GENERATIONAL COMMUNICATION DISPARITIES IN LEADERSHIP

by

Janelle A. Jordan

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Dissertation

Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

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Abstract

Companies seek to strategically utilize their resources and personnel to obtain an advantage over competitors. With generational diversity being a relevant topic, emphasis is placed on the strategic management of its personnel as they are essential in the innovative practices' companies implement to evolve organizations and enable them to be viable in a dynamic business environment. The aspect of leadership methodologies is demonstrative in not only their verbal communication, but also nonverbal behaviors. Contributors to leadership styles displayed through communication cues may be emblematic of cultural upbringings and demographic differences. As organizations develop the skillsets of their personnel, diversification should be instrumental in the process particularly in emerging leaders from an array of backgrounds into leadership positions. As the variety in the organization's demographical makeup is transforming with societal norms, it is beneficial to analyze the leadership styles and the reception of their subordinates. In delving into the peculiarities of leaders, this paper will explore the upbringings of leaders in conjunction with demographical considerations, which is inclusive of generational miscellany.

Key words: generations, verbal communication, nonverbal communication, leadership.

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Dedication

This study is dedicated to my family, my ancestors, and the lineage thereafter. My hope that we continue to blaze trails and be the example for those to come. This is important in changing the narrative and declaring a new standard. In the words of Ralph Waldo Emerson, "Do not go where the path may lead, go instead where there is no path and leave a trail."

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Section 1: Foundation of the Study

There are five generations presently extant in the workforce: Traditionalists, Baby Boomers, Generation X, Millennials, and Generation Z (Jason, 2016, as cited in Saber et al., 2019). The classification of each generation and its applicability to its singular members is typecasting which may not be prevalent; nevertheless, stereotyping is contributory in forming generalizations to form a theory. Due to the preconceived notions of each generation, it is inferred there would need to be approaches utilized which cater to each specific cohort. In strategically aligning the organization to progressively move forward, the relevancy of leadership styles and managerial practices is a vital component as it correlates with the developmental needs of direct reports. Attrition of older workers is one issue plaguing organizations, in addition to problems recruiting and retaining a younger workforce (Twenge et al., 2010). With the attrition of older generations, and the entrance of newer generations in the workforce, it is imperative to ensure the competencies and adeptness of those retiring are captured and conveyed to those still in the labor force in continuing the success of an organization.

In this section, a contextual overview of the problem is provided to illustrate the problem's background. It is succeeded by the problem statement to identify an existing gap between literature and this research, in addition to the purpose statement outlining the rationale for the study and the methodology utilized. The nature of the study discusses the method and design used, followed by research questions to address the stated problem. Theoretical framework is also discussed in relation to the ideologies associated with the problem. This is followed by assumptions, limitations, delimitations, reduction of gaps, and a biblical integration encompassed in the problem. The current literature is also reviewed to conclude this section of the study.

Background of the Problem

Meuze and Mlodzik (2010) premised encumbrances prevailing within organizations could have predisposed discernments through typecasts given to the specific generations based on career management, organizational commitment, internal impetus, and work doctrines and temperaments. The article referenced four generations to be maintained in the workplace by 2020 inclusive of Traditionalists, Baby Boomers, Generation X, and Millennials. According to the U.S. Department of Labor (2009) noted Millennials will increase 75%, accounting for 42% of the labor force, Traditionalists and Baby Boomers occupying 1% and 22% of the workforce respectively, and Generation X sustaining 30% of the labor force. It is purported generational members embody similar commonalities regarding perspectives, principles, and attitudes derived from their communal lived experiences (Edmunds & Turner, 2005; Ryder, 1965). However, there is a need to distinguish between press and media speculations in comparison to scholarly research as variations exist with grounded empirical research which is contingent upon specific work variables surrounding commitment to the organization and personality.

Generational differences are existent as the younger workforce, such as Millennials, is content with interacting digitally through technology while the Baby Boomer generation preferences in-person communication; hence, this results in incongruity between the two generations (Venter, 2017). Ineffective face-to-face communication can be a cause of failure despite a person's technical expertise, affiliation, or academic tier; thus, organizations are putting the organization and leader in jeopardy if they are not evaluating the communication acumen of leaders as it is pivotal to success (Castro, 2016). Sniderman et al. (2016) postulate deliberate or inadvertent communication from managers to employees can demean, disregard, or nullify emotions, which could result in adverse significances on the sentiments of employees, the efficacy of the organization, and civilization. Specific methods of

effective leadership communication within multicultural and competitive global markets requires further scrutiny as the success of a company is contingent upon effective communication (Nwabueze & Mileski, 2018). Bonaccio et al. (2016) speculate nonverbal behavior is prevalent in the realms of business but the subject lacks comprehension of its importance regarding communication due to the hasty decisions of others premised on nonverbal behaviors.

Problem Statement

The general problem to be addressed is the failure of leaders to leverage communication cues amongst personnel of varying generations resulting in degraded performance metrics. Salahuddin (2010) posits organizations have been unsuccessful in addressing generational disparities which influence leadership and organizational achievement; thus, organizations are undergoing issues related to efficient communication and rapport within work groups which impact production, gratification, and employee retention. The lack of cognizance of generational differences may be linked to adverse results in organizations, and may manifest as multigenerational conflict, futile communication efforts, undesirable approaches towards peers, a decline in productivity and morale, as well as a diminution in social responsibility (Jones et al., 2018). Gesell (2010, as cited in Hall, 2016) asserts the traditional diplomacies of leadership are not proven to be successful due to the array of generations in the workforce and their blatant distinctions when compared to one another; furthermore, the article concludes the communication aptitude of the leader is the best indicator of employee job satisfaction to reduce turnover. The specific problem to be addressed is the failure of leaders to leverage generational communication cues within the manufacturing industry in comparing Baby Boomers to Generation X and Millennials, resulting in degraded operational performance metrics.

Purpose Statement

The purpose of this case study is to evaluate the implications of leadership communication based on generational aspects, resulting in the efficacy of leaders and their ability to progress organizations. This problem is further explored through delving into a study of generational communication disparities and the effects on organizational performance metrics in the manufacturing industry. Jason (2016, as cited in Saber et al., 2019) referenced five generations prevailing in the workplace inclusive of Traditionalists, Baby Boomers, Generation X, Millennials, and Generation Z. However, the Traditionalists and Generation Z cohorts are not assessed in this study while focusing on the predominant generations represented in leadership roles. Considering the perceptions of work categorization which are demonstrative amongst each generation, there are insinuations of the variances in approaches through interactions. The diversification of generations can influence dialogue at work and the efficacy of communication, engagement, and strategic performance management (Akhavan Sarraf et al., 2017). Gallicano et al. (2012, as cited in Meng et al., 2017) conjecture the categorization of seven stressors for Millennials through communication, which signifies critical components to job satisfaction; moreover, organization leaders who take this into account may influence Millennial employment satisfaction and career planning sustainability. Granting the stereotypical classification of generational members is not conclusive of all persons, typecasting aids in the generalized comprehension of their communication behaviors to form an ideology.

Nature of the Study

The researcher chose the qualitative research methodology to analyze the acuities of varying generations through communication behaviors, and the effectiveness of a leader to evolve the organization. The research design methodology pertinent in this study is the

application of the case study. The purpose of the qualitative research design is to comprehend the social influences of the participants based on their upbringing, experiences, and perceptions (Ritchie et al., 2013). Yin (2009, as cited in Creswell & Poth, 2018) postulated that the case study design is implemented as a means to analyze a case or cases within the boundaries of a representative and contemporary milieu; thus, the scope can range from being discrete or communal, while being less tangible in a relational facet such as within a community.

Discussion of the Methodology

The following are designated to focus on the existing aspects of research. The forms of research methodologies are essential towards validating the rationale of the proposed hypotheses. The proposed hypotheses are a means to determine if the theory can be supported through research to confirm or deny any preconceived notions. Hence the research methodologies are utilized with data from either quantitative research obtaining direct outputs, qualitative data through the lived experiences of research participants, or an amalgamation of the two approaches through the mixed methods approach. Due to the variation in response, the research designs are pivotal in defining solutions to business related problems.

Discussion of Method. Qualitative research design is a facet utilized in research to focus on the phenomenon of business cases. Liberty University (2018) noted strategically authenticating qualitative research is achieved through veracity, transferability, and consistency of the information. The veracity, or integrity, of the founded information is built upon the foundation of it being implemented through its intended purpose. The consideration of tampering with data to align with proposed theories is not in conjunction with the expectation of a business's shareholders. Biases of the researcher can alter the results of qualitative research; thus, bracketing is used to alleviate any adverse perceptions of the research, in addition to

enhancing the study's rigor (Tufford & Newman, 2012). This then provides linkage with transferability through the perception of the study and is significant for the participants in meeting a pre-established set of criteria. The research should be relevant to the participating members, otherwise it would not provide proper representation and have practical application. The consistency, or reliability, is further paralleled with transferability to replicate the study's findings across varying populations. Therefore, the reliability of qualitative research seeks to duplicate its finding through the act of standardization and calibration across representative groups. In capturing the sentiments and experiences of the proposed audience, the method implements a systematic approach of checks and balances to validate the research findings. This research approach is applicable to the purpose of this study in identifying the variances in communication cues leaders demonstrate based on generational disparities, in conjunction with their ability to drive organizational progress verified through performance metrics. The qualitative research will probe the generalities insinuated, premised on the lived experiences of those in the manufacturing field to derive a phenomenon focused on the richness of the responses as opposed to testing methods.

Expectantly, there are some distinguishing differences in the aspects of qualitative research in comparison to quantitative and mixed methods research designs. The quantitative design strictly determines variation is existent with discrete entities and not influenced through the complexities associated with time-invariant mechanisms (Gunasekara et al., 2014). Watson (2015) referenced quantitative analysis is a derivation of social peculiarities which is obtained through arithmetic or numerical data. This approach tends to negate biases and merely focuses on the causal analysis of variables; however, it could also act as an inhibitor due to the inability to account for potential changes as time evolves through its distinct nature, lacking

accountability for variation. Contrariwise, the mixed method encompasses attributes of both the

qualitative and quantitative research designs. Doyle et al. (2016) suggest merely relying on

quantitative and qualitative research could present challenges in identifying the root cause of the

problem; thus, the mixed method approach acquires, analyzes, and makes inferences based on

both qualitative and quantitative data in forming the research method. Performing an extensive

amount of case studies is not the optimal method of research and can influence more insinuations

than in singular cases (Beverland & Lindgreen, 2010). This method is not suited for this aspect

of research due to the trivial perspectives which could be introduced and complicate the data and

their interpretation. These disparities denote the rationale the qualitative design is a preferred

method to address the research problem due to the explicit differences exhibited between the

means utilized to collect and analyze data.

Discussion of the Design. The qualitative design will delve into the differing structures

and their fit relating to the research. There are considerations made for each research design

using a range of approaches, but the selection is merely based on its alignment with the problem.

The phenomenon found in qualitative research is contingent upon the experiences and

perceptions of the participants. Qualitative research is built on the foundation of ceaseless

questioning in systematically grasping the outlook of others (Agee, 2009). The qualitative

approach seeks to analytically "peel back the onion" layer by layer to incorporate a variance of

attitudes and justification for certain behaviors through designs such as ethnography, grounded

theory, phenomenology, narrative, and case study. The ethnography design is engaged in the

exchanges of a group sharing the same culture through their cohesions of standards, actions,

principles, and idioms (Harris, 1968, as cited in Creswell & Poth, 2018). The grounded theory

method is implemented to form a theoretical account, which is structured based on the

experiences of a large representative group to conjure the rationale for a manifestation (Creswell & Poth, 2018). The phenomenological research design, per van Manen (2014, as cited in Creswell & Poth, 2018) is centered around the wonder of "what" and "how" that something is assumed. The narrative design is appropriate in establishing a phenomenon or delving into a person's life based on the narrations told by individuals (Creswell & Poth, 2018). Yin (2009, as cited in Creswell & Poth, 2018) conjured case study designs examines a case or cases within the boundaries of a representative and contemporary context or environment. While each design has characteristics fitting to address the research problem, the case study approach parallels best with the research design using interview questions to identify themes, patterns, and rationale within specific instances according to the situational and lived experiences of the participants.

