill (Hershatter and Epstein, 2010).

It is easy to see how conflicting the views above are, these results suggest that generational differences may call for adaptations to our current theories of leadership, since they can become outdated (Anderson et al., 2017). According to Meister and Willyerd (2010) these are the five top characteristics Millennials want from their leaders: (1) help to navigate through their career path; (2) straight feedback; (3) mentoring and coaching; (4) sponsor them for formal development programs; and (5) flexible schedules. So, this may be the reason why *"leadership is one important area of research in which changes in employee values urge us to engage in a reconsideration of our current theories"* (Anderson et al., 2017, p. 246).

Table 2.1 summarizes the facts revealed by the literature regarding the Generation Y:

Table 2.1: Characteristics of Millennials - Summary

Publication:	Characteristic:
Twenge & Campbell (2008)	- Increased level of self-esteem and narcissism - Increased levels of anxiety and depression - Decreased need for social approval
Meister & Willyerd (2010)	- Importance of finding work that is personally fulfilling - A sense of purpose is a key factor to their job satisfaction - Want help to navigate through their career path - Need straight feedback - Want mentoring and coaching - Want to be sponsored for formal development programs - Need flexible schedules
Myers & Sadaghiani (2010)	- Increased ability to work in teams - Motivated to make an impact on their organizations - Openness in communication with superiors - Technology skills
Ng et al. (2010)	- Want good pay and benefits - Want rapid career advancement - Need work/life balance - Need interesting and challenging work - Importance of making a contribution to society - Individualists - Importance of developing new skills
Twenge (2010)	- Decreased work ethic - Decreased work centrality - Increased individualism
Ahmed et al. (2013)	- Technologically skilled - Need openness in communications - Prefer an inclusive leadership style - Need regular feedback

Source: Author

The following chapter will be dedicated to the methodology.

3. METHODOLOGY

After the comprehension of the research problem, the objectives, and the theoretical background, this current chapter explains the methodology responsible for the results achieved and the conclusions made.

The first section will approach the method itself, followed by the sample, the data collection strategy, the statistical process chosen to analyze the data, and finally the variables.

3.1 The Method

The method of this research can be best expressed as descriptive and quantitative, primary data was collected and statistically analyzed to describe the theme of interest. However, a few ponderations must be made.

As for the descriptive strategy, its application is given to describe characteristics of a population or phenomenon (Zikmund, 2000), which is exactly the case here: to describe Generation Y's perceptions on Authentic Leadership (AL). Different from exploratory methods, which aims to clarify the nature of a problem, descriptive research goes further and examines a clear problem (Hussey and Hussey, 1997). Also is true that this study is not causal, where cause and effect relationships between variables are found (Williams, 2007) and explanation is possible. Frequently, descriptive research will attempt to determine the extent of differences in the needs, perceptions, attitudes, and characteristics of subgroups (Zikmund, 2000). This also seems to be coherent, because one of objectives of this work is to understand how Millennials behave differently from one another and characterize the profiles found.

Regarding the quantitative approach, this refers to the multivariate statistical technique to be applied by the Statistical Package for the Social Sciences 24.0 (SPSS), which is a quantitative software. However, the data collected is essentially qualitative, because perceptions of individuals are not numbers. So, to stress this as much as possible, although

qualitative information was collected, the procedure to analyze this data is purely quantitative, and this transformation is made possible by the technique chosen, which, by the way, will be explained a few sections below.

The research design outlined seems appropriate since the aim of this work is to understand perceptions of Millennials on Authentic Leadership. When qualitative data is transformed into metrics, the possibilities for analysis are enormous, especially when multivariate statistics are used, because not only global perceptions can be grasped, but their relations and similarities between each other.

3.2 The Sample

A good sample depends on two aspects, according to Cooper and Schindler (2016): accuracy, meaning with no bias; and precision, meaning the capacity to portrait the population. Trying to respect these elements this sample was designed.

Since the target is Generation Y, people born between 1982 and 1999 (Twenge and Campbell, 2008), the sample is composed by 128 individuals. Besides from this age range, no other filter was applied, therefore respondents may represent different genders, nationalities, industries, company sizes and hierarchy levels. The first part of the Results chapter will illustrate the sample in more detail.

For now, it is important to know that among the 128 individuals, 51,6% are female and 48,4% are male. The sample is mainly represented by Brazilians (90,6%), but answers from individuals of other nationalities were also recorded: Portuguese (7,0%), and Cape Verdean, Mozambican and Argentinian together represent a remaining and small amount of 2,4%.

The industries that appeared were: Manufacturing (19,7%); Tourism & Hospitality (18,9%); Other Services (12,6%); Health (7,9%); Finance & Banking (7,1%); Retail Trade (6,3%); Events & Catering (5,5%); Others (5,5%); Technology and Information (5,5%); Real Estate & Construction (4,7%); Communication (3,1%); and finally Education (3,1%).

3.3 Data Collection

According to Cooper and Schindler (2016) there are three main ways to evaluate a measurement tool:

- Validity: the extent to which a test measures what is, in fact, intended to be measured;
- Reliability: accuracy and precision of the measurement process;
- Practicality: this refers to many factors of economy, convenience and interpretation.

So, to minimize the risks related to collecting data, the author decided to use an existing well-known instrument called *Authentic Leadership Questionnaire (ALQ)* developed by Avolio et al. (2007).

The ALQ is the most used tool for measuring Authentic Leadership by academics, its application is extended to top quality institutions such as Harvard University, for instance.

However, to better fit the aim of this study, a slight alteration in the structure of the questions was needed. The original questionnaire tries to identify if a leader is authentic or not, while this research intends to get perceptions of the Authentic Leadership approach, so the beginnings of questions were adapted to capture this. By the way, it is important to mention that scales were never changed from the original format.

In addition to this, the original instrument is written in english, therefore a translation to portuguese was needed, because despite the choice of writing this dissertation in english, the respondents were mainly from Brazil and Portugal.

Since the authors of the ALQ have copyrights, the managing institution (mindgarden.com) demands not to reproduce the questionnaire anywhere, so unfortunately a copy of the questionnaire will not be found in the annexes, once a master's dissertation is a public file.

Also due to the copyrights, it was mandatory for the progress of this work to contact the responsible institution (mindgarden.com) and get authorization to alter, translate and apply

the ALQ outside their control. Hence, a copy of all authorizations can be found in the annexes.

So, everything related to the ALQ generated **part I** of this research questionnaire. But a **part II** was added by the author based on the literature review, in order to evidentiate a global perception of the Generation Y towards this theory. The second part tries to understand up to what level Authentic Leadership can be considered exceptional leadership (5-point question) and "why" (open question) according to their points of view. The answer format of the first question had a Likert scale ranging from 1 to 5 (1 = not at all; 2 = slightly; 3 = moderately; 4 = considerably; and 5 = completely).

To summarize, the research questionnaire had two parts:

- PART I: Adapted from the original ALQ, measures the perception of respondents on Authentic Leadership by each one of the four components (self-awareness, balanced processing, internalized moral perspective, and relational transparency).
- PART II: Created by the author based on the literature review in order to get a global perception of Authentic Leadership, and richer opinions through an open question.

Finally, the medium chosen to apply the questionnaire was Google Forms (forms.google.com). Google Forms offers an easy, intuitive and reliable way to configure and distribute questionnaires all over the world. The questionnaire link was then spread throughout Facebook and LinkedIn social networks. All the answers were easily transformed into a Microsoft Excel file, and then transferred to the statistical software IBM SPSS 24.0.

3.4 Statistical Approach

As it was already mentioned, the aim of this research is to understand perceptions of Millennials on Authentic Leadership and propose suggestions and improvements to the

theory and to the organizations of today. In this sense, the first phase of the analysis occurred through descriptive statistics, in order to characterize the sample of respondents.

Next, the data was submitted to a multivariate statistical procedure. The Nonlinear Canonical Correlation Analysis (OVERALS) was the technique chosen to interpret the results by specific sets of variables. Following this method, a hierarchical cluster analysis was processed to understand patterns and to point out profiles.

In parallel, and to enrich the analysis, this study counted with supplementary data retrieved from the second part of the questionnaire that included one open question. So, a classification of these words was made to clarify the perceptions of this generation, and therefore make suggestions and recommendations for the recent theory of Authentic Leadership.

All of the above, except the classification of words, was executed with the assistance of SPSS version 24.0, a software from IBM.

3.5 Techniques Used

Since the two multivariate statistical techniques have a great deal of importance to this dissertation, this section offers a conceptualization and background on each one of them.

3.5.1 OVERALS: Nonlinear Canonical Correlation Analysis

To face the objectives of this work and considering that the answers of the questionnaire were ordinal (Likert scale from 1 to 5), the chosen method to process data is the OVERALS.

Adequate for qualitative variables, the technique was first described by Gifi (1981), then Van Der Burg et al. (1988), and Van Der Burg (1988) (Miranda, 2012). The term nonlinear canonical correlation analysis basically corresponds to categorical canonical correlation analysis with optimal scaling, which is different from the widely used canonical correlation analysis (CCA). The purpose of this procedure is to determine how similar sets of

categorical variables are to one another (IBM Knowledge Center, 2018). Analogously to the situation in multiple regression and canonical correlation analysis, OVERALS focuses on the relationships among sets; all particular variables contribute to the result as long as it provides information that is independent of the other variables in the same set (Yazici et al., 2010).

The optimal scaling approach expands the standard analysis in three crucial ways, according to IBM Knowledge Center (2018): first, OVERALS allows more than two sets of variables; second, variables can be scaled as either nominal, ordinal, or numerical, resulting in nonlinear relationships between variables to be analyzed; and third, instead of maximizing correlations between the variable sets, the sets are compared to an unknown compromise set that is defined by the object scores.

According to Miranda (2012) the OVERALS method uses the algorithm Alternating Least Squares (ALS) to transform, through optimal scaling, qualitative variables into quantitative variables, which results in important outputs, for instance: fit, loss, weights, component loadings and *eigenvalues*, which will be all interpreted in the next chapter.

3.5.2 Hierarchical Cluster

"Clustering is the task of segmenting a heterogeneous population into a number of more homogeneous subgroups" (Berry and Linoff, 2004, p. 11). In other words, an ideal cluster ought to be homogeneous within itself and heterogeneous from other clusters.

The hierarchical cluster method, according to IBM Knowledge Center (2018), uses an algorithm that starts with each case in a separate cluster and combines clusters until only one is left (agglomerative approach). The goal, then, is not to find a single partitioning of data, but a hierarchy of partitions which may reveal interesting structure in the data with multiple levels of granularity (Balcan et al., 2014).

According to Amorim (2015) there are many agglomerative algorithms depending on the criterion used to decide which clusters to merge, among them and perhaps the most

popular: the Ward method (Ward, 1963), which merges the two clusters that have the smallest cost to merge, and a single centroid is the center of the gravity of the cluster.

Distance or similarity measures are generated by the Proximities procedure and outputs can be interpreted through a dendogram (a tree representation). *"Such algorithms have been used in a wide range of application domains ranging from biology to social sciences to computer vision mainly because they are quite fast and the output is quite easy to interpret"* (Balcan et al., 2014, p. 4012).

3.6 The Variables

The variables of this dissertation are the questions of the questionnaire applied to the sample of Millennials. The part I of the questionnaire generated the main variables, while the part II of the questionnaire generated two supplementary variables.

So, concerning the part I, four sets of variables were created to be submitted to the OVERALS method. Each set corresponds to one pillar of Authentic Leadership. The variables are presented as follows:

- **Set 1** represents the *Self-Awareness* component. It includes four variables:

  - (a) A leader who seeks feedback to improve interactions with others;
  - (b) A leader who accurately describes how others view his/her (leader) capabilities;
  - (c) A leader who knows when it is time to reevaluate his/her position on important issues;
  - (d) A leader who shows he/she understands how specific actions impact others.

- **Set 2** corresponds to the *Balanced Processing* component. It includes three variables:

  - (a) A leader who solicits views that challenge his/her deeply held positions;

- ○ (b) A leader who analyzes relevant data before coming to a decision;
- ○ (c) A leader who listens carefully to different points of view before coming to conclusions.

- **Set 3** represents the *Internalized Moral Perspective* component. It includes four variables:

  - ○ (a) A leader who demonstrates beliefs that are consistent with actions;
  - ○ (b) A leader who makes decisions based on his/her core values;
  - ○ (c) A leader who asks you to take positions that support your core values;
  - ○ (d) A leader who makes difficult decisions based on high standards of ethical conduct.

- **Set 4** corresponds to the *Relational Transparency* component. It includes five variables:

  - ○ (a) A leader who says exactly what he/she means;
  - ○ (b) A leader who admits mistakes when they are made;
  - ○ (c) A leader who encourages everyone to speak their mind;
  - ○ (d) A leader who tells you the hard truth;
  - ○ (e) A leader who displays emotions exactly in line with feelings.

In short, there are a total of sixteen variables divided in four sets to be processed by the OVERALS technique on SPSS 24.0.

Besides, in the questionnaire, all the variables above refer to the question: *"In your opinion, how important for good leadership are the following situations?",* and the answers were given in a Likert scale with five levels of importance (1 = not at all important; 2 = slightly important; 3 = moderately important; 4 = very important; and 5 = extremely important).

In addition to all of the exposed above, two supplementary variables derived from part II of the questionnaire were used to better capture the perceptions of this generation on Authentic Leadership. With the first variable a descriptive analysis was made. The second

variable, as it is an open question, a classification of words was done. The two variables are found below:

- From your point of view, to which extent Authentic Leadership can be considered exceptional leadership? (Likert scale: 1 = not at all; 2 = slightly; 3 = moderately; 4 = considerably; and 5 = completely).
- Why did you assign this grade? (Open question).

4. RESULTS

This chapter is divided in four parts: the first part was reserved to the presentation of the descriptive statistics data; the second part presented the multivariate statistics data; the third part shows the discussion of the results; and the fourth part, finally, the discussion of the research objectives.

4.1 Presentation of Descriptive Statistics Data

4.1.1 Sociodemographic Characteristics

Regarding the sociodemographic characteristics of the respondents from Generation Y to the Authentic Leadership Questionnaire (ALQ), it was verified that:

Out of 128 persons, 48,4% are male while 51,6% are female. Also, since the sample represents only the Generation Y, which implies people ranging from 19 to 36 years old (base year = 2018), the age mean is 29,98 years old, the median 30 years old and the mode 29 years old. The specific age distribution is found below in **Graph 4.1**:

Graph 4.1: Sample Age Distribution
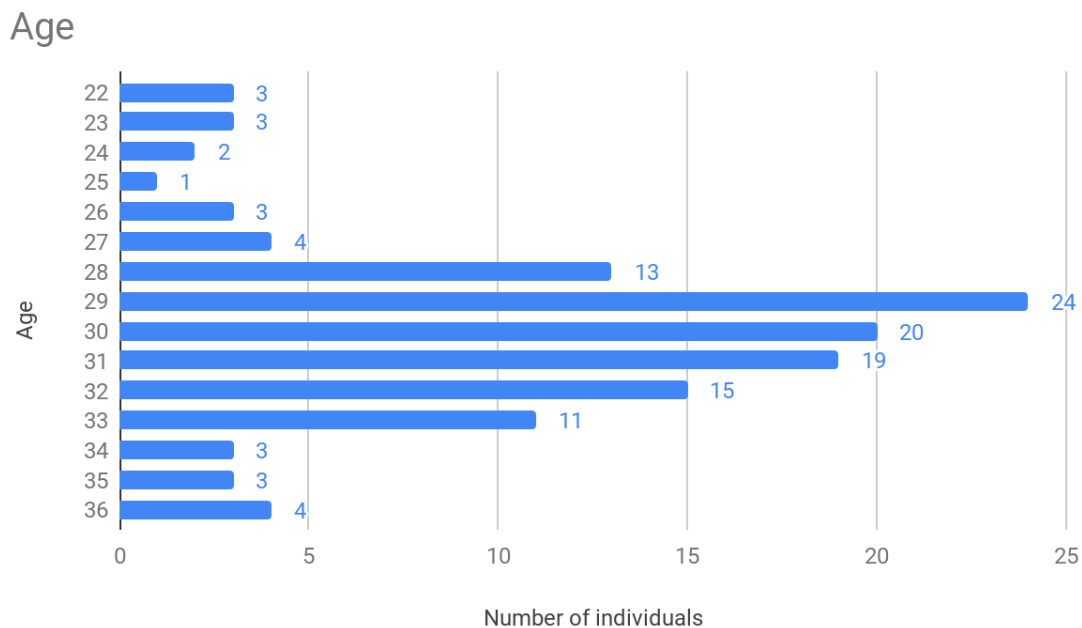
Source: Author

Concerning **nationality**, the majority of the sample is Brazilian (90,6%), the second major nationality is Portuguese (7,0%), and finally, Cape Verdean, Mozambican and Argentinian together represent a remaining and small amount of 2,4%.