The formulation of a case study is achieved through the concurrent and frequential collection of data, performing analysis, and identifying thematical elements to make an assertion. The premise of the research is to establish a pattern from data within a targeted group as the research problem constructs the explanation from the viewpoint of the participating audience. The case study design types are noted as instrumental, collective, or intrinsic where instrumental is concerned with a singular case focused on the subject and the existence of an issue bounded by time or place, collective focuses on a single issue but is validated through numerous case studies, and intrinsic is focused on unique circumstances and the case within itself (Creswell & Poth, 2018). Within the structures of the case study, the instrumental approach was implemented. The instrumental method will scrutinize data from participants in an effort to comprehend a specific problem. This was derived from analysis of the data stemming from categories and codes. The coding will contribute towards the establishment of themes, patterns, and explanations to the specified research problem. In the exhaustive and incessant process, one-on-one interviews were

conducted with 21 participants until generalizations were established through saturation. Should further clarification be required, additional questioning of the study's participants was performed. The analysis of the interviews occurred, and data was compared amongst information provided by participants with the conceptual idea being developed to provide an explanation for the occurrence for a specific elucidation. Inferences were formed with the intent to categorize implied meanings into one grouping.

Summary of the Nature of the Study

The complexities of the business environment create the need to utilize research methods to substantiate proposed hypotheses and ideologies. The research design methodology is stringently formed to address the basis of the problem. The qualitative method and case study design were chosen to complement the research problem and identify a means to corroborate its associated findings. This approach was selected due to the representative population in the manufacturing field, where the researcher is able to utilize a network of resources to access participants of varying generational groupings. This environment provides linkage to the research problem where it is feasible to conduct interviews. The findings were premised on deductive reasoning based on the perspectives of the participants, while eliminating biases and validating the findings of the study.

Research Questions

The research questions are listed to evaluate the effects of communication styles and its ability to influence the success of a leader based on age variances.

1. What are the perceived differences in communication efficacy amongst leaders based on their generational categorization?

    1.a. What communication behaviors have led to the success in driving progress?

    1.b. What communication behaviors have led to the failure to drive progress?

2. What are the perceived implications of nonverbal communication cues between Baby

Boomers in interactions with Generation X and Millennials?

    2.a. Does this influence the success of leaders to lead organizational change?

    2.b. Does this influence the failure of leaders to lead organizational change?

3. Does the attainment of advanced degrees and formalized training influence the

adaptation of communication acuteness over time?

Conceptual Framework

This study is designed to analyze the communication disparities, encompassing

generational differences, which may influence the ability of an organization to achieve

performance metrics. Thus, the foundation for this study is directed on the communication

capabilities within a multigenerational organization. The prevalent models studied are media

richness theory and generational cohort theory. The theoretical framework of each theory is as

follows.

Media Richness Theory

The media richness theory is predicated upon the notion of communication avenues, and

the richness of the information being conveyed. Wen et al. (2010) suggest face-to-face

communication is the optimal form of communication with the interpreter's ability to

comprehend cues from both verbal and non-verbal communication; on the other hand, document

postings and reports are constrained in its ability to exude cues as it is dependent on the receiver.

Daft and Lengel (1986) initiated the concept of media richness theory identifying contrary

communication platforms resulting in divergent media richness. The media richness of

communication is gauged by its ability to forge instantaneous feedback, a multitude of cues,

language variability and personalization consisting of verbal inflections, facial lexes,

mannerisms, physical appearance, and the environment (Yu et al., 2017). This then facilitates the

cognition of social and emotional states of being where Kahai and Cooper (2003) conclude

media richness aligns with social acuities of socio-emotional communication and climate, with

the seeming capability to analyze the deception and proficiency of others. Suh (1999) referenced

the ANOVA test where media was distinguished based on its richness perceived by participants

($p < 0.01$) as the richest form of media was face-to-face communication (4.71), followed by

video (4.36), audio (3.95), and text (3.46).

Communication which occurs in person has the capability to address both verbal and

non-verbal communication cues between persons engaging in conversations. This is relevant in

examining the generational rapport and communication existent in the manufacturing

environment in comparison with the effects of organizational performance metrics. Research has

demonstrated that the principles and partialities of generational cohorts vary for those currently

in the labor force (Woods, 2016). These predilections also dictate their communication

interpretations as referenced in the media richness theory. The media richness theory determines

linkage to the research questions pertaining to communication efficacies amongst leaders based

on generations, as well as the influence of nonverbal communication cues. This theory is

indicative of contributory factors in their ability to influence organizational performance metrics.

There is limited linkage to the influence of formalized training but could be reverted to the

generational communication efficiency in which older generations may have been privy.

Generational Cohort Theory

The generational cohort theory is significant in establishing communication mechanisms

as it pertains to societal perceptions and behaviors. Inglehart (1977, as cited in Herrando et al.,

2019) constructed the generational cohort theory which is dependent on the birth year of

generational cohorts, where the rationale for aging groups begin to form communal perceptions and beliefs derived from life experiences. Strauss and Howe (1991) evolved the theory from its origination and made it renowned for the theory noting the distinction from one generational cohort to another. This theory predicates the inability to address distinctions in values and beliefs pertaining to work for employees of diverse generations which can result in workplace conflict, a lack of communication and understanding, declining productivity, the deprived welfare of employees, and an increase in turnover (Wen et al., 2010). Lester et al. (2012) speculate the disparities in generational value in a work setting are surrounding by aspects such as technology, communication, work culture, leadership and feedback, the balance of work-life, orientation of team structures, and empowerment. The article also added it could impose strain and conflict amongst generations stemming from differentiation in principles, perceptions, and actions which could adversely affect the subtleties of the organization.

The distinction of generations in the labor force, namely Baby Boomers and Generations X and Millennials, are vital for managers as stereotypical evidence does not account for maturity or career stages; moreover, generational cohort theory could influence retention and the learning structure with the intent to develop leadership capabilities (Macky et al., 2008). A study referenced by Sessa et al. (2007) noted discrete generational cohorts found value in differing traits of leaders, in addition to findings of managers in distinct generational cohorts acting contrarily. The generational cohort theory is significant to the research questions as it parallels with addressing communication efficiencies premised on generational grouping, the influence of nonverbal communication cues amongst generations, and consideration of formalized training through career stages. Below is a diagram illustrating the relationship to the research problem.

Figure 1

Proposed Generational Cohort Theory Model
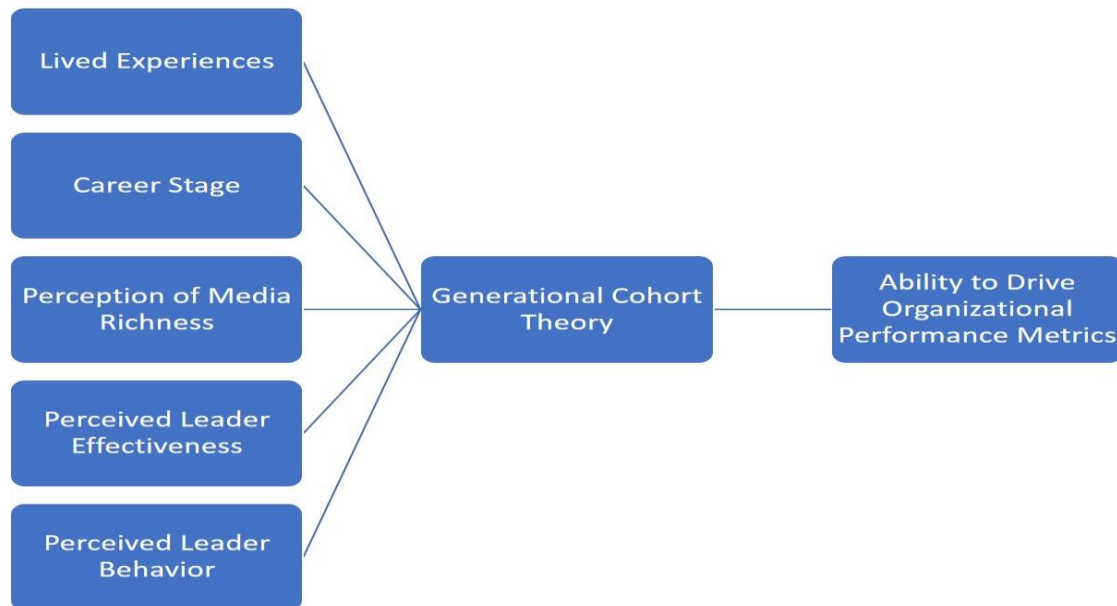
Discussion of Relationship between Concepts

The generational cohort theory implemented the use of variables, which act as contributors in this study. As illustrated in Figure 1, the variables contributing towards generational cohort theory are lived experiences, career stage, perception of media richness, perceived leader effectiveness, and perceived leader behaviors. This results in the formation of the generational cohort theory in its ability for a leader to drive organizational performance metrics. These contributing factors are intended to show correlation and linkage in addressing the research problem.

Summary of Conceptual Framework

The two theories discussed address the value and significance placed on communication with attention to generational disparities. The media richness and generational cohort theories both aid in addressing the research questions geared towards disparities in generational communication cues. The media richness theory is based on the context of the media and the quality of content being shared in

its ability to interpret both verbal and nonverbal communication. Contrariwise, the generational cohort theory analyzes the impact of discrete generations based on age and career stages, in addition to perceptions of leadership attributes and altered behaviors. Media richness theory is focused on the quality of the communication, while consideration is given to variances amongst generations in communication explored in the generational cohort theory. The generational cohort theory more fittingly adheres to the intent of the research questions in getting them addressed.

Definition of Terms

Generations

The categorization of generations was conceptually developed by Mannheim (1952) as they were defined by the location within the historic process, actuality in the commonalities of social environments, and generational units inclusive of class, gender, and ethnicity. This was premised on the distinctiveness of differences within and between generations. The generations are structured into cohorts based on those persons born in the same time and place, while presuming there are like experiences and life courses; however, Mannheim conjects location provides historical accounts for those born in the same time will generate like experiences, but generational perceptions cannot be limited by location (Katz, 2017).

Baby Boomers

The Baby Boomer generation is identified as those persons born during the post-war timeframe between the years 1945 and 1965 (Hoolachan & McKee, 2019). Somewhat contrarily, Kim et al. (2018) noted the classification of Baby Boomers as being born between 1946 and 1964, with post-Baby Boomers being born after 1964.

Generation X

Generation X is categorized as those individuals born between the year 1965 and 1979 (Berraies et al., 2017). With slight contrasting differences Katz (2017) referenced the members of Generation X, previously identified as the post-Baby Boomer generation, as being born between 1965 and 1980 whereas the name was derived from an American war photographer Robert Capa; transcendently, his photographs captured the youth during World War II where a disillusion existed regarding their futures. Thus, he deemed them Generation X as a placeholder for the generation until certainty about the future postwar was solidified (Ulrich, 2003).

Millennials

Millennials are those individuals born between 1980 or later, in which "Generation Y" is also a commonly referred to name (Harmel & Yeh, 2019). Waljee et al. (2018) suggest Millennials, born between 1980 and 2000, account for approximately 25% of the workforce and will respectively account for 40% and 75% in the years 2020 and 2025.

Lived Experiences

Lived experiences are documented as theoretical accounts of the ubiquitous and intricate nature of emotional and moral domains, as opposed to those experiences reported in interviews (Samra-Fredericks, 2003). Smith and Osborn (2015) propose lived experiences are formed in their own terms contrary to preconceived theoretical notions, as people are sense-making creatures. The lived experiences are singular experiences of each person captured prior to forming generalized ideas.

Career Stage

You and Conley (2015) postulate the career stage is defined in levels of experience with novice being less than 5 years, mid-career between 5 to 10 years, and veterans as 11 or more years. Lopez and Ramos (2017) noted career stages will not always maintain the same cadence

for everyone as everyone will not pass through it; thus, James et al. (2011) elaborated on the

career stages further with ages 18-24 representing emerging workers, 25-39 as those setting in,

40-54 in their prime work tenure, 55-65 as those approaching retirement, and those over age 66

as eligible for retirement.

Media Richness

Media richness is based on the content's capacity to convey social cues through shared

meaning while eliminating ambiguous and equivocal communication cues expressed through

facial expressions, gesture, as well as verbal and non-verbal communication (Choi, 2019). There

are four criteria suggested in gaging media richness through instantaneous feedback, a multitude

of cues, variation in language, and personal focus; whereas, the multitude of cues are noted as

physical appearance, body motion, inflection of voice, words, and graphic symbolization (Daft et

al., 1987).

Leader Effectiveness

Breevaart and Zacher (2019) propose leader effectiveness is affiliated with the leader's

ability to be agreeable, forthcoming, strong, delicate, captivating, and a team player. Three

components are identified in leader effectiveness as: "The leader is effective in meeting the job-

related needs of the work unit members," "The leader is effective in representing the work unit to

upper management," and "The leader is effective in meeting the needs of the organization"

(Chun et al., 2018).

Leader Behavior

Leader behavior is demonstrating ethical actions which exceed the basics of task and

relational aspects such as setting goals and targets, providing feedback and support, and giving

encouragement (Lin et al., 2016). Michel and Tews (2016) premised leader behavior on the leader being task-oriented, relations-oriented, and change-oriented.

Assumptions, Limitations, Delimitations

This study presents opportunities for assumptions, limitations, and delimitations. The expectation was to mitigate the risk as much as possible; however, these facets were inclusive in some capacity. The assumptions were deemed to be factual but had not been confirmed during the study. Limitations were the gaps existent in the study, while delimitations focused on the scope of the study. These sections include both items within and outside of the scope of this study.

Assumptions

The assumptions in this study were practicalities assumed to be factual. The applied assumptions are listed below and include participant neutrality, model validity, comprehension of generational diversity, and distinction between communication cues. The details and rationale surrounding each assumption are provided.

Participant Neutrality. The neutrality of each participant was assuming each person was unbiased and objective in the study and its results. They are employed within the manufacturing field with lived experiences and diverse exposure to generations in the workplace. Due to the qualitative nature of the study, support was sought for the occurrence of a phenomenon with impartial responses. The participants and their interview transcripts were kept anonymous to other participants, with the responses logged and transcribed to identify commonalities from the interview. There was some risk with this approach as some interviewees could potentially have worked for the same organization and disclosed their participation to one another. Nonetheless, efforts were directed in which all participants were not affiliated with the same organization.

Model Validity. The selected model for this study is the generational cohort theory model. The generational cohort theory is applicable in determining the perceptions and stereotypes of generations, in conjunction with their implications to lead organizational change. Fisher and Crabtree (2009) posit the repetitious nature of social cycles to be cyclical every four generations where every generation is considered a cohort, hence, the cumulation of persons experiencing the same occurrences during the same timeframe. There are other models which would have been applicable, which would put the proposed model at risk. One such model is the path-goal theory. The path-goal theory is premised on expectancy theory where employees are motivated if they feel capable of doing their job, if their efforts yield a specific outcome, and if they deem the payoff for doing their job is valuable (Creswell & Poth, 2018). This model focuses on the motivation of the employee but fails to address the generational aspects and influences of communication cues. While other models are contributable to this study, the generational cohort theory is more applicable due to the facets inclusive in the model's structure.

Comprehension of Generational Diversity. The focus on generational diversity in the workplace is an amalgamation of multiple generations functioning toward the operational goal of an organization. In encompassing multigenerational diversity, there is the perception of similarities of shared values and beliefs, while there are also disparities which are derived from experiences of the specific era (Clausing et al., 2003). It is presumed those in the labor force understand the existence of multiple generations in the workplace, as well as the interactive style they feel are pertinent during exchanges.

Distinction between Communication Cues. Differences exist between verbal and non-verbal communication cues. Elliott et al. (2016) argue communication is not constrained to the spoken work of verbal communication, but also nonverbal cues such as eye contact, positioning

of the body, and touch. Those communication cues which are verbalized consider voice

inflection and the content of the message, whereas nonverbal communication cues are those that

are not vocalized but convey an implied meaning.

Limitations

There are limitations within the study presenting barriers or constraints that could have

impeded the research. The limitations noted were the inexperience of the researcher, scope of

participants, and the identification of participants.

Inexperience of the Researcher. The researcher conducting the study is one of the

limitations referenced due to a lack of experience. The use of the research approach presented

was conducted to eliminate caricature and misconception of the study's findings. The researcher

lacks experience in the field of qualitative studies; yet, this was substantiated through the chair

and committee reviews of doctoral professionals who have demonstrated proficiency and

experience in this realm of research.

Scope of Participants. The scope of the participants was limited to those leaders in the

manufacturing field. Those interviewed in the process were employed or had experience within

manufacturing organizations referenced in the research. The study was conducted through the

interview format based on qualitative responses. While the responses were representative of a

few organizations in the manufacturing field, it may not have been representative of all

manufacturing companies. There may be some generalized results that may be or may not be

applicable to all manufacturing organizations in the population.

Identification of Participants. The identification of the participants was achieved

through the use of network resources within the manufacturing field. The researcher previously

had some rapport with some of the participants, while utilizing additional resources to identify

other potential participants. The ability for all participants to be unfamiliar with the researcher was not feasible; however, the researcher made efforts to mitigate biases and preconceived notions within the process.

Delimitations

The study was structured around three generations in the workforce: Baby Boomers, Generation X, and Millennials. The study participants, in their respective generational cohort, were leaders in the manufacturing field. Those persons who were in a subset outside of the noted generations and not in the manufacturing field were excluded from the study. Hence, this being listed as a delimitation as the focus was on generational disparities but did not include those members of generational cohorts in the workplace not listed. Furthermore, it excluded those individuals who were not organizational leaders.

Significance of the Study

This study is relevant in the facets of business and organizational performance, specifically regarding the interactions amongst generations in the workplace. The influence of communication cues and its ability to either promote or deter performance is significant for organizational leaders. Kampf et al. (2017) suggest there exists a variation of ages and attributes in the workplace. This presents discrepancies in actions, dispositions, and sentiments; therefore, leaders should identify generational differences as the leadership styles, management, and employee motivation should be altered so engaged personnel are able to positively influence the proficiency of the organization. From a nonverbal communication perspective, Phutela (2015) claims diverse genders and cultures utilize nonverbal communication contrarily to one another acting as either an advocate or inhibitor to effective communication. Due to the variation of generations in the workplace, in conjunction with differentiation in communication cues, this

study is pertinent in circumventing a perceived innate gap. The study aids in mitigating the gap surrounding generational disparities in communication.

Reduction of Gaps

The contribution of this study will aid in the gap closure of generational communication differences of leaders and its influence on the organization's ability to drive progress. The research gives insight into the realms of the manufacturing industry, in conjunction with the application of the generational cohort theory, as it applies to its leaders of varying generations. Boyle et al. (2018) suggest a person's leadership style is contentious in modifying one's approach as authenticity comes into question; consequently, it becomes more captivating with the contextual nature of societal and workforce generational differentiations. The study may be able to provide insight into the perceptions surrounding generations, and whether they impact the organization's ability to drive progress through perceived communication cues. The study will also contribute towards the literature gaps surrounding the research problem, in addition to providing organizations with an understanding of how perceived behaviors may influence organizational professional development and training.

Implications for Biblical Integration

The significance for biblical integration within this study is seen in the aspects of leadership and generations. The facets of leadership are shown in 1 Timothy 4:12 (ESV) as it illustrates, "Let no one despise you for your youth, but set the believers an example in speech, in conduct, in love, in faith, in purity." Age sets no limitations or boundaries on one's ability to lead and influence others. Hence there is no age expectation set for managers, but their lived experiences are contributory to the wisdom they possess and their capability to perform their job. This is further supported with the concept of career stages where it is noted everyone may not

progress through each stage. Leadership is further supported in Philippians 2:3 (ESV) with, "Do nothing from rivalry or conceit, but in humility count others more significant than yourselves." The attributes of a leader are intended to influence and guide others, with the spirit of a servant leader, by doing so without the expectation of reaping reward. This is intertwined with the components of perceived leader effectiveness and behaviors. Leaders can influence their people through their demonstrated actions and their interactions with their employees.

From the generational perspective Deuteronomy 32:7 (ESV) mentions, "Remember the days of old; consider the years of many generations; ask your father, and he will show you, your elder, and they will tell you." This is the interactions of generations which is seen in the workplace. The sharing of knowledge and wisdom as one generation supersedes another generation to ascertain the continued success of the organization. This organizational success is noted in Galatians 6:9 (ESV) as it references, "And let us not grow weary of doing good, for in due season we will reap, if we do not give up." The transition of generations in the workplace will enable organizations to achieve their performance metrics if aptitude is paralleled with the wisdom and knowledge encompassed by each generation.

Genesis 22:18 (ESV) is representative of both aspects of leadership and generations as it states, "And in your offspring shall all the nations of the earth be blessed, because you have obeyed my voice." This speaks to the lived experiences and knowledge passed on from one generation to the next. This is further explained in Psalm 71:18 (ESV) with "So even to old age and gray hairs, O God, do not forsake me, until I proclaim your might to another generation, your power to all those to come." This speaks to the generational wisdom passed along, in addition to the diversity existent in the workplace.

Relationship to the Field of Study

This study is germane to the manufacturing industry as it delves into the evolving structure of the workplace with varying generations present. Aforementioned, per the U.S. Department of Labor (2009), Millennials will experience an increase of 75% with 42% of the workforce acquired, Traditionalists and Baby Boomers will respectively account for 1% and 22%, and Generation X will sustain 30% of the workforce. With these generations occupying the workforce simultaneously, it is essential to understand their ability to interact with one another through the various communication measures. Furthermore, it is imperative the generations can coexist with one another in the workforce to ensure organizational performance metrics are met. The generational cohort theory is contributory in understanding if the stereotypical perceptions of the generations are significant towards the organization's success.

Summary of the Significance of the Study

The study is premised on the effectiveness of leaders' communication cues in their ability to achieve organizational performance metrics with a diverse generational population. The research is pertinent due to the existing gap in literature which fails to address the perceived communication cue of leaders and their significance in driving organizational progress. Communication cues, both verbal and non-verbal, are significant in the leader's ability to influence their employees through demonstrated behaviors which aids in their efficacy. The generational cohort theory is applicable for this study in its ability to construct perceptions and stereotypes associated with each distinct generational grouping. Discrete individuals in the cohort solicit their own perceptions based on lived experiences and the stage of their career. With the presence of a multigenerational workforce, it is essential to understand the ability to successfully interact with one another in parallel with demonstrating effective leadership styles.

From a biblical perspective Hebrew 13:17 (ESV) portrays the traits of a leader in alignment with the role of an employee in saying, "Obey your leaders and submit to them, for they are keeping watch over your souls, as those who will have to give an account. Let them do this with joy and not with groaning, for that would be of no advantage to you." The leader must be able to lead their flock with the right attitude and demonstrate behaviors to encourage and empower their teams. Moreover, the responsibility of the leader is accountability for themselves and their team which requires interactions with a diverse generational pool existent in the workplace. This adroitness is substantiated through the leader's ability to navigate and engage in dialogue through effective communication cues.