The following variable is **industry**, and as it turns out, the five major industries that came up, orderly, were: manufacturing; tourism & hospitality; other services (might include: law, consultancy, architecture, psychology, design, and outsourcing); health; and finance & banking. **Graph 4.2** summarizes all the 12 industries identified and their respective proportions:

Graph 4.2: Industries
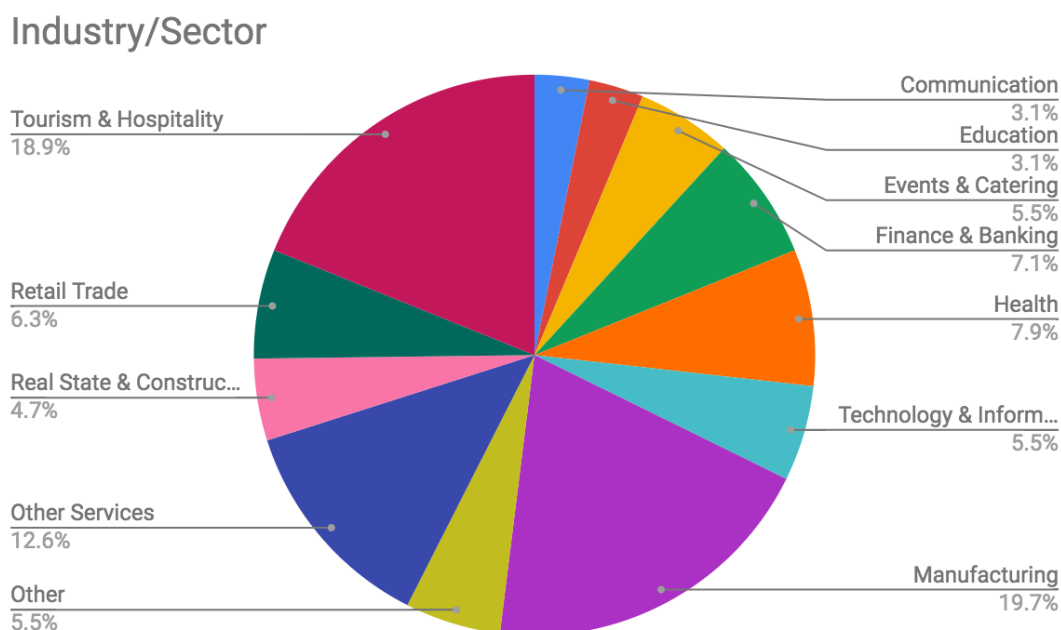
Source: Author

As for **company size**, 31,3% said they work for a small company, 21,9% said they work for a medium-sized company, and 46,9% mentioned they work for a big corporation. Within this company, the **hierarchy levels** of these respondents are: intern (2,3%); entry-level (26,6%); coordinator/supervisor (23,4%); manager (28,1%); director (1,6%); owner/partner (14,8%); and other situations (3,1%). In other words, a managerial position is the most typical situation among this sample of Millennials. The **Graph 4.3** illustrates this situation:

Hierarchy Level

Other
3.1%

Owner/Partner
14.8%

Director
1.6%

Manager
28.1%

Intern
2.3%

Entry-level
26.6%

Coordinator/Supervisor
23.4%
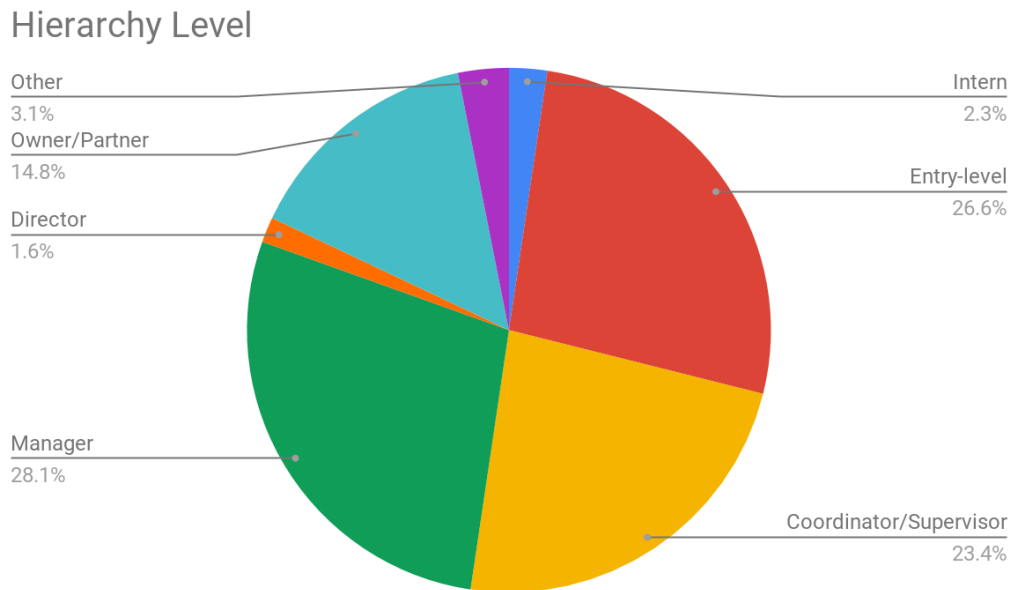
Source: Author

4.1.2 Perceptions on Authentic Leadership - By Component

As mentioned before, Authentic Leadership (AL) has four main components: self-awareness, balanced processing, internalized moral perspective, and relational transparency. Each of the elements will be analyzed separately in this section. This was derived from part I of the questionnaire.

4.1.2.1 Self-Awareness

The component **self-awareness** is measured by the ALQ with four statements (a, b, c, d). The question that precedes the four statements is: "*In your opinion, how important for good leadership are the following situations?"* The answer format had a Likert scale ranging from 1 to 5 (where 1 = not at all important; 2 = slightly important; 3 = moderately important; 4 = very important; and 5 = extremely important).

The first statement "a leader who seeks feedback to improve interactions with others" had 68,8% of *extremely important* answers, and 25,0% of *very important* answers, leaving only

5,5% for *moderately important* and 0,8% of *slightly important*. Zero responses were computed for *not at all important*. The **Graph 4.4** below illustrates this situation:

Graph 4.4: A leader who seeks feedback to improve interactions with others
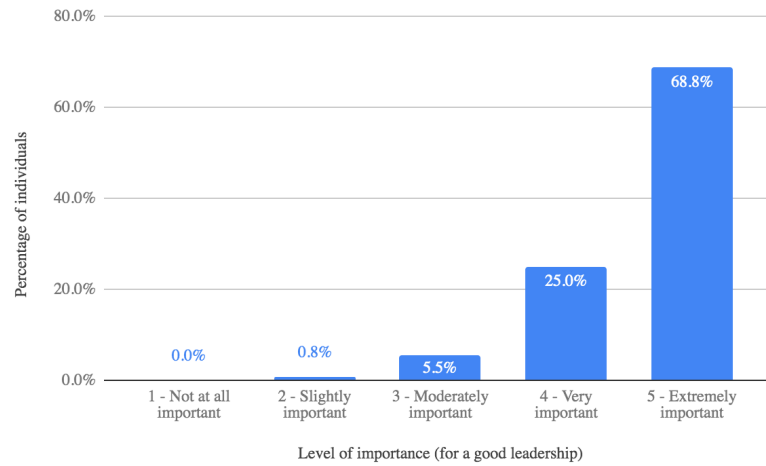
Source: Author

The second statement follows the exact same logic and has its responses represented by the **Graph 4.5**:

Graph 4.5: A leader who accurately describes how others view his/her capabilities
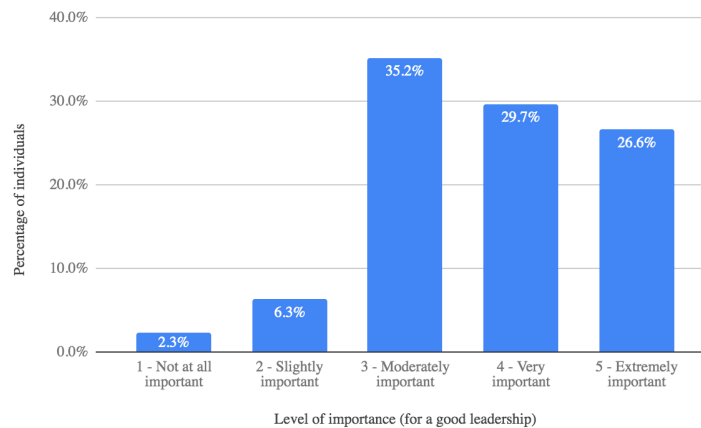
Source: Author

The third statement has its responses represented by the **Graph 4.6**:

Graph 4.6: A leader who knows when it is time to reevaluate his/her position on important issues
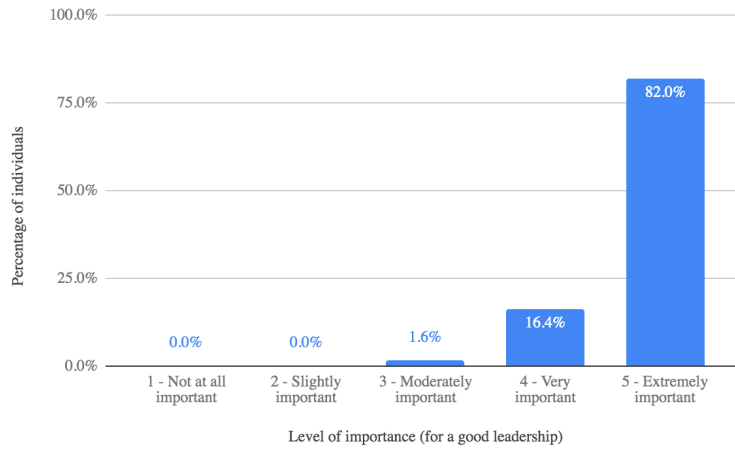
Source: Author

Finally, the fourth statement has its responses represented by the **Graph 4.7**:

Graph 4.7: A leader who shows he/she understands how specific actions impact others
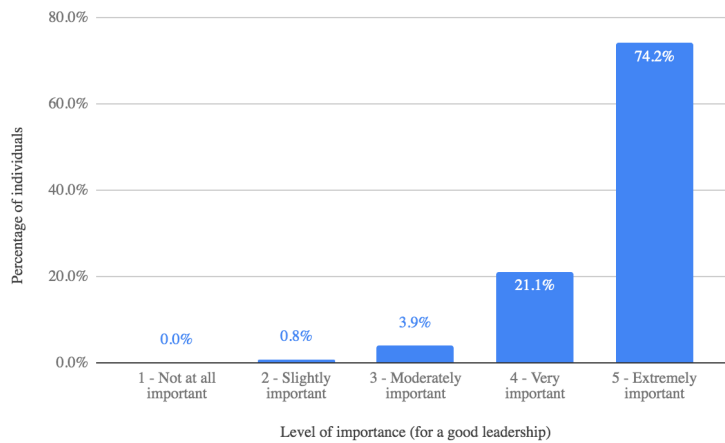
Source: Author

So, the majority of the results stayed between *very important* and *extremely important*, meaning that **self-awareness**, the first component of AL, is perceived as important by Generation Y. However, variable "b" (**a leader who accurately describes how others view his/her (leader) capabilities**) seems to capture a different behavior, since the most popular response (35,2%) said this is *moderately* important for good leadership. Nevertheless, the relationships between variables will be better analyzed after processing the multivariate statistics technique. Within the descriptive scope, **self-awareness** is considerably valued by Millennials.

4.1.2.2 Balanced Processing

The component **balanced processing** is measured by the ALQ with three statements (a, b, c). The question that precedes the three statements is: "*In your opinion, how important for good leadership are the following situations?"* The answer format had a Likert scale ranging from 1 to 5 (where 1 = not at all important; 2 = slightly important; 3 = moderately important; 4 = very important; and 5 = extremely important).

The first statement "a leader who solicits views that challenge his/her deeply held positions" had 41,4% of *extremely important* answers, 42,2% of *very important* answers, 14,8% for *moderately important,* and 1,6% of *slightly important*. Zero responses were computed for *not at all important*. The **Graph 4.8** illustrates this situation:

Graph 4.8: A leader who solicits views that challenge his/her deeply held positions
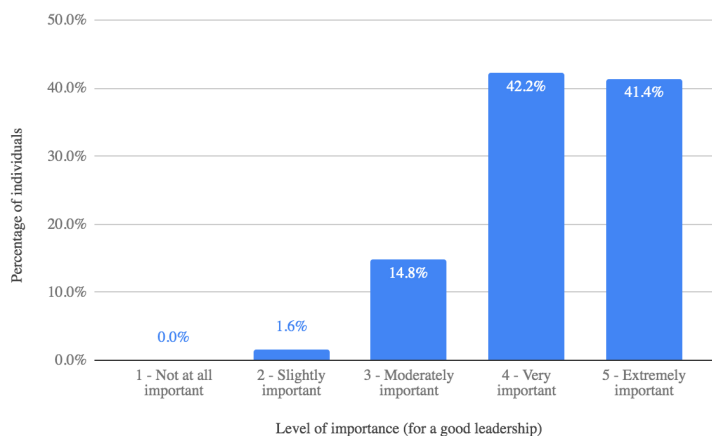
Source: Author

The second statement follows the exact same logic and has its responses represented by the **Graph 4.9** below:

Graph 4.9: A leader who analyzes relevant data before coming to a decision
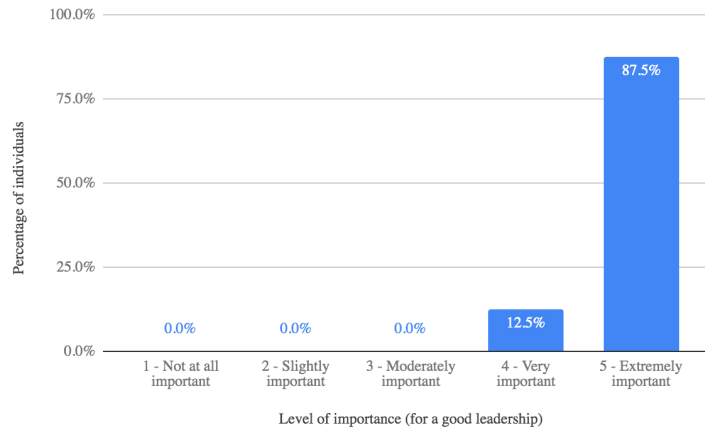
Source: Author

The third statement has its responses represented by the **Graph 4.10**:

Graph 4.10: A leader who listens carefully to different points of view before coming to conclusions
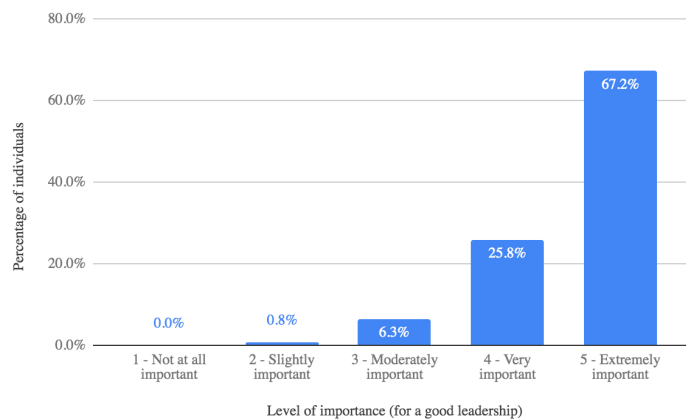
Source: Author

The majority of the answers for the component **balanced processing** also ranged between *very important* and *extremely important*. Interestingly, it is noticed that not a single person answered *not at all important* on any of the three variables of the **balanced processing** component. All this means that **balanced processing** is perceived as important for good leadership, at least from Millennials' points of view.