A Review of the Professional and Academic Literature

Generational Characteristics

Generational diversity is a significant subject within the realm of organizational structures. The variance of generations in the workplace makes it essential to ascertain how to effectively engage with each cohort to ensure gradual progression throughout the organizational ranks. Stereotypes have been established regarding each generational grouping and their perceived differences. Zabel et al. (2017) postulate perceived behaviors of older generations suggest they demonstrate an enhanced work ethic when compared to those members of younger generations; nevertheless, there are differing perceptions of generational behaviors contrary to this theory. Due to circumstantial influences, it is innate to develop preconceived biases lacking accurate information in support of an ideology; however, there are generalities implying specific generations encompass attributes premised on a small representation of the population. Generalizations about everyone in a cohort is not permissible due to inconsistencies in the entire population as only a portion of those people have distinct characteristics to dictate their ability to

execute professional tasks; nonetheless, it is pertinent to note the imbalances of generational

attributes in dichotomizing and assenting to actions not isolated to just one generation (Waljee et

al., 2018). There are other contributors toward defining the behaviors of people which are

divergent to the theory of generational disparities; yet, there are credible ideologies exuded in

behavioral traits which could be inferred from analyzing generational mannerisms.

   Baby Boomers. In evaluating generations in the workplace, Baby Boomers are one of the

older generations making a significant contribution towards the growth and progression of the

organization, as well as the development of members of younger generations. The age range for

the Baby Boomer generation falls between those born between the years 1946 to 1964, while

demonstrating traits of devotion and steadfastness to job responsibilities resulting from the

pecuniary opulence of both World War II and the Vietnam War (Gibson et al., 2010). The Baby

Boomer generation is seemingly excessively dedicated to the organization due to the

individualities they convey. Members' upbringings occurred during the war era, which resulted

in their perseverance and capability to work at achieving fiscal affluence. Their work during this

time is significant towards the depth of knowledge they possess, where this level of aptitude and

experience is able to be translated to the younger generations in the workforce.

   The Baby Boomer generation is close to retirement in their career stage and contain a

depth of knowledge they have obtained over the years which will leave with them. There should

be efforts made towards creating an environment in which they are comfortable and able to

continue to contribute. Halvorsen and Emerman (2013) noted the continued age progression of

the population with the ability for Baby Boomers to positively influence contingent upon the

organizational environment. The atmosphere created will enable people of a specific generation

to feel valued and may be more amenable to staying with the organization for an extended

period. Generational diversity is pivotal in being embedded in the organization's culture where

the older generations feel valued for their aptitude and contributions to the organization. Baby

Boomers are vital for the performance of the organization whereas contingencies should be in

place to capture their competencies which is achieved through a culture sharing environment,

implementation of a system for reduced turnover, and promotion of knowledge transfer through

reciprocal relationships within the team (Corwin, 2015). Systems should be established in the

organization's structure to ensure the knowledge Baby Boomers have acquired over time is not

confined to the person once they leave the company; thus, there should be a systematic method

to document their expertise for the organization and their successor. Hence, the formulation of

processes towards obtaining consistent performance should be implemented and not merely

based on individuals which is founded on the strength of those in the Baby Boomer generation

and their willingness to share with others in the organization. The demeanor of Baby Boomers to

engage with others in the workforce will be beneficial towards preparing the younger generations

towards roles of increasing responsibility. Resultantly, their experience and upbringing are

pertinent in progressing the organization through the mentorship of younger generations focused

on developmental opportunities surrounding the aspects of business acumen with the propensity

to evolve performance metrics.

Generation X. Another generation present in the workplace is Generation X. Like the

Baby Boomer generation, members are stereotyped with varying attributes regarding their

method of interacting. Greatwood (2016) referenced Generation X to include those being born

between 1965 and 1979, where they prioritize monetary permanency and a reliable career path as

they are inclined to stay in a position between an average of four to five years. There are some

discrepancies of characteristics between Generation X and the Baby Boomer generation. The

Baby Boomers are assiduous in their work responsibilities, while Generation X'ers seek

constancy from a fiscal and work position aspect. It should not be assumed members of

Generation X are content in their current role if they are remunerated appropriately; however, it

is not apparent they seek the distinction in their job roles as Baby Boomers sought, but can be

misinterpreted as having a lack of drive. Generation X's priorities reside in sustaining a work-life

balance, autonomy, and maintaining employment (Lub et al., 2012). While not merely managing

job responsibilities, it is equally important for Generation X to maintain a balance both

professionally and personally. The presumption for this generation is they require minimal

intercession towards their development, resulting in either encouraging or adverse inferences. It

is imperative this generation differentiate between when they require assistance and when to

demonstrate autonomy. Nevertheless, they must be receptive when working in a

multigenerational organization to drive progress and achieve organizational performance metrics.

Generation X's traits tend to have varying perceptions of how they are typecast; however,

there are some generalities appearing analogous to one another. When functioning in a

multigenerational workplace, it is essential in determining the approach to interact with each

discrete generation. The parents for Generation X, Baby Boomers, tended to be inattentive

leading to their levelheadedness, sovereignty, and proclivity to be risk takers; additionally, there

is some skepticism for organizational structures and their leadership due to witnessing

downsizings and scandals which affected both personal and professional lives (Christensen et al.,

2018). Baby Boomers were absent from home life due to their dedication to their careers and

desire to obtain positions of increased responsibility. Hence, their Generation X offspring

embody emotions relating to abandonment where they have adopted the approach of sustaining

an adequate work-life balance. To prevent the same outcome experienced by their parents, this

generation has focused on having contingencies in place to obtain a sense of stability in their

work and personal lives.

Millennials. Millennials, or Generation Y, is another generation represented in the

multigenerational workforce. Arora and Dhole (2019) referenced Millennials as being born

between 1980 and 2000 with attributes of being impulsive, intellectual, and assiduous which is

exhibited in their investiture of start-ups; thus, organizations should seek to engage and retain

them within the organizational structure. Within a dynamic business environment, innovation

enables companies to outperform competitors where Millennials' perseverance and drive could

be beneficial for organizations in their quest to achieve results. It is presumed this generation's

drive surpasses that of members belonging to Generation X. Baby Boomers were formerly

regarded as the premier living generation nationally but is currently an esteem held by

Millennials (Fry, 2016). Due to their resoluteness and shrewdness, the Millennial generation

could significantly contribute to progressing organizations forward.

The amalgamation of Millennials into the generational work population can continue to

create opportunities for organizations to diversify their approaches due to the contribution of

their lived experiences. Millennials are noted as being sanguine, engrossed in empathy, and

amenable to constructive feedback and mentoring; furthermore, their adeptness in technical

applications enable them to be well-rounded, while still seeking flexibility to maintain a work-

life balance (Christensen et al., 2018). Millennials and Generation X are aligned in their

expectations of sustaining work and professional responsibilities. Due to their inquisitive nature

and technical aptitude, Millennials should be poised to aid in organizational progress coupled

with one of their significant characteristics in their willingness to obtain feedback. With the

existence of Baby Boomers and Generation X, Millennials are an essential facet of the

organization's ability to drive progress in a diverse workforce.

Leadership Styles

The managerial style of a leader is a critical component of driving progress within an

organization. Employees are compelled to follow the direction of their leaders; however, they are

also cognizant and reactive to leadership styles which might impede or evolve the organization.

Anderson and Sun (2017) postulate the influence of leadership style regarding attitudes and

behaviors is prevalent in research with the introduction of new styles extending beyond those of

the transformational and transactional methods. The style inculcated by a leader is a determinant

of the corresponding behavior of their personnel. Direct reports are cognizant of the actions and

presumed behaviors of their leaders and begin to respond accordingly. In analyzing the effects of

a project pertaining to cost, time, and quality, it can be deemed they are impacted by a manager's

leadership style which is a variable for success; consequently, it is noted the leadership style

must be applicable to the situation, with emphasis on the viewpoint surrounding contingencies

(Larsson et al., 2015). The approach implemented by leaders has a substantial impact on the

ability to achieve performance goals and metrics. Leaders must be able to influence their teams

towards driving progress through empowerment and engagement. Mohd Adnan et al. (2019)

suggest organizational leaders exude their own learning demeanor, impetus, goals, and

leadership style in which they focus on improved performance and employee benefit. It is further

mentioned the developed competencies will enable them to further progress and sustain the

organization. Organizational changes necessitate people and structures be altered to correlate

with all facets of change; thus, people are vital in the transformation process where their actions

are required to progress the organization (Park & Kim, 2015). With people being at the forefront

of the organization and the implementors of change, it is essential they are involved in the

transformation process to promote the achievement of organizational goals. This is demonstrated

and permeated through the leadership style of organizational leaders.

      Situational Leadership. There are varying approaches to leadership where the leader can

implement an approach to effectively interact with their employees. One such approach to

leadership is referred to as situational leadership. Situational leadership is noted by Northouse

(2019) as a method to focus on the leadership exhibited in reaction to a specific situation. This

leadership style not only narrows in on the four leadership styles of the leader, but also the

variation of direction and development required for the follower. This leadership style does not

dictate a homogeneous approach in its efforts to alter the method used in support of the

employee. The styles are noted as: directing, or S1, with being highly directive and providing

low support; coaching, or S2, in being high on both directive and support; supporting, or S3, in

having low directive and high support; and delegating, or S4, with both low directive and support

(Zigarmi & Roberts, 2017). The authors also noted the development levels of employees as

ranging from developing, or D1, with low competence and high commitment to developed, or

D4, with both high competence and commitment. The two styles of the leader and the follower

must integrate with one another in forming the situational leadership approach. It is heavily

contingent on the development of the follower and the situation itself.

      In situational leadership, Thompson and Glasø (2015) stated there must be alignment

with the capability and assurance of the follower for the leader to provide the equivalent

leadership and support. The leadership must be adequate from a directional and supportive

perspective in parallel with the level of competency and commitment of the follower. This

ensures the successful delivery and execution of a task or goal. In focusing on the facets of the

person, the Person-Centered Situation Leadership Framework noted core traits in engaging

person-centeredness to others as: connecting to the situation; congruency between the vision and

actions; equalizing the concerns of compliance and personnel; relating to others; engaging

actions within others; using the heart to listen; and amalgamating through alliances, gratitude,

and trust (Lynch et al., 2018). These similar behaviors are noted in the Tannenbaum-Schmidt

continuum of leader behavior with Bosse et al. (2017) highlighting behaviors, being either

relational or task oriented, which are contingent upon the leader, follower, and variables

influencing the situation. Additionally, emphasis is also given to the Fiedler's contingency model

for situational leadership where there are contributory variables to a situation being advantageous

to a leader in a specific situation. The focus of the core attributes is centered around alignment

and engagement of personnel towards achieving organizational actions and goals.

Situational leadership is not solely dependent on the approach the leader takes but also on

the developmental level of the follower. Situational leadership is the integration of the task,

ability to listen, providing support, and adding value where the leader should demonstrate agility

and respond discretely while not utilizing one standard approach (Walls, 2019). The

incorporation of these components enables this leadership style to cater to a multitude of

personnel. Zigarmi and Roberts (2017) posits the situational leadership styles are equivalent with

one another as one style does not supersede another regarding empowering and engaging

employees on performance. In interacting in a multigenerational workplace, the leader would

implement this approach in catering to the varying generations and personnel in each respective

cohort to convey expectations and aid in the execution of tasks.

Transformational Leadership. Transformational leadership is another leadership style

applicable in the realms of business and significant in leading a diverse workforce. Knowledge

and ingenuity influence performance based on transformational leadership; whereas, leadership

parallels with performance through knowledge and ingenuity, knowledge is correlated with

ingenuity in driving performance, and ingenuity is aligned performance (García-Morales et al.,

2012). Internal or external change is derived from the ability to influence the culture through a

managerial approach. Internal progression is dictated by the need to expand the knowledge base

in the organization, which may be attributed to gaps within the structure or external influences.

The internal factors notated could be the attrition of older generational members, or the

preconceived notion of generations and their tenure in position with the company. Knowledge

sharing in a multigenerational workforce helps to sustain the competitiveness of the business

environment, resulting in achieving optimal performance. Nonetheless, this is feasible due to the

contributions of the organization's leadership where transformational leadership is prevalent.

Northouse (2019) conjects transformational leadership addresses the needs, values, and

morals of the employee through empowerment, the ability to lead by example, establishing a

vision, and forming a bond of trust. Moreover, it is dual faceted in strengthening the dedication

of both the leader and the follower. A contributor to organizations achieving their goals through

transformational leadership is with the vision and alignment of followers; contrarily, the vision

must be shared with the team to avoid adverse results (Bush, 2018). This vision must be

embedded in the culture of the organization to gain alignment throughout the structure and drive

to enhance results. Clapp-Smith and Wernsing (2014) speculate that when people are

unaccustomed with the culture, transformational triggers can occur which then deter their points

of reference. The culture of the organization is a critical component in achieving organizational

performance metrics which is established through the leader, specifically in a multigenerational

environment. Transformational leaders serve in the role model capacity in establishing a vision

for the future by promoting creativity, ingenuity, and autonomy while coaching to cultivate their

employee's capabilities (Richter et al., 2015; 2016). This should yield benefits for the

organization regarding productivity, as well as improved employee and organizational

performance.

Jensen et al. (2018) hypothesize transformational leadership can convey the vision of the

organization contingent upon the communication and behavioral skills of the leader, which is

founded on face-to-face dialogue embodied through the media richness theory. Communication

methods are significant in the leadership style and the way information is transferred within the

organization. Transformational leadership substantiates the need to create a vision and change,

where their behaviors must be demonstrative of the action sought for their employees to exude.

As transformational leadership encourages visionary behaviors by the leader, they must alter the

thought process of their followers from seeking instant egocentricities towards a communal

practice exceeding their normal duties; thus, this is achieved through four aspects of

transformational leadership noted as idealized influence, inspirational motivation, intellectual

stimulation and individualized consideration (Mittal & Dhar, 2015). These concepts can translate

the individualized perspectives of employees into collective efforts enabling the organization to

drive innovation and performance. The relationship between transformational leadership and

employee engagement in ingenuity is referenced in Mahmood et al. (2019) as it premises it on

the complexity of the task and innovational support. The transformational leadership style can

aid in the generation of ideas, amplified performance, autonomous thinking, and the desire to

take on roles and tasks of increasing responsibility (Maria Stock et al., 2017). This leadership

style is mutually beneficial for the organization and the follower in its ability to engage and

empower employees towards improving organizational performance.

Transactional Leadership. The transactional leadership model is primarily discussed in comparison with the transformational leadership model, but they vary in their approaches with the differentiation in the roles of the leader and the follower. Northouse (2019) implies transactional leadership is the least significant approach as it is not premised on the development of the follower but the exchange of things with perceived value to drive progress in their own and the follower's agenda, which is referred to as either contingent reward or management by exception. This leadership method is founded on a reciprocal relationship between the leader and the follower. The concept itself is cumbersome with the ideal of working with the expectation of receiving a reward through the form of fiscal compensation; contrarily, from an ethical and biblical perspective, personal gratification is derived through performing work that benefits others. This differs from the perspective of transformational leadership being directed towards promotion while transactional leadership is directed towards prevention; thus, the two leadership styles will vary according to their intended outcome (Willis et al., 2017). The descriptive of transactional leaders according to Saravo et al. (2017) mentions their ability to stimulate their team based on the transaction of benefits for performance to support their own egocentricities, where this apathetic approach to leadership is seen as being a passive leader.

The variation of traits in transactional leadership are deemed by some as beneficial. Prasad and Junni (2016) posit the approach of the transactional leadership style is directed toward the external needs of employees by petitioning to their self-centeredness through an exchange where the leadership expounds upon the responsibilities of the employee, providing rewards for achieving tasks, and taking corrective action when tasks are not complete. The transactional leadership model can provide an opportunity to be directive with performance and expectations in producing better results, while identifying and implementing improvement

opportunities when they occur. The transactional leadership notion is based on reciprocity of the leader and follower in a cost-benefit exchange where the follower's material and psychological needs are fulfilled due to the completion of expected work; moreover, it is premised on the short-term with a day-to-day focus intervening on employee's progress which can impede employee development through innovation, as well as the growth of the individual and organization (Masa'deh et al., 2016). With the focus on daily activities, it is presumed this leadership style must be responsive towards corrective actions to prevent adverse effects of prolonged performance which lacks alignment with organizational goals. Ma and Jiang (2018) speculate transactional leadership is optimal in situations of calamity, disorder, undeveloped environments, no-rules atmosphere, ambiguity, or when procedures are deficient. The leadership approach provides structure in these scenarios and resolves abstruseness through the clarification of tasks through the systematic nature of reward and punishment.

There are many traits associated with the transactional leadership style, as well as perceived outcomes from this style. Transactional leadership is correlated with attributes of responsibility, impartiality, morality, and accountability with its utilitarian ethics in achieving a discrete goal as opposed to joint efforts (Berkovich & Eyal, 2019). This individualistic approach resides within the relationship between the leader and the follower towards the achievement of goals. The leader sets the expectations as noted by Kark et al. (2018) in their establishment of standards, focus on obligatory actions, and ability to drive actions with employees towards conformance and reliance. Transactional leadership is an intertwinement of leader-member exchange and path-goal theories reliant on contingent reward and management by exception; furthermore, transactional leadership permits the realization of self-interests, a reduction in anxiety, and aids in the clear direction of organizational goals relating to quality, service to the

customer, cost reduction, and an increase in production (Lan et al., 2019). With the leader

directing the end-result per follower intervention, there is seemingly some benefit in the overall

performance of the organization. Sanda and Arthur (2017) noted the effects of transactional

leadership in emphasizing desirable actions and eradicating undesirable actions through a system

of rewards and punishments; yet, rewards are basic and yield poor results requiring leader

intervention, while emotional exchanges enhance results but tend to identify a transactional

relationship as shortsighted.

     Laissez-faire Leadership. There are additional leadership styles which are contrary to

those previously mentioned. Laissez-faire is one of those such leadership styles noted amongst a

multitude documented. The laissez-faire leadership style has been deemed ineffective due to the

minimal interaction between leaders and followers with followers lacking the required feedback

and support from their leader resulting in negative implications such as anguish, conflict,

declining satisfaction with the job and leader, and leader efficacy (Breevaart & Zacher, 2019).

This approach is noted as being passive in the leader's intention of avoiding responsibility. This

hands-off method has direct consequences for the follower, which can ultimately lead to issues

pertaining to organizational performance. The laissez-faire leadership style has some negative

insinuations as Ågotnes et al. (2018) proposed this tactic is seemingly passive in its form of

ostracism and in its ability to cause an incline in job related stress, relational conflicts, emotional

enervation, a decline in job satisfaction, and health related issues. These negative effects for

direct reports negate employee needs and results in their diminished performance on behalf of

the organization. The effects of the laissez-faire leadership style are experienced on behalf of the

employee. The manager's hands-off approach to leadership leaves employees with little

consequences, aside from the resulting performance outcome. The tactics of laissez-faire

leadership deduct information, leadership, communication, and social interaction (Nielsen et al., 2019). This leadership approach fails to address the employee which could lead to negative performance and emotions.

In the laissez-faire leadership method, Wellman et al. (2019) posit the leaders are inaccessible and circumvent the need to decide on a path forward but could lend to the perception of leadership within the team is lacking to encourage engagement. The directional aspect of laissez-faire leadership can cause adverse outcomes for the organization based on its failure to address issues and adhere to employee needs. The vague and deficient strategic direction on behalf of leadership is contrary to those illustrated by transformational and transactional leadership styles; however, this could also be beneficial depending upon the needs of the employee as some people tend to relate to autonomy in their job functions lending to the feelings of respect and empowerment (Yang, 2015). This is further supported by Wong and Giessner (2018) as they mention the expectations surrounding empowering leadership which can seemingly be correlated with laissez-faire leadership; however, the actions of the leader should parallel with the expectation of the follower or it could be illustrative of laissez-faire leadership.

Interpersonal Leadership. The interpersonal leadership style is another method utilized within the realms of organizational structures. Leaders tend to exude interpersonal leadership in the relational aspect with their followers through the empowerment and fostering of those who follow them despite self-interest (Northouse, 2019). Interpersonal leadership is efficient in building a relationship with followers, relating closely to the approach utilized in transformational leadership with the change in people being necessitated through encouragement and empowerment. Hansen et al. (2014) claim interpersonal leadership is a developmental model used to positively align with the commitment and engagement of followers. Leaders can

integrate with their followers through the established positive relationship, which is also noted in the leader-member exchange (LMX). The conceptual aspect of LMX is premised on the exchanges between leaders and followers where leadership is described and prescribed to give in-group members their attention regarding time and support (Northouse, 2019).

There are attributes associated with the interpersonal leadership style. Competencies for interpersonal leadership were noted by Harder and Narine (2019) as communication, listening actively, the ability to manage conflict, and inculcating diversity where there is a positive correlation between these competencies and job satisfaction, enthusiasm, and the performance of the organization. With these competencies, there are also transitions occurring where the interpersonal leadership style is applicable. The incessant updates to the organization's strategy, modification of organization to the environment, and inspiration for new initiatives are essential in interpersonal leadership to create assurances in adhering to organization goals and enhancements (Kollenscher et al., 2018). In achieving organizational goals, there is a vital component each leader must develop and establish within their teams through interpersonal leadership. The establishment of trust is referenced by Englefield et al. (2019) to structure an inspiring vision within the team which is pivotal for efficiency and developing follower trust. The establishment of trust then lends itself towards driving progress within the organization. In developing an aptitude towards interpersonal leadership, the influence of training is positively related due to its extension across organizational structures towards the communication and collaboration with others (Getha-Taylor et al., 2015). The interaction with others impacts the development of the individual in addition to enhancing the performance metrics of the organization. Interpersonal leadership seeks to intertwine the efforts of the leader and follower towards the communal goal of the organization.

Servant Leadership. One additional leadership model applicable to the business environment is the approach of servant leadership. Newman et al. (2017) propose servant leadership is founded on leaders relinquishing their self-interest while unselfishly working for followers and the community by serving as supportive role models, engaging followers in decisions, exhibiting ethical behaviors, and emphasizing the need to serve the community in which they belong. The role of servant leadership is surpassing egocentricities in the altruistic service to others. Servant leadership is encapsulated in the intrinsic interest of serving others while holistically working, promoting collective service, and engaging others in their ability to decide (Spears, 2004). The conceptual aspect of servant leadership is derived from Greenleaf (1977, as cited in Tang et al., 2016) in noting servant leadership is premised on the fulfillment of followers in their growth, learning, prosperity, and evolving in task efficiency, stewardship in the community, and the aptitude of a leader. The approach of servant leadership is a unified effort, with the purpose of aiding towards the empowerment of others (Mittal & Dorfman, 2012).

Robert Greenleaf's derivation of servant leadership is paralleled with biblical integration; contrariwise, scrutiny exists in its alignment with Christian interpretation. The incorporation of biblical integration within the realms of secular life enables the dogma of servant leadership to be applicable. Spears (1996) advocates Greenleaf's perceived purpose of servant leadership is directed towards action in the furtherance of others. The functionality of servant leadership forgoes self-gratification while progressing and developing others. Servant leadership aids in establishing a vision and insight deprived of the hedonism of recognition or reward. The contextual aspect of servant leadership is illustrated biblically in Mark 10:45 (NLT), "For even the Son of Man came not to be served but to serve others and to give his life as a ransom for many." With the incorporation of the Greenleaf terminology, signified as servant leadership, Jesus is referenced in

Mark exhibiting traits of servant leadership through His sacrificial acts of service while working for

others in the hope of reciprocal actions taking place amongst neighbors. This is the archetypal

behavior expected when interacting and working with others through both professional and personal

facets of life.