4.1.2.3 Internalized Moral Perspective

The component **internalized moral perspective** is measured by the ALQ with four statements (a, b, c, d). The question that precedes the four statements is: "*In your opinion, how important for good leadership are the following situations?"* The answer format had a Likert scale ranging from 1 to 5 (where 1 = not at all important; 2 = slightly important; 3 = moderately important; 4 = very important; and 5 = extremely important).

The first statement "a leader who demonstrates beliefs that are consistent with actions" had 57,0% of *extremely important* answers, 24,2% of *very important* answers, 14,1% for *moderately important,* 2,3% of *slightly important*, and finally 2,3% of *not at all important*. The **Graph 4.11** illustrates this situation:

Graph 4.11: A leader who demonstrates beliefs that are consistent with actions
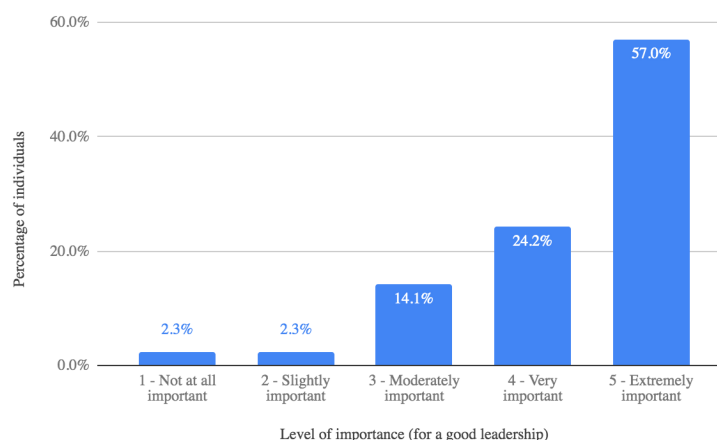
Source: Author

The second statement follows the exact same logic and has its responses represented by the **Graph 4.12**:

Graph 4.12: A leader who makes decisions based on his/her core values
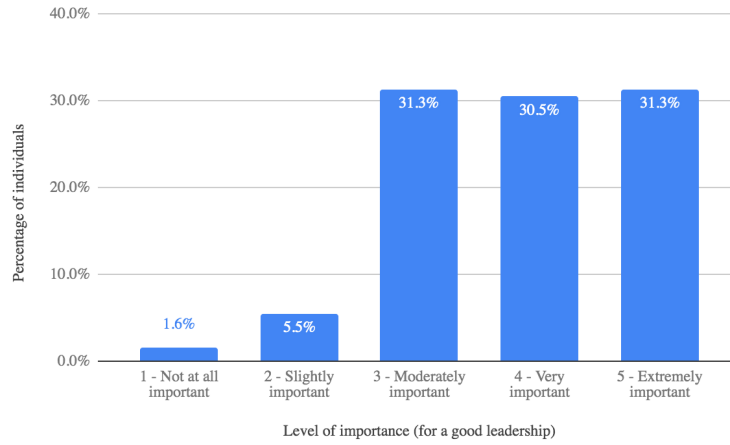
The third statement has its responses represented by the **Graph 4.13**:

Graph 4.13: A leader who asks you to take positions that support your core values
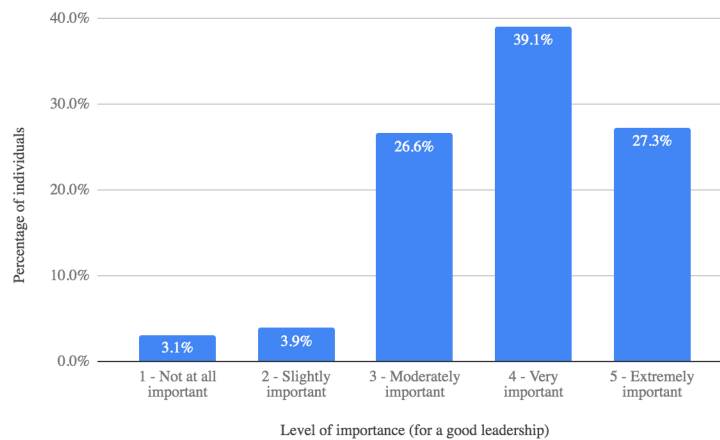
Finally, the fourth statement has its responses represented by the **Graph 4.14**:

Graph 4.14: A leader who makes difficult decisions based on high standards of ethical conduct
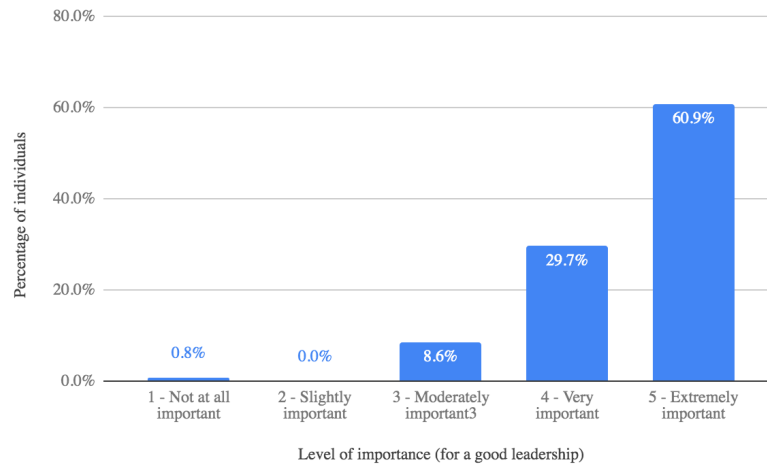
Source: Author

Evidently, even though the majority of the results are still positive, much more variance was noted. Answers were not concentrated on *extremely important* and *very important*, showing that the component **internalized moral perspective** might be more polemic and a possible source of divergent behavior among Millennials. This element of AL is definitely not considered unimportant, which makes sense since it involves ethics, but there is debate whether it is *moderately* or *extremely important*. In any case, this will be best discussed after the multivariate statistics analysis.

4.1.2.4 Relational Transparency

The component **relational transparency** is measured by the ALQ with five statements (a, b, c, d, e). The question that precedes the five statements is: "*In your opinion, how important for good leadership are the following situations?"* The answer format had a Likert scale ranging from 1 to 5 (where 1 = not at all important; 2 = slightly important; 3 = moderately important; 4 = very important; and 5 = extremely important).

The first statement "a leader who says exactly what he/she means" had 10,2% of *extremely important* answers, 26,6% of *very important* answers, 46,9% for *moderately important,* 14,1% of *slightly important,* and finally 2,3% of *not at all important.* The **Graph 4.15** illustrates this situation:

Graph 4.15: A leader who says exactly what he/she means
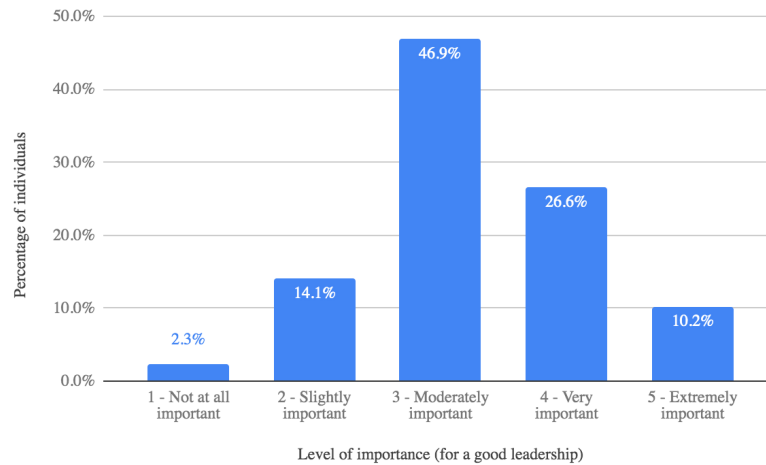
Source: Author

The second statement follows the exact same logic and has its responses represented by the **Graph 4.16** below:

Graph 4.16: A leader who admits mistakes when they are made
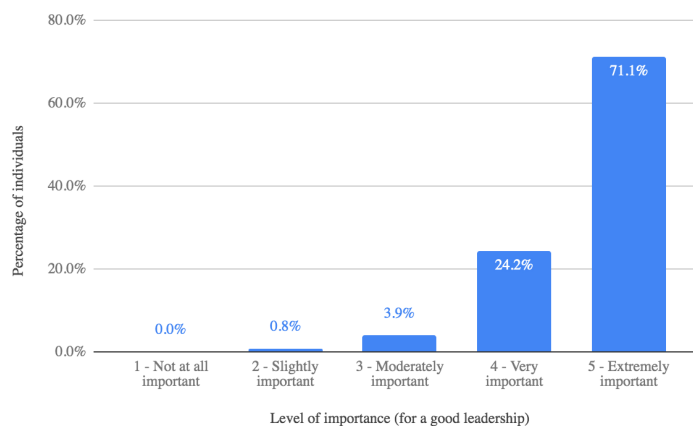
Source: Author

The third statement has its responses represented by the **Graph 4.17** below:

Graph 4.17: A leader who encourages everyone to speak their mind
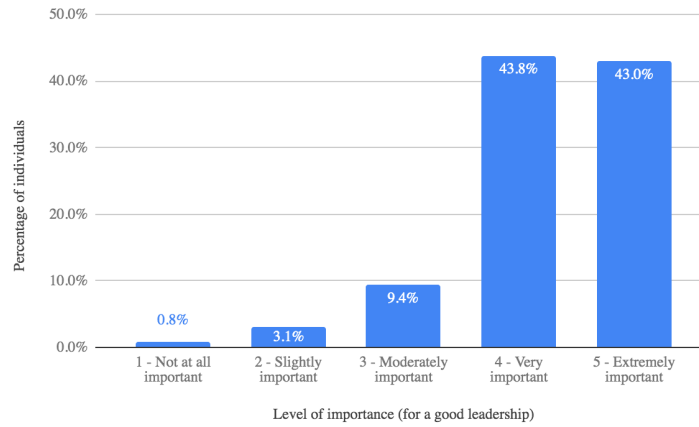
The fourth statement has its responses represented by the **Graph 4.18** below:

Graph 4.18: A leader who tells you the hard truth
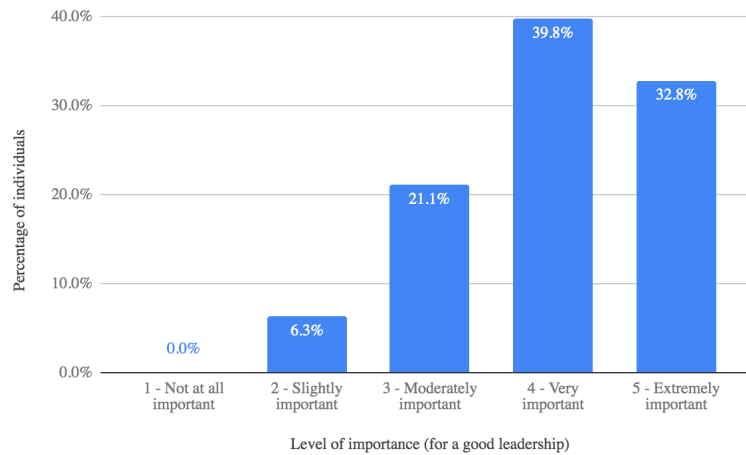
At last, the fifth statement has its responses represented by the **Graph 4.19**:

Graph 4.19: A leader who displays emotions exactly in line with feelings
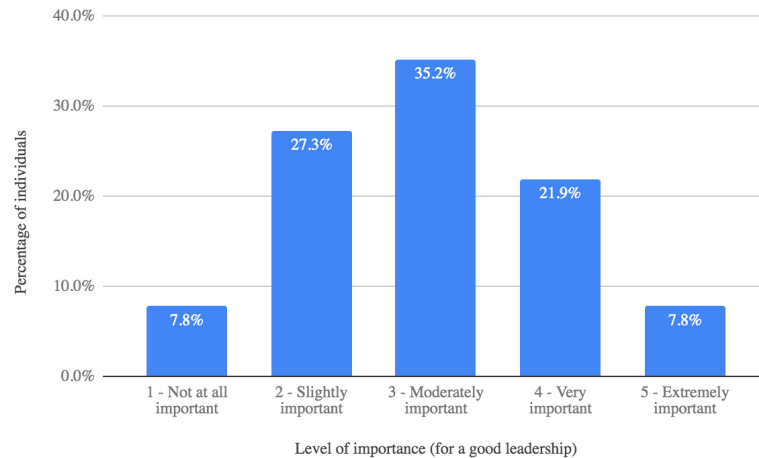
Source: Author

By looking at the five variables that measure **relational transparency**, it is easy to see that this is the most polemic component of AL. Variable "a leader who says exactly what he/she means" had only 10,2% of respondents judging it *extremely important* for good leadership. Additionally, variable "a leader who displays emotions exactly in line with feelings" had 7,8% of individuals answering *not at all important*, besides from another 27,3% answering *slightly important* for good leadership. Within the descriptive statistics scope of analysis, **relational transparency** is the least important component for Millennials. Nonetheless, the multivariate analysis will provide more light to this event.

4.1.3 Perceptions on Authentic Leadership - Global

Besides from part I of the questionnaire, which by the way, generated all the information above, a part II was added. This second part was created to better capture the overall perceptions of respondents toward Authentic Leadership with two simple questions. Also, it is important to remind that part II was not derived from the original ALQ, but created by the author to better fit the aim and objectives of this research.