In demonstrating servant leadership, there exists linkage between the earthly and biblical

facets of life. In leading like Jesus, it is a transformational process in exuding gestures,

rationalizations, and progression of others (Blanchard et al., 2016). Through the personification

of Jesus' likeness, followers prompt others to exhibit the same behaviors towards evolving

themselves. Jesus sought out to benefit others while admonishing opportunities for

acknowledgement and self-indulgence. The amalgamation of servant leadership and faith

promotes trust in God and His ability to serve in the purpose He has established and to motivate

others to act as servant leaders as well. The vision of the servant leader is noted by Blanchard

and Hodges (2003) with the concept of the leader identifying a fervent vision and enlisting

followers though the purpose of a mission, anticipated outlook, and the perceived value.

While working with individuals whose ideologies do not parallel with those of the leader,

there must be humility and a focus on exuding common grace in conjunction to the absolving

grace shown through Christ (Keller, 2012). God must be present at the forefront. Coltrane's

liberation was referenced in Keller (2012, p. 249) in stating, "from the work under the work for

the sake of the work itself." Therefore, the purpose God has established in placing the interest of

others before self is needed. This is referenced in Titus 2:7 (NLT) as it states, "And you yourself

must be an example to them by doing good works of every kind. Let everything you do reflect

the integrity and seriousness of your teaching." The dignity embodied in work is in service to

God, which is done in lieu of His physical being, in representation of love for Him and

neighbors. As people are built in God's image and to serve in His purpose, they are to cultivate and foster others and the environment He has established. This ability to lead others must utilize a temperament in God's likeness as illustrated in 1 Peter 5:3 (ESV) as it states, "Not domineering over those in your charge, but being examples to the flock." Subsequently, leadership of others must be done so in a manner that allows others to bear witness to the leader's behaviors and exude similar leadership mechanisms to others. This transition through the aspect of servant leadership is mentioned in Numbers 27:16 (NLT) as it states, "O Lord, you are the God who gives breath to all creatures. Please appoint a new man as leader for the community." Leaders will undergo situational occurrences where they must alter and adapt their approach within the realm of servant leadership in the ability to transcend through followers toward leading change.

Communication in Leadership

Within the dynamics of leadership, communication is a critical component. It is not merely confined in the ability to convey information to others, but also in the mechanism used in the delivery as well as the connotation used. In defining communication, Ruben and Gigliotti (2016) stated communication exceeds merely being a tool for leadership or strategy as it is a worldview of comprehending leadership while delving into the methodology of social impact. Communication is the purview into the world while navigating through the social interactions amongst others. It is essential in establishing points of view, as well as establishing expectations. Communication is subjective from the stance of "poor" or "good" as it is premised on circumstantial, situational, and interpersonal aspects structured on the socio-psychological perception of communication; furthermore, communication accentuates people are "relational beings" whose identification is built upon interacting with others (Hedman, 2016, p. 594). Killingsworth and Flynn (2016) conject communication from top leadership establishes the

organizational culture surrounding communication, which is inclusive of strategic

communication integrated into the business strategy; thus, communication is relational in gaining

mutual understanding, comprehending goals, and serving in the interest of the public.

Verbal Communication. The prevalent form of communication identified is verbal

communication. Verbal communication entails the dialogue and interaction between people

where information is conveyed and received. The form of verbal communication is in

interactions, presentation, and the capability to converse (Morreale et al., 2017). Oral

communication is in the aptitude to engage in conversation with others to present information.

The conveyance of information through verbal communication is conducted by an exchange,

discussion, and integration of information and perspectives (van Dijk et al., 2018). In exchanging

information, it is done in the form of both verbal and nonverbal communication. The perceived

attributes of a leader are primarily provided through verbal communication in conjunction with

face and body movements to enhance their ability to make decisions and become more

convincing to others (Gkorezis et al., 2015). Effectively communicating with employees is

beneficial for leaders in portraying confidence in their ability to make decisions as well as

gaining support for the organizational vision and goals.

There are a multitude of components significant in contributing to the leader's ability to

effectively communicate verbally. Baccarani and Bonfanti (2015) theorize the leader's

communication must inculcate values to improve trust which through clarity in being

understood, impartial and unswerving, authentic, dependable, transparent, accessible, a listener,

humble, empathetic, and competent. These are attributes followers seek in their leader's ability to

provide trust and positive response towards achieving organizational goals. Verbal

communication is a critical skill required for leaders, amongst a multitude of other skills, as the

failure to effectively communicate inhibits progress; therefore, there are essential functions to

demonstrate efficacy in verbal communication with the ability to convey information to others,

the art of persuasion, and the capability to listen and understand (Gomes & Yasin, 2016). There

are other skills essential in both verbal and nonverbal communication as noted by Corder and

Irlbeck (2018) in the ability to listen, moderate a meeting, evolve in public speaking,

comprehend decorum, and initiate conversations with others.

There are skills leaders need to embody to ensure they are effective in verbal

communication; nonetheless, there are some pitfalls leaders should be cognizant of in their

ability to effectually communicate to their followers. In the facet of negative communication,

there is verbal belligerence, position-centered communication, being defensive, and unsanctioned

and sanctioned communication (Sniderman et al., 2016). Choudhury et al. (2019) advocates there

is a variance in emotional articulateness that influences the perception of leadership in how one

communicates verbally in what is being said and contrasted with how it is being said.

Furthermore, it is important to recognize the communication approach of a leader in conveying

their vision to inspire, promote initiative, and influence growth within spontaneous conversation,

flow of words, and expressivity. The media richness concept is applicable in suggesting

transformational leaders are more efficient through face-to-face interactions but can vary their

communication method by amalgamating written and verbal communication in conducting one-

way and two-way exchanges with others (Jensen et al., 2018).

Nonverbal Communication. Nonverbal communication is another means of interaction

amongst leaders and their personnel which imposes a perception on behalf of the recipient.

Deficiencies in nonverbal communication can lend to futile task-oriented communication trends

and a disadvantageous position (Tilton, 2019). There are junctures where articulating perceptions

and emotions could be considered perilous or uncouth, in which nonverbal actions are

alternatively illustrated; likewise, nonverbal behaviors can be utilized to ridicule or convey

information with accountability being an issue for actions (Burgoon et al., 2016). When

interacting in person, nonverbal behavior is a critical communication stratagem in either

facilitating or inhibiting communication across cultures when the nonverbal cues are

misinterpreted (Wasfi, 2014). According to direct reports, the amalgamation of positive

nonverbal acts suggests it is more effective as gestures and facial lexes are in alignment with a

leader's declarations and sentiments which diminish pretense and augment authenticity (Bellou

& Gkorezis, 2016).

Claeys and Cauberghe (2014) suggest prevailing nonverbal behaviors during times of

crises can curtail reputable harm through the perceived aptitude of an organization's

representative, while inept nonverbal behaviors during the proceeding events of a crisis

positively enhance the perception of the organization based on the sincerity of its representative.

Nonverbal communication has some linkage to structuring employee motivation which is

inclusive of communication of the body, face, and eyes (Ramadanty & Martinus, 2016). Phutela

(2015) suggests various genders and cultures utilize non-verbal communication contrarily to

opposing groups, which is significant during interpersonal communication; furthermore,

nonverbal communication can either impede or advocate for effective communication as it

situationally varies due to the diverse nature of nonverbal communication behaviors. Nonverbal

behaviors are more indicative of discreet forms of bias and miscommunication as partialities in

attitudes and theories are deemed to be reliably suggestive and determined though body language

(Meadors & Murray, 2014). Talley and Temple (2015) propose leaders who demonstrate

defensive or no hand gesticulations are categorized as being detached; inversely, leaders with

positive hand gesticulations are noted as being more compelling. Those extending direct eye contact and a smile are associated with attributes such as astuteness, good leadership, and empathy; yet, these traits are not representative of ethics nor are any other nonverbal prompts (Kilgo et al., 2018). Goh and Hall (2015) hypothesize antagonistic chauvinism is correlated with less amicable nonverbal and verbal forms of communication such as being less sociable or lacking a smile, while compassionate chauvinism is paralleled with more assuaging forms of nonverbal and verbal communication such as more gregarious or constructive in verbalizing. These are relevant aspects in pondering the significance of nonverbal communication and the effectiveness of a leader through lived experiences and backgrounds.

Soukup (2019) posits nonverbal communication inculcates a wide scope of human behavior and is categorized as nonverbal in the act of communicating without verbalizing, and through body language as being analogous to language through the actions of the body to negate voice. Expressions illustrating emotions are communication indicators which are adaptive to influence commonplace social communication; whereas, emotional expressions conclude if a person should be engaged or circumvented, as well as personality physiognomies in conjunction with decision-making to dictate the recipient's viewpoints and response (Tracy et al., 2015). Choi et al. (2019, as cited in Talley & Temple, 2015) postulates those observants of behaviors are proficient in distinguishing and inferring nonverbal communication as either compelling or estranging, as the relationship between a leader and follower is established through nonverbal communication of the leader and the construal of the follower. Nonverbal communication is essential as it surpasses overall human interactions in accounting for roughly 60% to 93% of effective communication (Birdwhistell, 1955, as cited in Bellou & Gkorezis, 2016); moreover, Patterson (1990, as cited in Bellou & Gkorezis, 2016) theorizes nonverbal communication is

significant in supplying information, moderating interactions, and articulating familiarity.

Changes within an organization introduces a peculiar situation necessitating the amalgamation of

transformational and transactional approaches to remain viable, while also evolving (Yaghi,

2017). The effects of nonverbal communication are essential in understanding the rationales and

the implications of a leader's ability to evolve the organization.

Communication in Multigenerational Leadership

As the evolution of life continues to prevail, so does the transition of generations in the

workforce. With disparate generational stereotypes existent, it is essential to understand how to

effectively lead in a multigenerational environment. Flinchbaugh et al. (2018) hypothesize the

augmenting range of ages in the workforce has dictated multigenerational encounters with

distinct disparities being noted among those entering the workforce and those already existent

due to varying stances surrounding younger generations preferring technology, and a balance

between work-life as opposed to other generations. Organizations can benefit from generational

variances while leveraging the strengths as well of each cohort in building an effective

multigenerational team through communicating openly, demonstrating inclusion, creating trust,

and resolving conflict (Moore et al., 2016). Each generational cohort can benefit the organization

as Chawla et al. (2017) mentioned efficaciously managing generational diversity with

enthusiastic and inspired employees performing their job resulting in high levels of engagement,

productivity, and increased assets for the organization.

Hofstede's Organizational Behavior. In evaluating organizational structures and

communicating within a multigenerational workplace, Hofstede's cultural dimensions are

significant; resultantly, Hofstede has contributed towards identifying behavioral mechanisms

considered within societal norms. The behavioral characteristics extend into cultivating

organizational cultures and its perception amongst both leaders and their direct reports.

Organizational complexities necessitate constant change and enhancements to address

variability. This efficacy is achievable through intertwining generations in the workplace in

optimization of performance. Huang and Crotts (2019) identified Hofstede's cultural dimensions

as power distance, uncertainty avoidance, individualism contrasted with collectivism,

masculinity as opposed to femininity, long versus short term orientation, and indulgence against

restraint. These dimensions are relevant in the disposition of an organization and its structure.

Power distance is referred to as one of Hofstede's cultural dimensions. The norms

existent in society indicates there are biases which have variable viewpoints from a cultural

perspective. The aspect of power distance is based on collective tenets where cultural acceptance

is given to the datum of power being inequitably distributed within an organization (Rao &

Pearce, 2016). Discrepancies in the hierarchy of organizations in relation to power distance could

outline disproportions and their influence on the cultural atmosphere. This could either benefit or

inhibit progress in a multigenerational organization due to the tolerance of cohort members

towards the managerial structure of the organization. Some organizations embody characteristics

of small power distance where impartiality is applicable to everyone; contrarily, there are some

organization with a large power distance where equality is negated due to the existing

peculiarities.

Uncertainty avoidance is another dimension associated with Hofstede's analysis. Within

the dynamics of the business environment, ambiguous situations present themselves in which

organizations must adapt and circumvent. Lehmberg and Davison (2018) indicate real options

(RO) are beneficial in decision-making for managers in dealing with ambiguity by aligning

information, communicating, and understanding the behavioral traits of an organization's

culture; although, organizational cultures can negatively impact RO from a national perspective regarding uncertainty avoidance and power distance. Consequently, organizational cultures with high uncertainty avoidance and power distance can adversely impact performance. A failure to plan for the unknown resonates a weak uncertainty avoidance, while preparedness for unknown conditions correlates with a high uncertainty avoidance.

The cultural dimensions of individualism and collectivism were also evaluated by Hofstede. In the current cultural environment, Hofstede's model demonstrate permanency regarding individualism and collectivism through their ability to endure tests of validity, reliability, and predictability in parallel with current models (Minkov et al., 2017). Hofstede (1980, as cited in Dang, Faff, Luong & Nguyen, 2019) speculates individualistic civilizations are liberal in their efforts to protect the interest of themselves and their immediate family. Thus, this will enable people to react in a way which will place in them in a position of prominence. Collectivism acts contrariwise to individualism regarding autonomy in a structure premised on centralization socially and economically. The way people are espoused into groups is defined in collectivist cultures (Arpaci & Baloğlu, 2016). They can imply a group-think approach due to the lack of diversification towards thoughts, impeding the ability to implement alternate thinking to improve performance for the organization.

Gender primacy is another component of Hofstede's cultural analysis. Role congruity theory referenced by Mroz et al. (2018) defines masculine traits of leadership as assertiveness, definiteness, and self-assurance; inversely, women are defined with traits of being empathetic, delicate, and obliging. The physical characteristics of males and females are innately distinct, there are emotional expressivity explored within the behavioral analysis.

Long-term and short-term orientation are another aspect of Hofstede's dimensions where comprehension of the past influences, in conjunction with current and future happenstances. Confucian dynamism is an alternate term coined by Hofstede in referring to long-term and short-term orientation where the facets of the two components, in alignment with spirituality, regard virtue notwithstanding truth (Achim, 2016). Distinctively analyzing virtue from truth implies truth is having a sagacity of morality and ethics, while truth is comparable to facts. Short-term orientation doctrines are reverence, social conscience, and persona; whereas, long-term orientation creeds are prudence and assiduousness. Therefore, the inferences for people and their impact on civilization is vital for comprehension as short-term orientation is perceived as adverse and stationary from a traditionalist disposition while long-term orientation is influential in forward-thinking initiatives.

Indulgence and restraint were another dimension added to Hofstede's cultural analysis. According to Guo et al. (2018), indulgence versus restraint is directly aligned with the World Giving Index (WGI); thus, there is a philosophy surrounding prosocial behaviors and their differentiations amongst countries. Countries exemplifying attributes of indulgence have the inclination to demonstrate more ingenuity (Khan & Cox, 2017). While indulging in the instantaneous wants which surpass the needs, individuals are directed towards the enjoyment of life and the contributors enabling them to relish. In embodying the element of freedom, Yıldırım et al. (2016) postulate people desire impetuous and innate behaviors. It is presumed organizations in indulgent countries are decentralized and structured around the culture, where people can sustain their own control over their life and sentiments.

Generational Characteristics and Leadership Styles. The attributes of each generation are of utmost consideration in a multigenerational workforce, which is further enhanced with the

leadership style required in managing their performance. This comparison of the Baby Boomer, Generation X, and Millennial cohorts are noted in addition to their work preferences to introduce varying approaches of how they will need to be managed. In comparing Baby Boomers to Generation X and Millennials, Baby Boomers have less job mobility and exhibit traits of pliability, with overtime being less receptive to Generation X as opposed to Baby Boomers and Millennials; nevertheless, decisive indicators reference Baby Boomers having less mobility as Generation X is less inclined to opt for overtime, while partiality is assumed with Baby Boomers being more acquiescent (Becton et al., 2014). This may suggest implications of Baby Boomers being content and unwilling to seek other employment opportunities, as Generation X exudes a diminished allegiance in ascertaining the organization is able to achieve the expected performance objectives. Some conclusive discrepancies exist between Baby Boomers and Millennials regarding enervation concerning sentiments, job contentment and disparities, and the desire to separate from an employer (Lu & Gursoy, 2016). Members of their respective cohort develop these behaviors over time. While these are generalizations made pertaining to generational members, it is emblematic of cultural contributors which impacts attitudes and perceptions.

There also are circumstances where some generational members encompass an adverse disposition surrounding work, specifically the Baby Boomer population. There is some precaution that should be taken regarding the potential to overwhelm Baby Boomers with their interest then possibly going to another organization or making the decision to retire; moreover, the lack of motivation for some Baby Boomers who are low performers necessitate the need for management intervention, a solid culture, and a progress plan for career opportunities (Duxbury

& Halinski, 2014). There must be partiality in requesting performance results in conjunction with not setting too high of expectations for them where they become detached.

Generation X, according to Murray (2013, as cited in Christensen et al., 2018), embodies an antagonistic disposition around being micromanaged. Their demonstrated sovereignty can insinuate there is some direction required and the rationale with taking this approach, in addition to the perspicacity to achieve the end goal. Hence, there is the preference to work independently but places the onus on leaders to maintain some level of communication to either corroborate their actions or take corrective action as needed. There must be some level of transparency and unswerving communication while engaging with employees from Generation X if it is permissible for them to work autonomously. When scrutinizing the behavioral attributes of Generation X, it is imperative they can engage with the team, are steadfast beyond the traditional work hours, and are able to be mentored if required. Their assiduous nature in their job responsibilities does not necessarily conclude they seek positions of prominence as their job tenure is within four to five years, where promotion is desired but not in compromising a work-life balance. Interpersonal savvy is vital in their ability to interact and engage with others; similarly, work should not be so overwhelming with the realization work could extend beyond normal work hours and require additional effort and dedication on their behalf. Nevertheless, they must be able to be mentored as they navigate through their careers.

Moon (2014, as cited in Woods, 2016) theorizes Millennials find desire, innovation, and value in their work, which be adversarial for older generations but could also be advantageous to work with a collective mentorship initiative towards enhancing relationships while altering preconceptions of opposing generations. Each generational characteristic can be beneficial or detrimental for an organization; however, generational diversity could aid in achieving

organizational goals. The integration of generations in the workplace can serve in the best

interest of a company towards innovation and leveraging the bench strength of all employees.

There are varying methods where a multigenerational workforce could be beneficial with

Hewlett et al. (2009, as cited in Woods, 2016) postulating a mentoring relationship being

established between Baby Boomers and the Millennial generation, with Millennials engaging in

knowledge sharing pertaining to digitalization, top trends, and technology; equally, Baby

Boomers can share their expertise regarding business operations, relationships, current projects,

and perspectives on career progression. This will enable both generations to be amenable in

working with one another, but also amalgamate past encounters with present and future

initiatives. The success of both the leader and organization is dependent upon the receptivity of

each generation to the transfer of knowledge and feedback provided.

As formerly mentioned, Millennials embody behavioral traits which lack alignment with

Baby Boomers or Generation X; nonetheless, each cohort's strength could be beneficial towards

another in achieving organizational success. Mentoring relationships are beneficial between

Baby Boomers and Generation X per Chaudhuri and Ghosh (2012, as cited in Woods, 2016) as

Baby Boomers will have an opportunity to become accustomed to technological advances, in

addition to evolving their sensitivity towards diversity initiatives, work-life balance, evolutions

in specific subject matters, and a globalized outlook; likewise, Millennials will acquire

knowledge, professional respect, self-actualization, improvement in morale, and a declination in

turnover resulting in innovation within projects, procedures, and products. This generational

integration will aid in the progression of each cohort, with Millennials being pivotal in leading

organizations and transcending their performance over time. Hence, this will permit the retention

of employees in the Millennial generation. Hillman (2013; as cited in Hillman & Werner, 2017) suggests the proclivities and needs of Millennial should be given adequate attention as he states:

> Generation Y is of importance to performance technologists and managers as they are the youngest and currently largest generation comprised of approximately 80 million generation members who are presently moving into more responsible positions as the Baby Boomers retire. Their performance is critical to the success of U.S. businesses. (p. 20)

The Millennial generation encompasses the current and succeeding group of organizational leaders requiring management to remain diligent towards their professional development, in addition to providing feedback that permeates their growth (Hall, 2016). Career progressions and organizational success can all be hinged on the transfer of knowledge in a multigenerational workforce.

Generational Characteristics and Communication Styles. Baby Boomers are set to culminate their careers due to their increase in age, but there should also be contingencies in place pending their departure from the organization as a mean to capture knowledge while keeping them engaged and committed. Communication is pivotal to job gratification as the impetus of those approaching retirement experiences a decline; additionally, confirmation has been given for the most senior employees where they are compelled to work with those members in younger generations to share information and knowledge (Appelbaum et al., 2012). Conclusively, Baby Boomers are complacent in their job premised on their interactions within the organization as it is further validated by their inclination to work with younger generational members towards their progression of job knowledge. In enhancing the organizational performance, it is beneficial to implement a culture encouraging diversification, integration, and learning.

Baby Boomers are direct descendants of the environment they were raised. Christensen et al. (2018) submit Baby Boomers were brought up in an environment which exemplifies competition and gives precedence to work due to their parents' stance of goals being achievable premised on the work involved in attaining them; hence, the derivation of workaholic occurred as work became comparable to amour-propre. It could be implied they seek a feeling of attainment when completing a goal where their preferred recognition is in public or monetarily. The predilection of Baby Boomers in interfacing is described as personable consistent with Sherman (2006, as cited in Christensen et al., 2018) in dialogue occurring face-to-face but are also amenable to technological communication methods; thus, their interpersonal savvy makes them ideal to mentor and participate on teams with those from other generations. The benefit of this generation is their ability to work with others while being coachable in the process. Due to their succession to the Traditionalists, they should have acquired the aptitude in other to aid younger generations towards improving the organizational performance. This is also permissible in their ability to lead others as they progress into top-tier management roles and can contribute towards guiding the state of the organization forward.

The successor generation to the Baby Boomers are Generation X, whom also exhibit varying communication behaviors due to their circumstantial upbringings. Generation X exists between the crosshairs of the Baby Boomer generation and their in-person dialogue preference, and the diverse conversational availabilities of Millennials. The members of Generation X experienced a transition in the aspects of communication tools in contrast with Millennials whose upbringing encompassed contemporary technology and the Internet (Xiong et al., 2019). There is a stark difference in the available means of communication with Generation X's Baby Boomer parents and the availability of instantaneous communication via verbal and nonverbal

forms of communication. Generation X was introduced to constrained Western civilization and values with enhancements in technology and communication seen during their maturation into adulthood; thus, this generation exhibits more accountability in communicating through social media due to having to become accustomed to mobility, modern technology for communication, and social media during their adulthood phase (Dabija et al., 2018). Innovation in communication and the transition to mobile technology occurred through the life cycle for Generation X. They became accustomed to evolving methods of communication as they evolved, lending them opportunities to effectively communicate and interact amongst varying generations.

Millennials are in constant search of feedback on their performance; resultantly, this would increase the need for them to be coached on their interactional encounters, inclusive of the ability to manage conflict resolution (Sherman, 2006, as cited in Christensen et al., 2018). Due to their openness to feedback, Millennials can modify their behaviors through the lived experiences they endure. With their upbringing inculcating technology, they must focus on interacting with others outside of the availability of electronic media. Their quest for feedback, regardless of the forum, will afford them the opportunity to interact with older generations and possible adopt some of their acumen and approaches to communication. This will aid in employee engagement and overall retention for the organization.