The first question was: "*From your point of view, to which extent Authentic Leadership can be considered exceptional leadership?"* The answer format had a Likert scale ranging from 1 to 5 (where 1 = not at all; 2 = slightly; 3 = moderately; 4 = considerably; and 5 = completely). The results can be observed in **Graph 4.20**:

Graph 4.20: Comparing authentic leadership to exceptional leadership
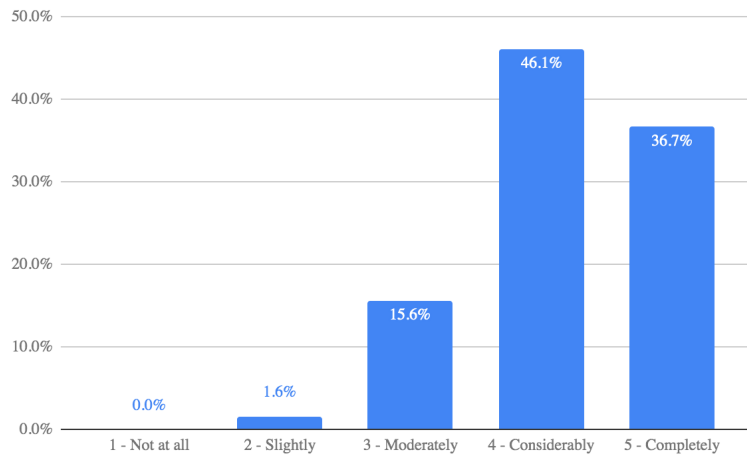
Source: Author

By looking at this result, what is first evident is that not a single person said that *not at all* AL can be considered exceptional leadership. But on the other side, only 36,7% of the respondents said Authentic Leadership can be *completely* considered exceptional leadership. So, this means that Millennials agree that AL is a positive way of leading, but not to a full extent. In fact, 15,6% judged *moderately* and 46,1% of the sample said AL can *considerably* be seen as exceptional. In other words, most of them perceive AL as positive, but the room for improvement is clear.

In order to evidentiate their perceptions even more, a complementary and final question was proposed: "*Why did you assign this grade?"* This was an open and optional question.

To analyze the results, a classification of words were conducted with the assistance of Microsoft Word and Excel. The criteria was simple: if the main objective of this work is to

propose suggestions and improvements to AL theory, answers that completely agree were excluded. Then, from each sentence left, keywords were allocated and glued together afterwards according to similarity. Finally, keywords that appeared only once and could not be glued to any existing group were also eliminated due to lack of relevancy.

The final result evidenced ten keywords as shown below, in order of importance:

1. **Flexibility**: basically resulted from opinions regarding the *relational transparency* component of AL, meaning that a leader cannot be completely and totally transparent all of the time, a good leader must be flexible to evaluate the situation and behave accordingly. The original answers included terms such as: finding balancing; adapting; limits; filter; common sense; dosing; equilibrium and so on. In other words, Millennials often perceived AL as too rigid.

2. **Technical Skills**: Millennials were concerned that AL ignores the importance of technical skills for a good leadership. They think one cannot perform great leadership without knowing the specifics of the job. The original answers included terms such as: knowledge of markets and teams; know how to engage; people management knowledge; experience; know-how and so on.

3. **Contradicting values**: basically concerns the *internalized moral perspective* component of AL. Respondents were concerned that if a leader has to stay true to his/her values, will they always agree with the organization's values? The original answers included sentences such as: ethics and morality may change; mixing individual and organizational values can be toxic.

4. **Example**: Millennials were concerned that AL ignores the importance of setting the example for a good leadership to occur. For some, example is the most important aspect of leadership.

5. **Subjectivity**: some respondents preferred not to opinion due to the subjectivity of the topic, confirming the idea that AL is still young and unstructured. The original answers included sentences such as: there are many nuances; and it's very relative.

6. **Something is Missing**: it was curious to see that some Millennials could not find the words to express further opinions on AL, and this was made clear as they stated sentences such as those two: *"something is missing for AL to be considered exceptional"*, or even *"those are not the only factors that make an exceptional leader"*.

7. **Focus on Results**: AL theory does not directly encompass results orientation, as a consequence some respondents made clear that results are important for exceptional leadership.

8. **Resilience**: Millennials were concerned that AL ignores the importance of resilience for a good leadership to occur.

9. **Emotional Intelligence**: AL might have similarities with the theory of emotional intelligence, in fact, there is one shared component (self-awareness). However, emotional intelligence is a broader theme, so some respondents remarked..

10. **Humility**: a few individuals judged humility an important for great leadership, even being somewhat related to some AL components.

4.2 Presentation of Multivariate Statistics Data

4.2.1 OVERALS

As for the OVERALS analysis, all the 128 individuals were analyzed together to understand the similarity and the relations between the four sets of categorical variables predefined. Each set corresponds to one pillar of the AL theory (**set 1** - Self-Awareness; **set 2** - Balanced Processing; **set 3** - Internalized Moral Perspective; and **set 4** - Relational Transparency). All questions were measured by a Likert scale with 5 levels of importance that ranged from *not at all important* to *extremely important*. One individual was excluded due to extreme outlier behavior, thus the technique was processed with 127 individuals.

The application of the multivariate OVERALS method has two main objectives: (i) identify the degree of dependence between the sets of variables; and (ii) identify the most relevant variables for each group. In order to fulfill the first objective, it is necessary to analyze the

Fit and the **Loss**, as well as the number of dimensions of the model. Accordingly, the second objective is fulfilled by the analysis of **Weights**, **Component Loadings** and **Multiple Fit**, all outputs generated by the SPSS 24.0. So, the **Table 4.1** below illustrates the summary of the OVERALS analysis:

Table 4.1: Summary of OVERALS analysis

Summary of Analysis

		Dimension 1	2	Sum
Loss	Set 1	.413	.765	1.178
	Set 2	.373	.883	1.257
	Set 3	.564	.284	.848
	Set 4	.414	.172	.586
	Mean	.441	.526	.967
Eigenvalue		.559	.474	
Fit				1.033

Source: SPSS 24.0

The OVERALS technique produced two canonical relations represented by dimensions 1 and 2. The Fit value is 1,033, which is the *Eigenvalue* of both dimensions summed together. So, a mean loss of 0,967 is observed, where dimension 2 is the greater.

In addition, it is possible to know the amount of information within each canonical dimension by dividing *Eigenvalue* by Fit. Thus, 0,559 divided by 1,033 equals 0,5411 (dimension 1). Likewise, 0,474 divided by 1,033 equals 0,4588 (dimension 2). In other words, 54,11% of the total information within the four sets of variables is explained by dimension 1, and consequently 45,88% of the total information is explained by dimension 2.

In order to identify the most relevant variables within each set (the second objective of this OVERALS analysis), three important outputs have to be considered (Weights, Component

Loadings and Multiple Fit), and all of them are found respectively below **(Tables 4.2, 4.3, 4.4)**:

Table 4.2: Weights - OVERALS

Weights

Set	Variable	Dimension	
		1	**2**
1	a) A leader who seeks feedback to improve interactions with others	0.194	-0.306
	b) A leader who accurately describes how others view his/her (leader) capabilities	0.351	0.266
	c) A leader who knows when it is time to reevaluate his/her position on important issues	0.214	-0.293
	d) A leader who shows he/she understands how specific actions impact others	0.417	-0.205
2	a) A leader who solicits views that challenge his/her deeply held positions	0.289	0.087
	b) A leader who analyzes relevant data before coming to a decision	0.247	-0.309
	c) A leader who listens carefully to different points of view before coming to conclusions	0.652	-0.132
3	a) A leader who demonstrates beliefs that are consistent with actions	0.523	0.716
	b) A leader who makes decisions based on his/her core values	-0.019	0.154
	c) A leader who asks you to take positions that support your core values	-0.190	0.089
	d) A leader who makes difficult decisions based on high standards of ethical conduct	0.449	-0.325
4	a) A leader who says exactly what he/she means	0.414	0.840
	b) A leader who admits mistakes when they are made	0.482	-0.285
	c) A leader who encourages everyone to speak their mind	-0.429	0.284
	d) A leader who tells you the hard truth	-0.047	-0.146
	e) A leader who displays emotions exactly in line with feelings	0.416	-0.261

Source: SPSS 24.0

Table 4.3: Component Loadings - OVERALS

Component Loadings

Set	Variable	Dimension	
		1	2
1	a) A leader who seeks feedback to improve interactions with others	0.406	-0.302
	b) A leader who accurately describes how others view his/her (leader) capabilities	0.575	0.067
	c) A leader who knows when it is time to reevaluate his/her position on important issues	0.299	-0.284
	d) A leader who shows he/she understands how specific actions impact others	0.583	-0.200
2	a) A leader who solicits views that challenge his/her deeply held positions	0.370	0.050
	b) A leader who analyzes relevant data before coming to a decision	0.291	-0.307
	c) A leader who listens carefully to different points of view before coming to conclusions	0.687	-0.133
3	a) A leader who demonstrates beliefs that are consistent with actions	0.468	0.778
	b) A leader who makes decisions based on his/her core values	0.156	0.241
	c) A leader who asks you to take positions that support your core values	-0.092	0.157
	d) A leader who makes difficult decisions based on high standards of ethical conduct	0.394	-0.332
4	a) A leader who says exactly what he/she means	0.449	0.796
	b) A leader who admits mistakes when they are made	0.503	-0.098
	c) A leader who encourages everyone to speak their mind	0.075	0.413
	d) A leader who tells you the hard truth	0.178	-0.075
	e) A leader who displays emotions exactly in line with feeliings	0.477	-0.011

i. Optimal Scaling Level: Ordinal

ii. Projections of the Single Quantified Variables in the Object Space

Source: SPSS 24.0

Table 4.4: Multiple Fit - OVERALS

Fit

Set	Variable	Multiple Fit		
		Dimension		Sum
		1	2	
1	a) A leader who seeks feedback to improve interactions with others	0.043	0.096	0.140
	b) A leader who accurately describes how others view his/her (leader) capabilities	0.133	0.093	0.226
	c) A leader who knows when it is time to reevaluate his/her position on important issues	0.048	0.087	0.135
	d) A leader who shows he/she understands how specific actions impact others	0.176	0.045	0.221
2	a) A leader who solicits views that challenge his/her deeply held positions	0.084	0.018	0.103
	b) A leader who analyzes relevant data before coming to a decision	0.061	0.096	0.157
	c) A leader who listens carefully to different points of view before coming to conclusions	0.426	0.032	0.458
3	a) A leader who demonstrates beliefs that are consistent with actions	0.282	0.517	0.799
	b) A leader who makes decisions based on his/her core values	0.001	0.027	0.027
	c) A leader who asks you to take positions that support your core values	0.037	0.011	0.049
	d) A leader who makes difficult decisions based on high standards of ethical conduct	0.212	0.110	0.322
4	a) A leader who says exactly what he/she means	0.186	0.708	0.893
	b) A leader who admits mistakes when they are made	0.232	0.082	0.314
	c) A leader who encourages everyone to speak their mind	0.195	0.092	0.287
	d) A leader who tells you the hard truth	0.002	0.021	0.024
	e) A leader who displays emotions exactly in line with feelings	0.174	0.070	0.243

i. Optimal Scaling Level: Ordinal

Source: SPSS 24.0

To begin with, the criteria used to select the most relevant variables was to identify the highest absolute value of each set across all of the three outputs (Weights, Component Loadings and Multiple Fit), as well as being above 0,500 on the Component Loadings output (as long as it is not a variable plane).

With this criteria under consideration, for **Table 4.2** where the canonical weights are expressed, it is observable that for **set 1**, variable 'd' (*a leader who shows he/she understands how specific actions impact others)* was chosen due to its greater absolute weight in dimension 1 (0,417). For **set 2**, variable 'c' was selected (*a leader who listens carefully to different points of view before coming to conclusions*) due to its greater weight in dimension 1 (0,652). As for **set 3**, variable 'a' was chosen (*a leader who demonstrates beliefs that are consistent with actions*) because of its greater weight in dimension 2 (0,716). Finally, regarding **set 4**, variable 'a' was selected (*a leader who says exactly what he/she means*) due to its greater weight in dimension 2 (0,840).

Table 4.3 expresses the contribution of the variables for the generation of each canonical factor, thus the highest the better for the analysis. In this scenario, it is observable that for **set 1**, variable 'd' (*a leader who shows he/she understands how specific actions impact others*) was chosen due to its greater load in dimension 1 (0,583). Additionally, variable 'b' (*a leader who accurately describes how others view his/her (leader) capabilities*) registers 0,575, which is above 0,500 and it is not a variable plane, thus it was chosen too. For **set 2**, variable 'c' was selected (*a leader who listens carefully to different points of view before coming to conclusions*) due to its greater load in dimension 1 (0,687). Besides from variable 'c', none of the variables registered values above 0,500, so no other variables were selected from this set. As for **set 3**, variable 'a' was chosen (*a leader who demonstrates beliefs that are consistent with actions*) because of its greater load in dimension 2 (0,778). Besides from variable 'a', none of the variables registered values above 0,500, so no other variables were chosen from this set. At last, concerning **set 4**, variable 'a' was selected (*a leader who says exactly what he/she means*) due to its greater load in dimension 2 (0,796). Additionally, variable 'b' (*a leader who admits mistakes when they are made*) registers 0,503, which is above 0,500 and it is not a variable plane, thus it was selected too.

Finally, **Table 4.4** contributes to finding the variables with greater discriminant values within each group, and it also serves as complement analysis for the previous two. So, it is observable that for **set 1**, variable 'd' (*a leader who shows he/she understands how specific*

actions impact others) was chosen due to its greater value in dimension 1 (0,176). For **set 2**, variable 'c' was selected (*a leader who listens carefully to different points of view before coming to conclusions*) due to its greater value in dimension 1 (0,426). As for **set 3**, variable 'a' was chosen (*a leader who demonstrates beliefs that are consistent with actions*) because of its greater value in dimension 2 (0,517). At last, regarding **set 4**, variable 'a' was selected (*a leader who says exactly what he/she means*) due to its greater value in dimension 2 (0,708).

As a summary, the six variables that fulfilled the criteria (highest absolute value of each set across all of the three outputs, as well as being above 0,500 on the Component Loadings, as long as it is not a variable plane) are presented as follows:

- **Set 1 - Self-Awareness**
  - Variable 'b': *a leader who accurately describes how others view his/her (leader) capabilities* (dimension 1);
  - Variable 'd': *a leader who shows he/she understands how specific actions impact others* (dimension 1).

- **Set 2 - Balanced Processing**
  - Variable 'c': *a leader who listens carefully to different points of view before coming to conclusions* (dimension 1).

- **Set 3 - Internalized Moral Perspective**
  - Variable 'a': *a leader who demonstrates beliefs that are consistent with actions* (dimension 2).

- **Set 4 - Relational Transparency**
  - Variable 'a': *a leader who says exactly what he/she means* (dimension 2);
  - Variable 'b': *a leader who admits mistakes when they are made* (dimension 1).

4.2.1.1 Relevance of Variables

As a summary and as an emphasis to the relevance of the variables chosen, the three functions analyzed (weights, component loadings, and multiple fit) allows us to judge if a variable is extremely relevant (fulfils the criteria for the three functions), very relevant (two functions), and relevant (one). The **Table 4.5** illustrates how the six variables selected in this research are extremely relevant:

Table 4.5: Relevance of Variables

Set	Variable	Criteria			Degree of Relevance
		Weights	Component Loadings	Multiple Fit	
1	b) A leader who accurately describes how others view his/her (leader) capabilities	☑	☑	☑	Extremely Relevant
	d) A leader who shows he/she understands how specific actions impact others	☑	☑	☑	Extremely Relevant
2	c) A leader who listens carefully to different points of view before coming to conclusions	☑	☑	☑	Extremely Relevant
3	a) A leader who demonstrates beliefs that are consistent with actions	☑	☑	☑	Extremely Relevant
4	a) A leader who says exactly what he/she means	☑	☑	☑	Extremely Relevant
	b) A leader who admits mistakes when they are made	☑	☑	☑	Extremely Relevant

Source: Author

Given the importance of these variables, it might be interesting to look back at the graphs displayed in section 4.1.2. Nevertheless, an overview is offered in the next paragraph. All the variables were measured in a Likert scale with 5 levels of importance.

At first, the variable *'a leader who accurately describes how others view his/her (leader) capabilities'* from **set 1**, registers the majority of answers (35,2%) as *moderately important.*

Second, the variable *'a leader who shows he/she understands how specific actions impact others'* from **set 1**, presents 95,3% of answers between *very important* and *extremely important.* Next, the variable *'a leader who listens carefully to different points of view before coming to conclusions'* from **set 2**, also presents highly positive answers, 93,0% of answers ranged between *very important* and *extremely important.* Then, the variable *'a leader who demonstrates beliefs that are consistent with actions'* from **set 3**, divides the answers a bit more, 14,1% of *moderately important* answers, and basically all the rest ranged between *very important* and *extremely important.* The variable *'a leader who says exactly what he/she means'* from **set 4**, is the most polemic, since only 10,2% judged *extremely important* while 46,9% judged *moderately important* and 14,1% answers *slightly important.* Finally, the variable *'a leader who admits mistakes when they are made'* from **set 4**, registers 95,3% of all answers between *very important* and *extremely important.*

Even though Millennials appear to considerably value the Authentic Leadership approach, now that the most relevant variables are highlighted, it is fundamental to further analyze their perceptions based on a hierarchical cluster technique before the validation of the research objectives. The cluster analysis will be the topic of the next section.

4.2.2 Hierarchical Cluster

Besides from the OVERALS technique, a hierarchical clustering method was applied with the assistance of IBM SPSS statistical software version 24.0. The aim of this analysis is to find clusters of respondents with similar perceptions towards the six variables selected: (i) a leader who accurately describes how others view his/her (leader) capabilities; (ii) a leader who shows he/she understands how specific actions impact others; (iii) a leader who listens carefully to different points of view before coming to conclusions; (iv) a leader who demonstrates beliefs that are consistent with actions; (v) a leader who says exactly what he/she means; and (vi) a leader who admits mistakes when they are made.

The **Graph 4.21** illustrates the clusters generated:

Graph 4.21: Clusters - Scatter Dot
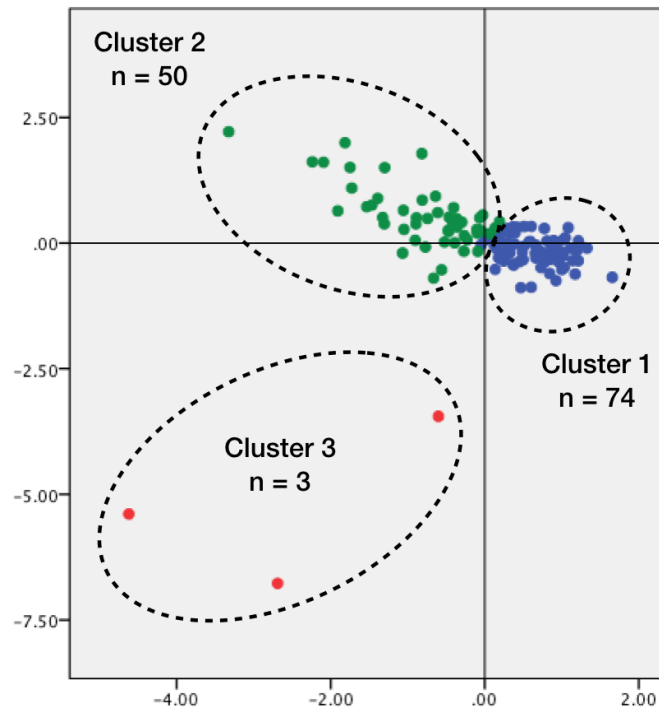
As observed in **Graph 4.21**, the three clusters are well separated between them, but the individuals are close together within the circles, this means it is possible to establish profiles.

As for the demographics, all the three clusters were very diverse in terms of gender, nationality, industry, hierarchical level and company size. Only three points deserve attention, the first one is that cluster 1 is mostly composed by women, the second is that cluster 2 is mostly composed by men, and the third is that cluster 3 is composed by individuals who work for big companies.

Cluster 1 is basically composed by very positive individuals and enthusiasts of AL. They perceive "a leader who accurately describes how others view his/her (leader) capabilities" is between *moderately important* (28,4%) and *extremely important* (37,8%) for good leadership. They also believe "a leader who shows he/she understands how specific actions

impact others" is *extremely important* (97,3%) for good leadership. Moreover, they think that for a good leadership to happen "a leader who listens carefully to different points of view before coming to conclusions" is *extremely important* (93,2%). Besides, they see that "a leader who demonstrates beliefs that are consistent with actions" is *extremely important* (62,2%) for good leadership. Next, most of them understand that "a leader who says exactly what he/she means" is only *moderately important* (48,6%). Finally, "a leader who admits mistakes when they are made" is seen as *extremely important* (85,1%) by them. It is interesting to note that none of the respondents from cluster 1 used the *not at all important* scale, and almost never the *slightly important* scale was selected. For the sake of curiosity, cluster 1 is mainly composed by women.

Cluster 2 is still composed by positive individuals, but more variance was noted across the answers, meaning that although this group values the AL approach, they have critics and reservations. They perceive "a leader who accurately describes how others view his/her (leader) capabilities" as *moderately important* (44,0%) for good leadership. They also believe "a leader who shows he/she understands how specific actions impact others" is *very important* (46,0%) for good leadership. They think that for a good leadership to happen "a leader who listens carefully to different points of view before coming to conclusions" is *very important* (54,0%). Besides, they see that "a leader who demonstrates beliefs that are consistent with actions" is *extremely important* (54,0%) for good leadership. Moreover, they understand that "a leader who says exactly what he/she means" is *moderately important* (48,0%), while *extremely important* represented only 6,0%. Finally, "a leader who admits mistakes when they are made" is seen as *extremely important* (52,0%) by them. Additionally, and contrary to what was observed in cluster 1, the *slightly important* scale was often used by this group and the *extremely important* scale much less used. For the sake of curiosity, cluster 2 is mainly composed by men.

Cluster 3, as a matter of fact, is very small and composed by individuals that could have been considered outliers. Nevertheless, the organized manner these "outliers" presented themselves made it interesting to analyze, specially when one of the objectives of this study

is to propose suggestions to the new theory of AL. The percentages will not be presented here since cluster 3 is composed only by three individuals. With this in mind, it is observable that cluster 3 perceives that "a leader who accurately describes how others view his/her (leader) capabilities" *moderately important* for good leadership. They also believe *'a leader who shows he/she understands how specific actions impact others'* is *very* and *extremely important* for good leadership. They think "a leader who listens carefully to different points of view before coming to conclusions" is between *moderately* and *extremely important*. But perhaps what most differentiates this cluster are the following two variables: they understand that "a leader who demonstrates beliefs that are consistent with actions" is between *not at all important* and *moderately important* for good leadership, and all of them see "a leader who says exactly what he/she means" as *not at all important* (while none of the 74 individuals of cluster 1 and the 50 individuals of cluster 2 have evaluated like this). Finally, "a leader who admits mistakes when they are made" is seen between *moderately* and *extremely important* by them. What becomes clear for cluster 3 is that opinions are more extreme and objective, specially when it concerns questions from sets 3 and 4. For the sake of curiosity, cluster 3 is completely composed by individuals who work for big organizations.

To summarize, while cluster 1 was mainly positive and very enthusiast, cluster 2 evidentiated some criticism and more ponderations toward AL. Cluster 3, on the other hand, behaved with assertiveness, especially in the most polemic ones. They presented themselves with strong opinion and objectivity.

4.2.2.1 Enthusiasts, Skepticals, and Pragmatics

A complementary analysis could be made by relating these variables to the original components of AL they refer to. So, it is useful to remind that: variables (i) and (ii) are part of the *self-awareness* component of AL; variable (iii) is part of the *balanced processing* component; variable (iv) *internalized moral perspective*; (v) and (vi) *relational transparency*. In this sense, the results presented above also reflect the opinion of the three clusters on the four components of AL.

The six graphs below **(4.22, 4.23, 4.24, 4.25, 4.26, 4.27)** attempt to illustrate this discussion. Also, it is important to remind that cluster 3 has only three individuals when looking at the percentages.

Graph 4.22: Clusters' behaviors according to variable 1

1b) A leader who accurately describes how others view his/her (leader) capabilities (self-awareness)
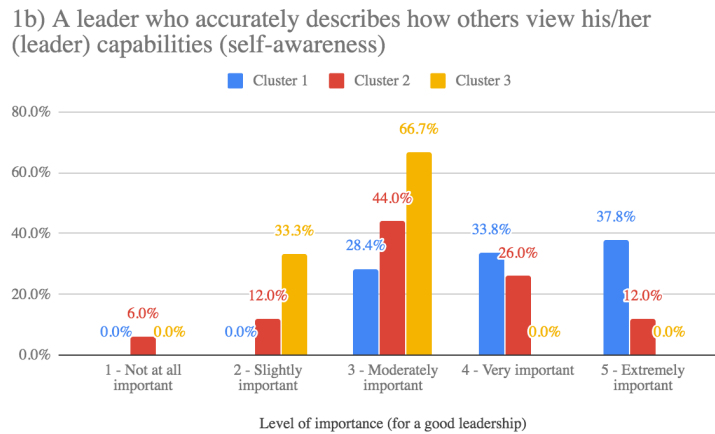
Source: Author

Graph 4.23: Clusters' behaviors according to variable 2

1d) A leader who shows he/she understands how specific actions impact others (self-awareness)

Source: Author

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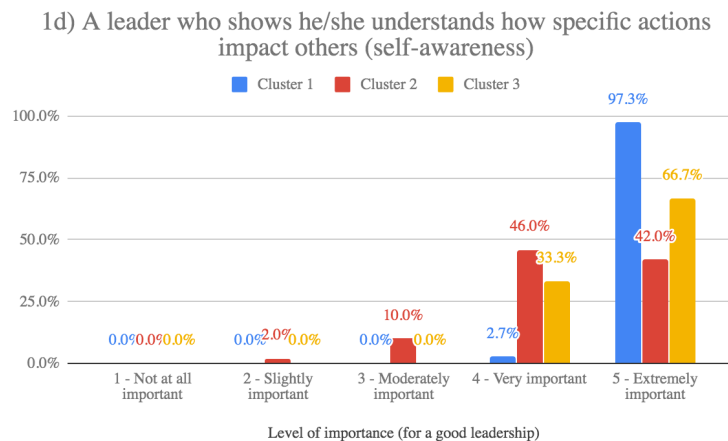
Graph 4.24: Clusters' behaviors according to variable 3

2c) A leader who listens carefully to different points of view before coming to conclusions (balanced processing)

Level of importance (for a good leadership)
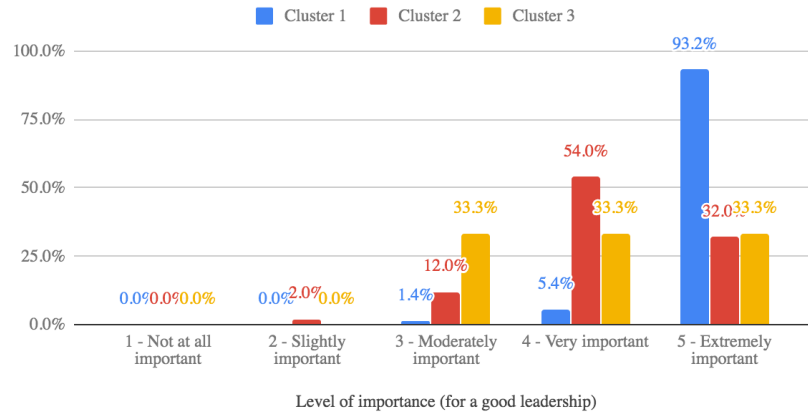
Source: Author

Graph 4.25: Clusters' behaviors according to variable 4

3a) A leader who demonstrates beliefs that are consistent with actions (internalized moral perspective)

Level of importance (for a good leadership)
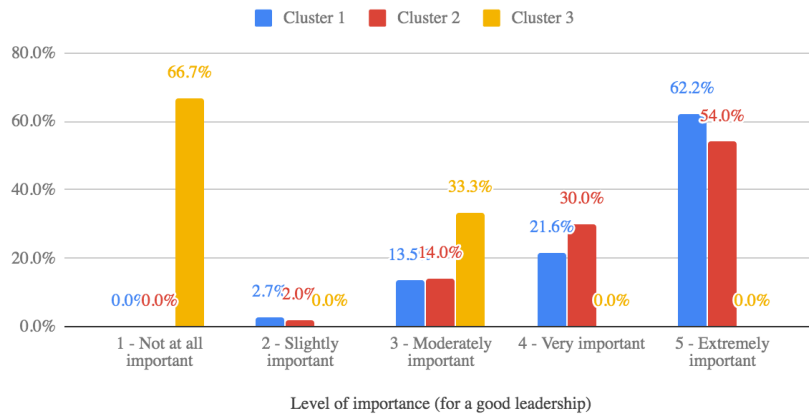
Source: Author

Graph 4.26: Clusters' behaviors according to variable 5

4a) A leader who says exactly what he/she means (relational transparency)
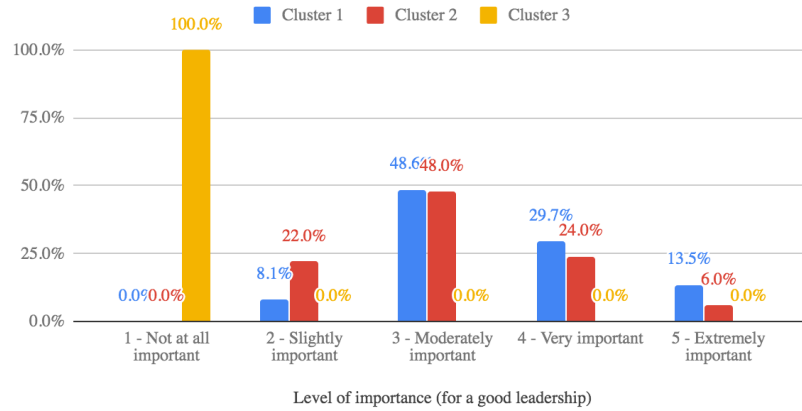
Source: Author

Graph 4.27: Clusters' behaviors according to variable 6

4b) A leader who admits mistakes when they are made (relational transparency)
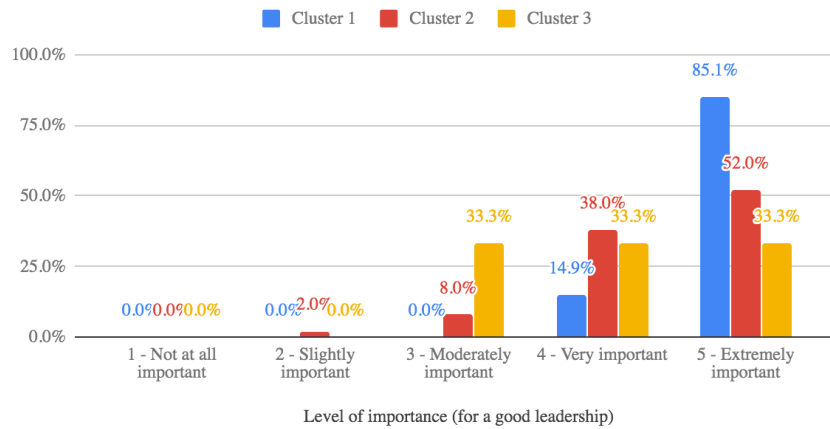
Source: Author

By looking at the six graphs above, it is easy to see that the first two components of AL (*self-awareness*, **Graphs 4.22** and **4.23**; and *balanced processing*, **Graph 4.24**) do not offer much polemic. Both *self-awareness* and *balanced processing* seem to be important for all three clusters of Millennials. The last two components of AL are more turbulent though.

Internalized Moral Perspective, measured by the variable "a leader who demonstrates beliefs that are consistent with actions" (**Graph 4.25**) clearly divides the opinions of the Generation Y. While clusters 1 and 2 see it as important, cluster 3 sees it as not important. In other words, clusters 1 and 2 think that practicing what one believes is important for good leadership. On the other hand, cluster 3 thinks a leader can believe in one thing and do another without compromising the quality of his/her leadership. This is the biggest contrast of opinions discovered in this study and a valuable finding.

Finally, the *Relational Transparency* component, measured by two variables, also provides trivial information. The first variable, and perhaps the most interesting, "a leader who says exactly what he/she means" (**Graph 4.26**), is moderately important for cluster 1, this demands attention since cluster 1 is the extremely positive one; also moderately important for cluster 2, which makes sense since they are more skeptical; and not at all important for cluster 3, revealing again strong and different opinions by this group. In short, this means that cluster 3 thinks a good leader does not say exactly what he/she means, therefore, a good leader can filter information, pretend or act if necessary, meaning that transparency does not have to necessarily happen all the time for a leadership to be considered good. The second variable "a leader who admits mistakes when they are made" (**Graph 4.27**), does not offer the same level of contrast, since all three clusters see it as important. Of course, cluster 1 was more enthusiastic about it, while clusters 2 and 3 much less.

In addition to this, it is highly important to emphasize that the biggest difference of behavior among Millennials takes place in the face of two variables: "a leader who demonstrates beliefs that are consistent with actions" (internalized moral perspective - set 3); and "a leader who says exactly what he/she means" (relational transparency - set 4). Both of these variables clearly divides the opinions of the sample. This means that

Millennials have different opinions not only on how ethics/morality may affect the quality of leadership, but also whether transparency can be positive or not for the same purposes.

Based on everything displayed by the clusters and the analysis above, **cluster 1** was named *The Enthusiasts* due to the extremely positive responses; **cluster 2** was named *The Skepticals* due to the higher variance and more distribution of answers; and **cluster 3** was named *The Pragmatics* due to the objectivism and more practical behavior while responding to the questions about AL. **Table 4.6** below attempts to summarize the three profiles found:

Table 4.6: Characterization of Clusters - Summary

Cluster 1 (n = 74)	Cluster 2 (n = 50)	Cluster 3 (n = 3)
THE ENTHUSIASTS	*THE SKEPTICALS*	*THE PRAGMATICS*
- Very positive individuals - Diverse sociodemographics, but majority is female - Have given the highest grades - Never used 'not at all important' - Almost never used 'slightly important' - 'Extremely important' was frequently used - Perceive the 4 components of AL as important	- Still positive individuals, but with more reservations and critics - Diverse sociodemographics, but the majority is male - More variance was noted, grades were more distributed - 'Slightly important' was often used - More balanced and centered opinions towards AL - Positive critics - Perceive the 4 components of AL as important, but with ponderations	- More objective and practical individuals - Diverse sociodemographics, but all of them work for big companies - Clear opinion on polemic topics - Strong beliefs - Perceive two components of AL as important (self-awareness and balanced processing) - Perceive 'a leader who demonstrates beliefs that are consistent with actions' as not at all important (part of the ethical/moral component of AL) - Perceive 'a leader who says exactly what he/she means' as not at all important (part of the transparency component of AL)

Source: Author

4.3 Discussion of Results and Suggestions to Authentic Leadership

4.3.1 Perceptions of Millennials on Authentic Leadership - Summary

Before advancing to make suggestions, this section aims to discuss, using everything brought until here, the perceptions of Millennials on Authentic Leadership.

At this point, it is valid to remember some characteristics of the sample: the sample was well divided between men and women (48,4% to 51,6%, respectively), the age mean was 30 years old, and the majority of individuals were of Brazilian nationality (90,6%). Besides from this, manufacturing and tourism & hospitality were the most popular industries, representing almost 40% of the sample, and finally, a managerial position was the most popular response for the hierarchy level of the individuals (28,1%).

Moving to their actual perceptions, this discussion follows the same order of elements adopted so far: self-awareness, balanced processing, internalized moral perspective and relational transparency. Please consider **Table 4.7** below:

Table 4.7: Perceptions on AL - Summary

AL COMPONENT	VARIABLES	MEAN	MODE	VARIANCE
SELF-AWARENESS	a) A leader who seeks feedback to improve interactions with others	4.62	5	0.396
	b) A leader who accurately describes how others view his/her (leader) capabilities	3.72	3	1.007
	c) A leader who knows when it is time to reevaluate his/her position on important issues	4.80	5	0.190
	c) A leader who knows when it is time to reevaluate his/her position on important issues	4.69	5	0.343

BALANCED PROCESSING	a) A leader who solicits views that challenge his/her deeply held positions	4.23	4	0.575
	b) A leader who analyzes relevant data before coming to a decision	4.88	5	0.110
	c) A leader who listens carefully to different points of view before coming to conclusions	4.59	5	0.416
INTERNALIZED MORAL PERSPECTIVE	a) A leader who demonstrates beliefs that are consistent with actions	4.31	5	0.925
	b) A leader who makes decisions based on his/her core values	3.84	3	0.968
	c) A leader who asks you to take positions that support your core values	3.84	4	0.957
	d) A leader who makes difficult decisions based on high standards of ethical conduct	4.50	5	0.520
RELATIONAL TRANSPARENCY	a) A leader who says exactly what he/she means	3.28	3	0.834
	b) A leader who admits mistakes when they are made	4.66	5	0.353
	c) A leader who encourages everyone to speak their mind	4.25	4	0.661
	d) A leader who tells you the hard truth	3.99	4	0.795
	e) A leader who displays emotions exactly in line with feelings	2.95	3	1.123
GLOBAL PERCEPTION	1. From your point of view, to which extent Authentic Leadership can be considered exceptional leadership?	4.18	4	0.558

Source: Author

Table 4.7 intends to summarize the perceptions brought by the descriptive statistics.

As illustrated, **Self-Awareness** is positively perceived by Millennials. The mean score of its four variables is 4,46 and indicates that self-awareness is between very important and extremely important for Millennials on average.

Additionally, the multivariate statistical analysis is congruent with that, since all three clusters perceive self-awareness as important for good leadership (**Table 4.6**). In other words, not only the Enthusiasts perceive this component as important, but also the Skepticals and the Pragmatics.

Likewise, as illustrated by **Table 4.7**, **Balanced Processing** is positively perceived by Millennials. The mean score of its three variables is 4,57 and indicates that balanced processing is between very important and extremely important for Millennials on average.

Moreover, the multivariate statistical analysis agrees with that, since all three clusters perceive balanced processing as important for good leadership (**Table 4.6**). In other words, not only the Enthusiasts perceive this component as important, but also the Skepticals and the Pragmatics.

Accordingly, as illustrated by **Table 4.7**, **Internalized Moral Perspective** is positively perceived by Millennials in general. The mean score of its four variables is 4,12 and indicates that internalized moral perspective is around very important for Millennials on average.

However, as the literature review predicted, and as the increased variance indicates, this is a polemic component. So, the multivariate analysis illustrates that cluster 1 (the Enthusiasts) and cluster 2 (the Skepticals) perceive internalized moral perspective as important, while cluster 3 perceives it as not important (**Graph 4.25**).

Finally, as illustrated by **Table 4.7**, **Relational Transparency** is positively perceived by Millennials in general. The mean score of its five variables is 3,83 and indicates that ,

although it is the less popular element of the quartet, relational transparency is between considerably important and very important for Millennials on average.

However, as predicted by the theory, and as indicated by the increased variance, this is another polemic component. So, the multivariate analysis illustrates that for variable "a leader who says exactly what he/she means", clusters 1 and 2 (the Enthusiasts and the Skepticals) perceive it as moderately important for good leadership, while cluster 3 (the Pragmatics) judged as not important at all (**Graph 4.26**). It is interesting to notice here that while cluster 3 (n = 3) answered *not at all important* for this variable, not a single person from clusters 1 and 2, which is 124 individuals, selected this same response.

Nevertheless, the second variable selected by the OVERALS technique ("a leader who admits mistakes when they are made") shows how complex the *relational transparency* component is. All three clusters perceived this variable as important for good leadership (**Graph 4.27**), with more enthusiasm from cluster 1 and more skepticism from clusters 2 and 3.

Besides from the information displayed in **Table 4.7**, when asked "why" AL can or cannot be considered an exceptional form of leadership, Millennials expressed some important ideas: AL is perceived as too rigid, the concept of transparency needs flexibility, the problem with contradicting values (personal and professional), and too much subjectivity for instance.

In a summarized manner, the whole discussion presented here, represents everything that the sample of Millennials expressed throughout the research. With this in mind, the next section will outline the suggestions promised by the scope of this work.

4.3.2 Suggestions to Authentic Leadership

The suggestions here proposed have two main objectives. First, help AL scholars rethink some aspects of the theory to better suit the present and future generation of leaders. And

second, improve the application and development of AL in organizational contexts in which Millennials are present.

Firstly, invest and encourage **Self-awareness**. For Millennials this is a fundamental element of great leadership, not even the Skeptics or the Pragmatics thought otherwise. Self-awareness is an intrinsic and personal quality that perhaps involves more psychology than management, but as discussed in the literature and demonstrated here, it is very much valued by this generation and a crucial element for organizations today.

Similarly, invest and encourage **Balanced processing**. For Millennials this is also a fundamental element of great leadership that not even Skeptics or Pragmatics thought otherwise. Balanced processing is, again, an intrinsic and personal quality that may involve more psychology than management, but as theory shows and data proved, it is greatly valued by this generation.

Balance well **Internalized Moral Perspective** actions. This moral/ethical element of AL causes different reactions among Millennials, especially concerning the following situation "a leader who demonstrates beliefs that are consistent with actions". To Enthusiasts and even Skeptics this situation illustrates an important aspect of good leadership, meaning that practicing what one believes is important. But not according to Pragmatics, they understand a leader can believe in one thing and do another without compromising leadership quality. So, an authentic leader may not produce the best results when dealing with pragmatic Millennials. They perceive this situation as impractical and almost idealistic, then being cautious is essential in order not to harm performance.

AL and in fact the component of **Relational Transparency** need more flexibility. This is the most unpopular element of AL, it is seen as too rigid. Attention is necessary because even Enthusiasts thought so. The situation "a leader who says exactly what he/she means" sounded too strict to all clusters of Millennials, and even more to Pragmatics. In other words, a good leader should filter information, pretend or act, if necessary, meaning that transparency does not need to happen all the time for a leadership to be considered good. In

fact, some AL scholars argue that authenticity involves flexibility, however, this was not at all clear when Millennials answered the ALQ.

Millennials also expressed concerns with the subjectivity of the topic and the lack of focus on crucial aspects of a great leadership, for instance: setting the example, focusing on results, the importance of technical skills and humility. These are all helpful inputs for AL scholars and organizations.

In summary, AL is a good approach for Millennials who lead and follow, global perceptions were very positive and potential benefits are high. However, the ponderations above must be taken into consideration for companies that want better performance and AL scholars who want to work in an effective leadership approach for the world of today.

4.4 Discussion of Research Objectives

The purpose of this section is to revisit this research objectives and highlight if and how each one of them was fulfilled.

Objective 1 was to discuss in detail the rich theoretical background of AL and Generation Y. This was successfully accomplished in chapter two with a robust literature review. To be more precise, the literature review started presenting the modern concept of Authenticity that AL was built upon; second, the literature of AL itself was covered, detailing each one of its four components; then the Authentic Leader was discussed; next, the critiques to AL; and finally, different perspectives on the Generation Y.

Objective 2 was to characterize the Generation Y and statistically analyze their perceptions on AL (by component and globally). Section 4.1 was directed at accomplishing this goal. For instance, sociodemographic figures illustrated the sample, and for each one of the variables there was a graph displaying the Millennials' behavior towards it. Finally, a global perception graph was presented in section 4.1.3 to close the descriptive part of the results.

Objective 3 intended to understand if and how Millennials behave differently from one another, and outline the profiles found. Indeed, after the OVERALS, three clusters were

found and profiled accordingly (the Enthusiasts, the Skepticals, and the Pragmatics), bringing valuable arguments to the findings. This helped understand that although the global perception of AL is positive, there are important distinctions to be understood by organizations and scholars.

Objective 4 intended to propose suggestions and improvements to AL scholars and to organizations based on the perceptions of these Millennials. This was accomplished step by step throughout the research, but detailed in section 4.3.2. Perhaps, the most contribution concerns the Internalized Moral Perspective, as well as the Relational Transparency, both are polemic. They may please Millennials if they are Enthusiasts or even Skeptics, but definitely not if they are Pragmatics.

Finally, the four objectives above were steps to accomplish the **Aim** of this research: *Understand the perceptions of Millennials on Authentic Leadership and propose suggestions and improvements to the theory and to the organizations of today.*

So, at this point, it is possible to affirm that the aim and objectives of this dissertation were successfully fulfilled according to the summary above. The next section will conclude the this dissertation.

5. FINAL CONSIDERATIONS

This final chapter is divided in three parts: first, the conclusions and main contributions will be highlighted; then the limitations of the study will be presented; and finally suggestions for future research.

5.1 Conclusions

After a long journey researching Authentic Leadership (AL) and Millennials (Generation Y), a series of conclusions and contributions can be made:

- By looking at the descriptive statistics of the sixteen variables, all components of AL (self-awareness, balanced processing, internalized moral perspective and relational transparency) can be considered important for Millennials. So, globally, AL is positively perceived by the Millennial generation.

- When asked the extent to which AL can be considered exceptional leadership, most of Millennials answered *considerably* (46,1%). None responded *not at all*, 1,6% responded *slightly*, 15,6% said *moderately*, and 36,7% said *completely*. So, even though AL is positively perceived by Millennials, the room for improvement is clear, since only 36,7% of the sample completely considered AL an exceptional form of leadership.

- In section 4.1.3 a classification of words attempted to organize the answers of the open question. As a result, valuable ideas appeared. Based on them, two important conclusions can be made:

  - First, AL seems too rigid for pragmatic and skeptical Millennials, the concepts of authenticity and transparency often sounded like lack of flexibility for them.

  - Second, AL seems a bit idealistic or impractical, the same group expressed the need to focus on results, the importance of technical skills, setting the

example, and resilience. Some of them could not find the words, but mentioned that "something is missing" for AL to be considered exceptional leadership. What also reinforces the idea of AL being impractical is the problem of contradicting values, meaning if the authentic leader stays true to his/her beliefs and values, what happens if the organizational values are different?

- The cluster analysis brought three more conclusions:

  - Cluster 1 had extremely positive answers, between 4 and 5. Majority of individuals are women. So, millennial women are more enthusiasts towards AL.

  - Cluster 2 is still positive but with more variance. Majority of individuals are male. So, millennial men are more skeptical towards AL.

  - Cluster 3 had objective and practical answers. All individuals work for big corporations. So, Millennials who work for big corporations act in a more pragmatic way towards AL.

- In this regard, cluster 1 was named *The Enthusiasts* (extremely positive about AL, did not question anything); cluster 2 was named *The Skepticals* (still positive, but with much more ponderations and reservations); and cluster 3 was named *The Pragmatics* (individuals with objective behaviors toward polemic variables). As a conclusion, Millennials may perceive AL in three different ways: first, very enthusiastically; second, with positive ponderations and critics; and third, pragmatically, behaving in very objective manners depending on the situation.

- Putting now the components of AL in evidence, new conclusions can be made:

  - Self-awareness is perceived as highly important for Millennials, even for Skeptics and Pragmatics. So, self-awareness is definitely a fundamental element of great leadership for Millennials and for organizations today.

○ Balanced processing is also perceived as highly important for Millennials, even for Skeptics and Pragmatics. So, balanced processing is definitely a fundamental element of great leadership for Millennials and for organizations today.

○ Internalized moral perspective is perceived as important for clusters 1 and 2, but not important for cluster 3. So, this ethical/moral element is fundamental for Enthusiasts and Skeptics, but unnecessary to Pragmatics. To be more precise, Enthusiasts and Skeptics think practicing what one believes is important for good leadership. Conversely, Pragmatics understand that a leader can believe one thing and do another without compromising leadership quality. As a conclusion, if being an authentic leader is "demonstrating beliefs that are consistent with actions", then pragmatic Millennials cannot be considered authentic leaders or may conflict with authentic leaders.

○ Relational transparency is seen as moderately important for clusters 1 and 2, but not important for cluster 3. So, this transparency element is somewhat valued by Enthusiasts and Skeptics, but not valued by Pragmatics. Therefore, it is something to be carefully analyzed, at least when dealing with the Generation Y. To be more precise, Pragmatics think a good leader does not say what he/she means, a good leader should filter information, pretend or act, if necessary, meaning that transparency need not to happen all the time for a leadership to be considered good. As a conclusion, if being an authentic leader is "saying exactly what one means", then, again, pragmatic Millennials cannot be considered authentic leaders or may conflict with authentic leaders. In addition to all this, if the transparency element is somewhat valued by Enthusiasts and Skeptics and not valued by Pragmatics, this is the least popular element of AL for Millennials.

- So, the intrinsic elements of AL (self-awareness and balanced processing) are unanimously important for Generation Y. But the extrinsic elements (internalized moral perspective and relational transparency) are polemic and divisive. Hence, when AL addresses one's internal world, Millennials could not agree more, but when it addresses the external world (actions and behaviors) some Millennials may strongly disagree.

5.2 Limitations

Despite their relevance, any scientific work is subject to limitations. As for this dissertation it is important to highlight a few topics.

First of all, most of the Generation Y characterization presented in the literature review was originated the United States, while the Generation Y that responded the questionnaire was from Brazil and Portugal. Even though the age group is the same, geographical and cultural differences may exist.

Additionally, the author by himself was able to collect responses from 128 Millennials, which was more than enough to encounter interesting results. Nevertheless, findings and conclusions could have been even more impactful if the sample included several hundreds or several thousands of individuals. Hence, the data collection methods and consequently the size of the sample might be considered limitations as well.

Even though the definitive aim of this work was to analyze perceptions of the Generation Y on Authentic Leadership, a comparison between generations (for example: Generation Y, Generation X and Baby Boomers) was quickly cogitated and could have had perhaps richer outcomes, since different age groups saw and learnt from different types of leadership across time.

Another point to emphasize is that the ALQ (Authentic Leadership Questionnaire) is an instrument written in english language, but once the application of it was restricted to Portuguese speaking countries, a translation was needed. Even with the most careful

attention to all nuances of language, some expressions, wordings and slight peculiarities can be missed when translated, even with a professional translation service. Even though this concerns a small detail, it might be a barrier.

5.3 Future Research

This study can also contribute to future research developments. As mentioned above, a comparison between different generations may be an interesting theme of investigation, since different age groups usually have different perceptions on the best ways to lead. This clash of opinions can be source of inestimable information if submitted to multivariate methods of statistics.

If future researchers aim to study Millennials and Authentic Leadership, it might be valuable to focus attention on two components of AL: internalized moral perspective and relational transparency, after all they present the most variance and divergence of opinions.

The same methodology used here could be applied to investigate one specific industry, for instance, as opposed to all sectors of the industry. The same methodology can also be used to research only men or women, C-level executives or entry-level employees, and so on. In addition to this, different and new leadership approaches (for example, creative leadership) could be submitted to the same methodology to have their perceptions understood by the new generation of leaders or any other groups.

Finally, despite some variables and situations, AL is globally perceived as positive by Millennials. Therefore, it could be interesting to investigate the impacts of AL on the performance of this generation, capturing both individual and group levels.

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ANNEX I

i. ALQ Research Permission - Mind Garden

Authentic Leadership Questionnaire Research Permission

Bruce J. Avolio, William L. Gardner, and Fred O. Walumbwa

Prepared on July 10, 2018 for:

Felipe Cotrim

You completed your evaluation at 8:00 pm EDT on July 10, 2018.

mind garden

To whom it may concern,

This letter is to grant permission for Felipe Cotrim to use the following copyright material for his/her research:

Instrument: *Authentic Leadership Questionnaire (ALQ)*

 Authors: *Bruce J. Avolio, William L. Gardner, and Fred O. Walumbwa*

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Three sample items from this instrument may be reproduced for inclusion in a proposal, thesis, or dissertation.

The entire instrument may not be included or reproduced at any time in any published material.

Sincerely,

Mind Garden, Inc.
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ii. ALQ Alteration Permission - Mind Garden

Conditions of Use

Effective date is July 11, 2018 for:

Felipe Cotrim

You submitted your statement for altering a Mind Garden instrument at 9:39 pm EDT on July 10, 2018.

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Conditions of Use for Altering a Mind Garden Instrument

Before conducting your research:

1) You will register your intent to make an alteration of a Mind Garden instrument by describing the type of alteration(s), the details of the alteration(s), and the rationale behind the alteration(s). (You have fulfilled this condition. The information you provided is included below).

Instrument Name:
Authentic Leadership Questionnaire
Specific Alterations:
Add or delete items
Alteration Details:
Possible questions to be added in the end: - If you could rank the 4 components of AL from most important to least important, how would you do it? - Is there any other component that you consider important for leadership today not expressed by the AL theory? Which one(s)?
Reason for Alterations:
The aim of my dissertation is to get perceptions of Millennials on Authentic Leadership and propose suggestions for the theory based on the views of these future leaders.

2) You will assign all rights to the altered instrument to the copyright holder. (You agreed to this condition by electronically signing and submitting the form).

3) You will put the instrument copyright, including the notification that the instrument was altered, on every page containing question items from this instrument. Add the following text to the end of the copyright:

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An example, using the Multifactor Leadership Questionnaire, is shown below.

iii. ALQ Remote Online Use Permission - Mind Garden

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[v2]

Remote online use of the Mind Garden instrument stated below is approved for the person on the title page of this document.

Question	Answer
Your name:	Felipe Cotrim
Email address:	cotrim.fs@gmail.com
Company/institution:	Universidade do Algarve (UAlg)
Mind Garden Sales Order or Invoice number for your license purchase:	MCLQUSQJC
The name of the Mind Garden instrument you will be using:	ALQ
Please specify the name of and web address for the remote online survey website you will be using and describe how you will be putting this instrument online:	https://surveys.google.com/

Research Permission track

Conditions of Use

Question	Answer
I will administer this Mind Garden instrument for research purposes only.	I agree to this condition.
I will **not** send Mind Garden instruments in the text of an email or as a PDF file to survey participants.	I agree to this condition.
I will put the instrument copyright statement (from the footer of the license document; includes the copyright date, copyright holder, and publisher details) on every page containing questions/items from this instrument.	I agree to this condition.
I will send screenshots of my online survey to info@mindgarden.com so that Mind Garden can verify that the copyright statement appears.	I agree to this condition.
I will remove this online survey at the conclusion of my data collection and I will personally confirm that it cannot be accessed.	I agree to this condition.

I agree to abide by each of the conditions stated above

Your name (as electronic signature):
Date:

Felipe Senna Cotrim
July 10, 2018

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ANNEX II

i. SPSS Descriptive Statistics - Sociodemographics

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Masculine	62	48.4	48.4	48.4
	Feminine	66	51.6	51.6	100.0
	Total	128	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22	3	2.3	2.3	2.3
	23	3	2.3	2.3	4.7
	24	2	1.6	1.6	6.3
	25	1	.8	.8	7.0
	26	3	2.3	2.3	9.4
	27	4	3.1	3.1	12.5
	28	13	10.2	10.2	22.7
	29	24	18.8	18.8	41.4
	30	20	15.6	15.6	57.0
	31	19	14.8	14.8	71.9
	32	15	11.7	11.7	83.6
	33	11	8.6	8.6	92.2
	34	3	2.3	2.3	94.5
	35	3	2.3	2.3	96.9
	36	4	3.1	3.1	100.0
	Total	128	100.0	100.0	

Nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Brazilian	116	90.6	90.6	90.6
	Portuguese	9	7.0	7.0	97.7
	Cape Verdean	1	.8	.8	98.4
	Mozambican	1	.8	.8	99.2
	Argentinian	1	.8	.8	100.0
	Total	128	100.0	100.0	

Industry/Sector

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Communication	4	3.1	3.1	3.1
	Education	4	3.1	3.1	6.3
	Events & Catering	7	5.5	5.5	11.8
	Finance & Banking	9	7.0	7.1	18.9
	Health	10	7.8	7.9	26.8
	Technology & Information	7	5.5	5.5	32.3
	Manufacturing	25	19.5	19.7	52.0
	Other	7	5.5	5.5	57.5
	Other Services	16	12.5	12.6	70.1
	Real State & Construction	6	4.7	4.7	74.8
	Retail Trade	8	6.3	6.3	81.1
	Tourism & Hospitality	24	18.8	18.9	100.0
	Total	127	99.2	100.0	
Missing	System	1	.8		
Total		128	100.0		

Company Size

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Small	40	31.3	31.3	31.3
	Medium	28	21.9	21.9	53.1
	Big	60	46.9	46.9	100.0
	Total	128	100.0	100.0	

Hierarchy Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Intern	3	2.3	2.3	2.3
	Entry-level	34	26.6	26.6	28.9
	Coordinator/Supervisor	30	23.4	23.4	52.3
	Manager	36	28.1	28.1	80.5
	Director	2	1.6	1.6	82.0
	Owner/Partner	19	14.8	14.8	96.9
	Other	4	3.1	3.1	100.0
	Total	128	100.0	100.0	

ii. SPSS Descriptive Statistics - Perceptions on AL by component

Self-Awareness:

a) A leader who seeks feedback to improve interactions with others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slightly important	1	.8	.8	.8
	Moderately important	7	5.5	5.5	6.3
	Very important	32	25.0	25.0	31.3
	Extremely important	88	68.8	68.8	100.0
	Total	128	100.0	100.0	

b) A leader who accurately describes how others view his/her (leader) capabilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	3	2.3	2.3	2.3
	Slightly important	8	6.3	6.3	8.6
	Moderately important	45	35.2	35.2	43.8
	Very important	38	29.7	29.7	73.4
	Extremely important	34	26.6	26.6	100.0
	Total	128	100.0	100.0	

c) A leader who knows when it is time to reevaluate his/her position on important issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderately important	2	1.6	1.6	1.6
	Very important	21	16.4	16.4	18.0
	Extremely important	105	82.0	82.0	100.0
	Total	128	100.0	100.0	

d) A leader who shows he/she understands how specific actions impact others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slightly important	1	.8	.8	.8
	Moderately important	5	3.9	3.9	4.7
	Very important	27	21.1	21.1	25.8
	Extremely important	95	74.2	74.2	100.0
	Total	128	100.0	100.0	

Balanced Processing:

a) A leader who solicits views that challenge his/her deeply held positions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slightly important	2	1.6	1.6	1.6
	Moderately important	19	14.8	14.8	16.4
	Very important	54	42.2	42.2	58.6
	Extremely important	53	41.4	41.4	100.0
	Total	128	100.0	100.0	

b) A leader who analyzes relevant data before coming to a decision

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	16	12.5	12.5	12.5
	Extremely important	112	87.5	87.5	100.0
	Total	128	100.0	100.0	

c) A leader who listens carefully to different points of view before coming to conclusions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slightly important	1	.8	.8	.8
	Moderately important	8	6.3	6.3	7.0
	Very important	33	25.8	25.8	32.8
	Extremely important	86	67.2	67.2	100.0
	Total	128	100.0	100.0	

Internalized Moral Perspective:

a) A leader who demonstrates beliefs that are consistent with actions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	3	2.3	2.3	2.3
	Slightly important	3	2.3	2.3	4.7
	Moderately important	18	14.1	14.1	18.8
	Very important	31	24.2	24.2	43.0
	Extremely important	73	57.0	57.0	100.0
	Total	128	100.0	100.0	

b) A leader who makes decisions based on his/her core values

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	2	1.6	1.6	1.6
	Slightly important	7	5.5	5.5	7.0
	Moderately important	40	31.3	31.3	38.3
	Very important	39	30.5	30.5	68.8
	Extremely important	40	31.3	31.3	100.0
	Total	128	100.0	100.0	

c) A leader who asks you to take positions that support your core values

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	4	3.1	3.1	3.1
	Slightly important	5	3.9	3.9	7.0
	Moderately important	34	26.6	26.6	33.6
	Very important	50	39.1	39.1	72.7
	Extremely important	35	27.3	27.3	100.0
	Total	128	100.0	100.0	

d) A leader who makes difficult decisions based on high standards of ethical conduct

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	1	.8	.8	.8
	Moderately important	11	8.6	8.6	9.4
	Very important	38	29.7	29.7	39.1
	Extremely important	78	60.9	60.9	100.0
	Total	128	100.0	100.0	

Relational Transparency:

a) A leader who says exactly what he/she means

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	3	2.3	2.3	2.3
	Slightly important	18	14.1	14.1	16.4
	Moderately important	60	46.9	46.9	63.3
	Very important	34	26.6	26.6	89.8
	Extremely important	13	10.2	10.2	100.0
	Total	128	100.0	100.0	

b) A leader who admitts mistakes when they are made

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slightly important	1	.8	.8	.8
	Moderately important	5	3.9	3.9	4.7
	Very important	31	24.2	24.2	28.9
	Extremely important	91	71.1	71.1	100.0
	Total	128	100.0	100.0	

c) A leader who encourages everyone to speak their mind

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	1	.8	.8	.8
	Slightly important	4	3.1	3.1	3.9
	Moderately important	12	9.4	9.4	13.3
	Very important	56	43.8	43.8	57.0
	Extremely important	55	43.0	43.0	100.0
	Total	128	100.0	100.0	

d) A leader who tells you the hard truth

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slightly important	8	6.3	6.3	6.3
	Moderately important	27	21.1	21.1	27.3
	Very important	51	39.8	39.8	67.2
	Extremely important	42	32.8	32.8	100.0
	Total	128	100.0	100.0	

e) A leader who displays emotions exactly in line with feelings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	10	7.8	7.8	7.8
	Slightly important	35	27.3	27.3	35.2
	Moderately important	45	35.2	35.2	70.3
	Very important	28	21.9	21.9	92.2
	Extremely important	10	7.8	7.8	100.0
	Total	128	100.0	100.0	

iii. SPSS Descriptive Statistics - Global Perceptions

1. From your point of view, to which extent Authentic Leadership can be considered exceptional leadership?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slightly	2	1.6	1.6	1.6
	Moderately	20	15.6	15.6	17.2
	Considerably	59	46.1	46.1	63.3
	Completely	47	36.7	36.7	100.0
	Total	128	100.0	100.0	

iv. SPSS Multivariate Statistics - OVERALS

Summary of Analysis

		Dimension		
		1	2	Sum
Loss	Set 1	.413	.765	1.178
	Set 2	.373	.883	1.257
	Set 3	.564	.284	.848
	Set 4	.414	.172	.586
	Mean	.441	.526	.967
Eigenvalue		.559	.474	
Fit				1.033

Weights

Set		Dimension 1	Dimension 2
1	a) A leader who seeks feedback to improve interactions with others	.194	−.306
	b) A leader who accurately describes how others view his/her (leader) capabilities	.351	.266
	c) A leader who knows when it is time to reevaluate his/her position on important issues	.214	−.293
	d) A leader who shows he/she understands how specific actions impact others	.417	−.205
2	a) A leader who solicits views that challenge his/her deeply held positions	.289	.087
	b) A leader who analyzes relevant data before coming to a decision	.247	−.309
	c) A leader who listens carefully to different points of view before coming to conclusions	.652	−.132
3	a) A leader who demonstrates beliefs that are consistent with actions	.523	.716
	b) A leader who makes decisions based on his/her core values	−.019	.154
	c) A leader who asks you to take positions that support your core values	−.190	.089
	d) A leader who makes difficult decisions based on high standards of ethical conduct	.449	−.325
4	a) A leader who says exactly what he/she means	.414	.840
	b) A leader who admitts mistakes when they are made	.482	−.285
	c) A leader who encourages everyone to speak their mind	−.429	.284
	d) A leader who tells you the hard truth	−.047	−.146
	e) A leader who displays emotions exactly in line with feelings	.416	−.261

Component Loadings

Set		Dimension 1	Dimension 2
1	a) A leader who seeks feedback to improve interactions with others[a],[b]	.406	−.302
	b) A leader who accurately describes how others view his/her (leader) capabilities[a],[b]	.575	.067
	c) A leader who knows when it is time to reevaluate his/her position on important issues[a],[b]	.299	−.284
	d) A leader who shows he/she understands how specific actions impact others[a],[b]	.583	−.200
2	a) A leader who solicits views that challenge his/her deeply held positions[a],[b]	.370	.050
	b) A leader who analyzes relevant data before coming to a decision[a],[b]	.291	−.307
	c) A leader who listens carefully to different points of view before coming to conclusions[a],[b]	.687	−.133
3	a) A leader who demonstrates beliefs that are consistent with actions[a],[b]	.468	.778
	b) A leader who makes decisions based on his/her core values[a],[b]	.156	.241
	c) A leader who asks you to take positions that support your core values[a],[b]	−.092	.157
	d) A leader who makes difficult decisions based on high standards of ethical conduct[a],[b]	.394	−.332
4	a) A leader who says exactly what he/she means[a],[b]	.449	.796
	b) A leader who admitts mistakes when they are made[a],[b]	.503	−.098
	c) A leader who encourages everyone to speak their mind[a],[b]	.075	.413
	d) A leader who tells you the hard truth[a],[b]	.178	−.075
	e) A leader who displays emotions exactly in line with feelings[a],[b]	.477	−.011

a. Optimal Scaling Level: Ordinal

b. Projections of the Single Quantified Variables in the Object Space

Fit

Set		Multiple Fit Dimension 1	2	Sum	Single Fit Dimension 1	2	Sum	Single Loss Dimension 1	2	Sum
1	a) A leader who seeks feedback to improve interactions with others[a]	.043	.096	.140	.038	.094	.131	.006	.002	.008
	b) A leader who accurately describes how others view his/her (leader) capabilities[a]	.133	.093	.226	.123	.071	.194	.010	.022	.032
	c) A leader who knows when it is time to reevaluate his/her position on important issues[a]	.048	.087	.135	.046	.086	.132	.002	.001	.003
	d) A leader who shows he/she understands how specific actions impact others[a]	.176	.045	.221	.174	.042	.216	.002	.003	.005
2	a) A leader who solicits views that challenge his/her deeply held positions[a]	.084	.018	.103	.083	.008	.091	.001	.011	.012
	b) A leader who analyzes relevant data before coming to a decision[a]	.061	.096	.157	.061	.096	.157	.000	.000	.000
	c) A leader who listens carefully to different points of view before coming to conclusions[a]	.426	.032	.458	.425	.017	.442	.001	.015	.016
3	a) A leader who demonstrates beliefs that are consistent with actions[a]	.282	.517	.799	.273	.512	.786	.009	.005	.014
	b) A leader who makes decisions based on his/her core values[a]	.001	.027	.027	.000	.024	.024	.000	.003	.003
	c) A leader who asks you to take positions that support your core values[a]	.037	.011	.049	.036	.008	.044	.001	.004	.005
	d) A leader who makes difficult decisions based on high standards of ethical conduct[a]	.212	.110	.322	.202	.106	.307	.011	.004	.015
4	a) A leader who says exactly what he/she means[a]	.186	.708	.893	.172	.706	.877	.014	.002	.016
	b) A leader who admitts mistakes when they are made[a]	.232	.082	.314	.232	.081	.313	.000	.001	.001
	c) A leader who encourages everyone to speak their mind[a]	.195	.092	.287	.184	.081	.265	.011	.011	.023
	d) A leader who tells you the hard truth[a]	.002	.021	.024	.002	.021	.024	.000	.000	.000
	e) A leader who displays emotions exactly in line with feelings[a]	.174	.070	.243	.173	.068	.241	.001	.002	.002

a. Optimal Scaling Level: Ordinal

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v. SPSS Multivariate Statistics - Hierarchical Cluster

Cluster

Case Processing Summary[a]

Cases					
Valid		Missing		Total	
N	Percent	N	Percent	N	Percent
127	100.0	0	.0	127	100.0

a. Ward Linkage

Graph
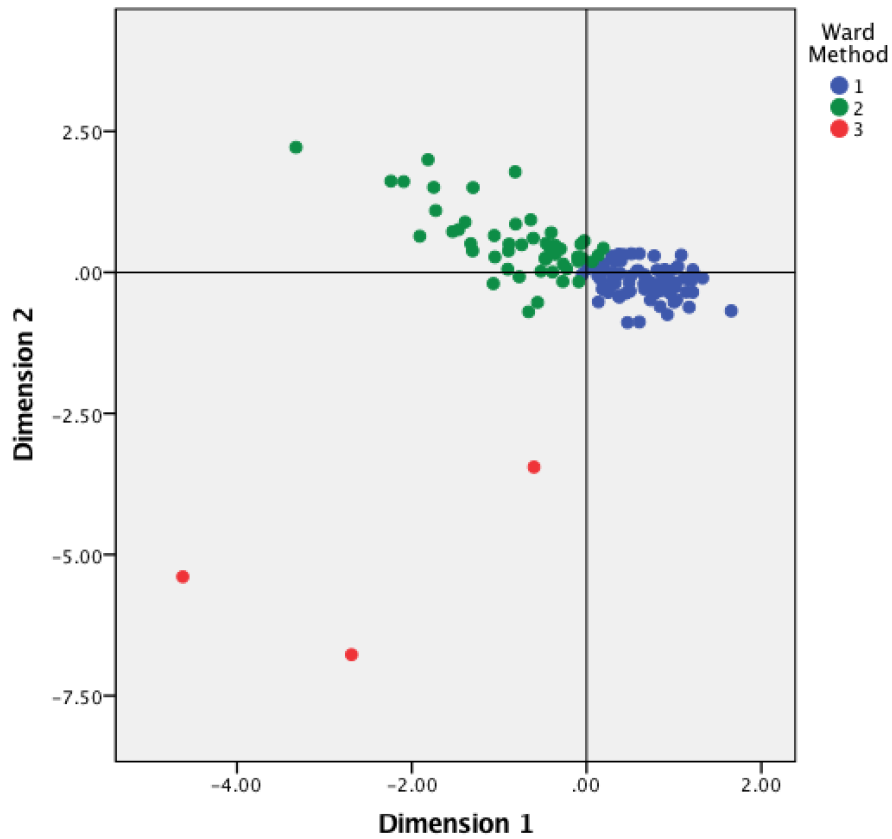
vi. SPSS Crosstabulations

Hierarchy Level * Ward Method Crosstabulation

Count

		Ward Method			Total
		1	2	3	
Hierarchy Level	Intern	3	0	0	3
	Entry-level	18	14	2	34
	Coordinator/Supervisor	19	10	1	30
	Manager	21	14	0	35
	Director	1	1	0	2
	Owner/Partner	10	9	0	19
	Other	2	2	0	4
Total		74	50	3	127

Gender * Ward Method Crosstabulation

Count

		Ward Method			Total
		1	2	3	
Gender	Masculine	30	30	1	61
	Feminine	44	20	2	66
Total		74	50	3	127

Age * Ward Method Crosstabulation

Count

		Ward Method			Total
		1	2	3	
Age	22	2	1	0	3
	23	1	2	0	3
	24	1	1	0	2
	25	0	1	0	1
	26	2	1	0	3
	27	2	2	0	4
	28	7	5	1	13
	29	15	7	2	24
	30	13	7	0	20
	31	8	11	0	19
	32	7	7	0	14
	33	7	4	0	11
	34	3	0	0	3
	35	2	1	0	3
	36	4	0	0	4
Total		74	50	3	127

Nationality * Ward Method Crosstabulation

Count

		Ward Method			Total
		1	2	3	
Nationality	Brazilian	65	47	3	115
	Portuguese	7	2	0	9
	Cape Verdean	1	0	0	1
	Mozambican	1	0	0	1
	Argentinian	0	1	0	1
Total		74	50	3	127

Industry/Sector * Ward Method Crosstabulation

Count

		Ward Method			Total
		1	2	3	
Industry/Sector	Communication	2	2	0	4
	Education	4	0	0	4
	Events & Catering	5	1	0	6
	Finance & Banking	5	4	0	9
	Health	5	3	2	10
	Technology & Information	4	3	0	7
	Manufacturing	12	12	1	25
	Other	7	0	0	7
	Other Services	10	6	0	16
	Real State & Construction	1	5	0	6
	Retail Trade	3	5	0	8
	Tourism & Hospitality	15	9	0	24
Total		73	50	3	126

Company Size * Ward Method Crosstabulation

Count

		Ward Method			Total
		1	2	3	
Company Size	Small	24	16	0	40
	Medium	17	11	0	28
	Big	33	23	3	59
Total		74	50	3	127

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a) A leader who seeks feedback to improve interactions with others * Ward Method Crosstabulation

Count

		Ward Method			Total
		1	2	3	
a) A leader who seeks feedback to improve interactions with others	Moderately important	1	6	0	7
	Very important	12	19	1	32
	Extremely important	61	25	2	88
Total		74	50	3	127

b) A leader who accurately describes how others view his/her (leader) capabilities * Ward Method Crosstabulation

Count

		Ward Method			Total
		1	2	3	
b) A leader who accurately describes how others view his/her (leader) capabilities	Not at all important	0	3	0	3
	Slightly important	0	6	1	7
	Moderately important	21	22	2	45
	Very important	25	13	0	38
	Extremely important	28	6	0	34
Total		74	50	3	127

c) A leader who knows when it is time to reevaluate his/her position on important issues * Ward Method Crosstabulation

Count

		Ward Method			Total
		1	2	3	
c) A leader who knows when it is time to reevaluate his/her position on important issues	Moderately important	0	2	0	2
	Very important	6	14	0	20
	Extremely important	68	34	3	105
Total		74	50	3	127

d) A leader who shows he/she understands how specific actions impact others * Ward Method Crosstabulation

Count

		Ward Method			Total
		1	2	3	
d) A leader who shows he/she understands how specific actions impact others	Slightly important	0	1	0	1
	Moderately important	0	5	0	5
	Very important	2	23	1	26
	Extremely important	72	21	2	95
Total		74	50	3	127

a) A leader who solicits views that challenge his/her deeply held positions * Ward Method Crosstabulation

Count

		Ward Method			Total
		1	2	3	
a) A leader who solicits views that challenge his/her deeply held positions	Slightly important	0	2	0	2
	Moderately important	9	10	0	19
	Very important	25	26	2	53
	Extremely important	40	12	1	53
Total		74	50	3	127

b) A leader who analyzes relevant data before coming to a decision * Ward Method Crosstabulation

Count

		Ward Method			Total
		1	2	3	
b) A leader who analyzes relevant data before coming to a decision	Very important	4	12	0	16
	Extremely important	70	38	3	111
Total		74	50	3	127

c) A leader who listens carefully to different points of view before coming to conclusions * Ward Method Crosstabulation

Count

		Ward Method			Total
		1	2	3	
c) A leader who listens carefully to different points of view before coming to conclusions	Slightly important	0	1	0	1
	Moderately important	1	6	1	8
	Very important	4	27	1	32
	Extremely important	69	16	1	86
Total		74	50	3	127

a) A leader who demonstrates beliefs that are consistent with actions * Ward Method Crosstabulation

Count

		Ward Method			Total
		1	2	3	
a) A leader who demonstrates beliefs that are consistent with actions	Not at all important	0	0	2	2
	Slightly important	2	1	0	3
	Moderately important	10	7	1	18
	Very important	16	15	0	31
	Extremely important	46	27	0	73
Total		74	50	3	127

b) A leader who makes decisions based on his/her core values * Ward Method Crosstabulation

Count

		Ward Method			
		1	2	3	Total
b) A leader who makes decisions based on his/her core values	Not at all important	1	0	0	1
	Slightly important	2	4	1	7
	Moderately important	25	13	2	40
	Very important	21	18	0	39
	Extremely important	25	15	0	40
Total		74	50	3	127

c) A leader who asks you to take positions that support your core values * Ward Method Crosstabulation

Count

		Ward Method			
		1	2	3	Total
c) A leader who asks you to take positions that support your core values	Not at all important	3	0	0	3
	Slightly important	2	2	1	5
	Moderately important	16	17	1	34
	Very important	28	21	1	50
	Extremely important	25	10	0	35
Total		74	50	3	127

d) A leader who makes difficult decisions based on high standards of ethical conduct * Ward Method Crosstabulation

Count

		Ward Method			
		1	2	3	Total
d) A leader who makes difficult decisions based on high standards of ethical conduct	Not at all important	1	0	0	1
	Moderately important	1	10	0	11
	Very important	17	20	0	37
	Extremely important	55	20	3	78
Total		74	50	3	127

A leader who says exactly what he/she means * Ward Method Crosstabulation

Count

		Ward Method			
		1	2	3	Total
a) A leader who says exactly what he/she means	Not at all important	0	0	3	3
	Slightly important	6	11	0	17
	Moderately important	36	24	0	60
	Very important	22	12	0	34
	Extremely important	10	3	0	13
Total		74	50	3	127

leader who admitts mistakes when they are made * Ward Method Crosstabulation

Count

		Ward Method			
		1	2	3	Total
b) A leader who admitts mistakes when they are made	Slightly important	0	1	0	1
	Moderately important	0	4	1	5
	Very important	11	19	1	31
	Extremely important	63	26	1	90
Total		74	50	3	127

c) A leader who encourages everyone to speak their mind * Ward Method Crosstabulation

Count

		Ward Method			
		1	2	3	Total
c) A leader who encourages everyone to speak their mind	Not at all important	0	0	1	1
	Slightly important	3	0	1	4
	Moderately important	5	6	1	12
	Very important	29	26	0	55
	Extremely important	37	18	0	55
Total		74	50	3	127

d) A leader who tells you the hard truth * Ward Method Crosstabulation

Count

		Ward Method			
		1	2	3	Total
d) A leader who tells you the hard truth	Slightly important	3	4	1	8
	Moderately important	11	15	1	27
	Very important	30	20	0	50
	Extremely important	30	11	1	42
Total		74	50	3	127

e) A leader who displays emotions exactly in line with feelings * Ward Method Crosstabulation

Count

		Ward Method			
		1	2	3	Total
e) A leader who displays emotions exactly in line with feelings	Not at all important	3	4	3	10
	Slightly important	13	21	0	34
	Moderately important	27	18	0	45
	Very important	21	7	0	28
	Extremely important	10	0	0	10
Total		74	50	3	127

1. From your point of view, to which extent Authentic Leadership can be considered exceptional leadership? * Ward Method Crosstabulation

Count

		Ward Method			Total
		1	2	3	
1. From your point of view, to which extent Authentic Leadership can be considered exceptional leadership?	Slightly	1	1	0	2
	Moderately	9	10	1	20
	Considerably	31	26	1	58
	Completely	33	13	1	47
Total		74	50	3	127