Effectiveness of Multigenerational Leadership

Efficiently leading an organization provides an advantage in a dynamic business environment, while also establishing better engagement and rapport with team members. Graystone (2019) noted efficacy in managing a multigenerational team provides an advantage over competitors in necessitating everyone appreciates the unique talents of others by being flexible, forming alliances, communicating, and supporting differing outlooks. The

diversification of the team will enable the organization to embrace innovation and improve

performance metrics amongst competitors. The multigenerational team circumvents the

complexities experienced in the workplace due to the input of proficiency and experience of its

employees, founded on communication and dedication of the team (Phillips, 2016). The aptitude

of the employees and sundry of experiences form a cohesive unit of intertwined generations

addresses the challenges presented in a business environment. There are three generations

present in the workforce as Rani and Samuel (2016) referred to them as Baby Boomers,

Generation X, and Generation Y or Millennials with each cohort categorized with distinct

capabilities and competencies contributing to the organization's success; transcendently, reverse

mentoring is beneficial in a multigenerational workforce where technical knowledge is shared by

younger generations to older generations, in exchange older generations share their knowledge

on administration and management. The effects of reverse mentoring contribute to the

effectiveness in managing in a multigenerational workforce through comprehension of each

other's preferences in conflict resolution, sharing of knowledge, and leveraging strengths in

improving organizational performance.

Engaging with Stakeholders. In navigating through a multigenerational workforce, the

efficacy of leaders is based on their leadership style while engaging in dialogue with not only

subordinates, but members of upper-level management. Leaders will also need to be receptive to

the feedback received which may aid in improving their leadership style, while being amenable

to the realization this feedback may also come from subordinates. The effectiveness

demonstrated by a leader inculcates situational leadership in aligning the leadership style to a

person's level of readiness, with the leadership style adapting to the level of readiness (Tortorella

& Fogliatto, 2017). The onus is on leaders to ensure they can cater to the developmental level of

the employee to improve performance as the leadership style is influential in the follower's

ability to perform. The engagement with stakeholders is upward and downward accountability

with Martin et al. (2018) suggesting they are at different ends of the spectrum with upward

stakeholders being engaged with sponsorship and downward stakeholders by giving the end-user

attention to their given needs and perspectives in outlining the rationale for actions. The

functionality of upward and downward accountability is two-fold with the continuum extending

throughout the organizational structure. Therefore, it is essential all stakeholders are aligned

towards achieving organizational goals.

Upward management could either improve the performance of the leader or instill fear in

the follower through delivering feedback. Employee voice is the terminology utilized in the

upward communication of subordinate-superior through the ability to access information,

diminish ambiguity, and synchronize actions (Kamal Kumar & Kumar Mishra, 2017). The

relational aspect of subordinate-superior seeks to enhance processes and make needed

adjustments pending the valuation of the feedback. Nichols (as cited in Kamal Kumar & Kumar

Mishra, 2017) is quoted in his ideology of upward and downward communication in stating:

> I am much more excited about the efficiency or inefficiency of upward communication than of
>
> that which passes downward through the channels. Why? Because I hold the deep conviction
>
> that the efficiency of downward communication is going to be improved significantly only
>
> when top management better understands the attitudes, the opinions, the ideas and the
>
> suggestions of the people at the bottom of the whole structure. (p. 4)

The benefits of upward and downward communication are premised on receptivity and

expressivity in striving to improve the performance of the organization. Redmond et al. (2016)

postulate upward dissent is the expression of sentiments in divergence of the perceptions of

leadership where conflict management style is more applicable. The employee should be able to voice their concerns to upper-level management to resolve situations from both an individual and organizational perspective. Kim et al. (2018) theorize leaders engrossed with the concept of upward ingratiation can establish positive rapports influencing their ability to prosper at work. This is further substantiated in the positive correlation between employee voice and the emotional engagement of the organization, as well as between the receptivity of upper-level management and the emotional engagement of the organization (Ruck et al., 2017). This approach fully engages all stakeholders and aid in improving the performance of the organization.

Achieving Organizational Goals. The premise for most organizations is to outperform competitors withstanding the complexities of the business environment. Thus, this is achievable through the establishment of a vision and the achievement of the established goals. In achieving organizational goals, Stojanović Aleksić and Krstić (2016) speculate it is based on the ability of leaders to influence followers in a two-way working relationship of leaders on followers and vice versa, inclusive of three vital components being leaders, followers, and circumstances. There must be mutual alignment between the leaders and followers for the organization to achieve its goals. The ability to achieve these goals is through the governance of genuine assurance towards accomplishing objectives pertaining to operations, reporting, and compliance (Afriyie et al., 2019). This is a communal effort on behalf of both leaders and followers in adhering to the systematic structure established to achieve goals. It is imperative to have the commitment of the organization and the appropriate leadership according to Gürer and Çiftçi (2018) in achieving the goals of the organization, in conjunction with its structure and the implementation of policies. This process must be intentional and encompass the entirety of the organizational structure.

Leaders are essential in building employee engagement through the functions of leadership as employees could potentially seek out opportunities to be engaged when there are opportunities to achieve organizational objectives (Günzel-Jensen et al., 2018). This is the integration of employees progressing through the organizational ranks and proving their expertise towards improving and achieving organizational goals. Nobakht et al. (2018) claim human resources are a critical aspect in the production and delivery of the end product towards the achievement of organizational goals. The resources made available are the stimuli in achieving organizational goals to include a reduction in costs and the incentive for individual development, whereas self-efficacy on behalf of the employee will enable them to act towards driving progress through complex situations (Lee et al., 2017). This continuum of leadership style and employee development resonates in the ability of organizations to achieve their established goals.

Summary of Literature Review

The generalizations of generational cohorts necessitate the need to understand the cultural atmosphere from whence these generations are derived. The standards of society can preemptively conclude the actions and values held in high regard by each generation. Cultural indicators and discrete attitudes are positively related (Campbell et al., 2015), therefore alignment exists between generations and cultural change as cultural vicissitudes link individuals born in the generation's cohort. With an individual's upbringings being correlated to their experiences, it is innate to conclude it inculcates attributes of a specific generation. Analogously, music and generations are comparable as musical progress is paralleled with a specific generational era. Although music is not merely confined in being pleasurable or relatable to one cohort, the genres are culturally linked to specific generations.

As time transcends, so do the traditional fads and norms of organizational environments with the age of leaders beginning to vary in the hierarchy of the organization. Organizations are diversifying in respect to age as younger cohorts have obtained positions within management over those persons in older generations resulting in discontent due to generational preconceptions regarding work ethic and the concept of work-life balance; furthermore, differentiations were noted pertaining to stages in life and culture between Traditionalist, Baby Boomers, Generation X, and Millennials, with significant variance for Millennials (Cogin, 2012). Historical norms placed older generations in the ranks of management, which has now been altered with differing perspectives of generational attributes and their contribution to the success of the organization. This is an opportunity for leaders to guide employees through this organizational and cultural change.

Hunt and Weintraub (2017, p. 85) stated, "Norms aren't laws; they are more like probabilities", thus a culture of coaching invigorates an environment of learning where a dialogical relationship is formed and transpired to other team members. This culture of mentorship is conducive to the organization due to the mutual bond formed between diverse generations in the workforce. Trust is the most vital component in building an amicable coaching relationship (Hunt & Weintraub, 2017). A lack of trust amongst varying generations impedes individual and organizational development. The relational aspect of forming a bond with people with differing perspectives are conducted according to the style of the leader and needs of the follower, in addition to direct interactions inclusive of verbal and nonverbal communication cues. The cultural upbringing of each person should be considered pertaining to experiences and generational categorization. Hence, it is imperative to understand the stereotyped acuities of

generational cohorts where leadership is significant towards directing employees towards

achieving organizational goals.

Transition and Summary of Section 1

The first section contributed toward defining the problem, the nature of the study, and

research questions appropriate for the identified problem. The generational cohort theory was

implemented to form the conceptual framework, with comparison to other concepts.

Additionally, the significance of the study, the reduction of gaps, biblical integration, and

relational aspects to the field of study were discussed. The literature review was conducted to

focus on generational attributes, leadership styles, communication cues, and measures of

effective leadership. In the next section there is comprehensive information regarding the data

obtained for the study along with the collection method, analysis of the data in alignment with

the process, a culmination of the results, and final recommendations for future research.

Section 2: The Project

The research problem focused on the perceived generational disparities in communication amongst leaders resulting in decreased performance in organizational metrics. The perceived problem is defined, in addition to the extensive review of literature to identify gaps in generational attributes, leadership styles, communication, and effectiveness in a multigenerational workforce. This demonstrates the justified nature in conducting the study. Section 1 addressed the research problem, the rationale for the study, the conceptual framework, and a was inclusive of a literature review. The purpose of Section 2 is to determine the details surrounding the study and its implementation. This section takes consideration into the roles of stakeholders and participants, the research design, and data collection and analysis. The initialization of Section 2 begins with endorsing of the purpose for this study.

Purpose Statement

The purpose of this case study is to evaluate the implications of leadership communication based on generational aspects, resulting in the efficacy of leaders and their ability to progress organizations. This problem is further explored through delving into a study of generational communication disparities and the effects on organizational performance metrics in the manufacturing industry. Jason (2016, as cited in Saber et al., 2019) referenced five generations prevailing in the workplace inclusive of Traditionalists, Baby Boomers, Generation X, Millennials, and Generation Z. However, the Traditionalists and Generation Z cohorts are not assessed in this study while focusing on the predominant generations represented in leadership roles. Considering the perceptions of work categorization which are demonstrative amongst each generation, there are insinuations of the variances in approaches through interactions. The diversification of generations can influence dialogue at work and the efficacy of communication, engagement, and strategic performance

management (Akhavan Sarraf et al., 2017). Gallicano et al. (2012, as cited in Meng et al., 2017) conjecture the categorization of seven stressors for Millennials through communication, which signifies critical components to job satisfaction; moreover, organization leaders who take this into account may influence Millennial employment satisfaction and career planning sustainability. Granting the stereotypical classification of generational members is not conclusive of all persons, typecasting aids in the generalized comprehension of their communication behaviors to form an ideology.

Role of the Researcher

The role of the researcher is a significant component to be implemented throughout the study. In conducting research, the researcher is the "sole instrument" within the study who is competent in data collection and analyzation; moreover, qualitative researchers should consider their intimacy with the setting as it could interject dispositions and biases, which should be divulged to the fullest extent possible (Cypress, 2019, p. 268). The scope of the participants is stringently limited according to Stedman (2019) with the researcher establishing the research question, determining apt measures, scrutinizing the data, and construing the results. The functionality of the researcher is pivotal in this study in its entirety. In the quest to find an answer to the research question, the researcher must ascertain channels to "inside knowledge" in gaining insight into practical scenarios through the diversification of connotations and experiences of matters (Carroll & Mesman, 2018, p. 1148).

While seeking the lived experiences of participants, the researcher must ensure personal biases are not introduced into the study. Wadams and Park (2018) argue biases can influence the authentic experience of a participant with biases being partial to western philosophies and societal conferences; accordingly, qualitative research methods seek to alleviate research biases through bracketing, interviews that are unstructured, a sundry in peer review, inductive thinking, awareness of the

investigator, and vital reflexivity in conjunction with an ethical underpinning and guiding values to avoid the biases of western perspectives. A self-effacing viewpoint of opposing cultures and narratives is expected of the researcher, while being cognizant of intrinsic biases regardless of vocation, knowledge, or position (Würth & Schuster, 2017). The qualitative research method is pulsating and evolving as Anderson (2017) recognizes the representation of diverse epistemological and disciplines, where its variation lacks definitive accord around rigor with the terminology for rigor also being queried. Qualitative research is ever evolving and applicable across varying disciplines lending to its in-depth search to understand the phenomenon of participants.

Participants

The participants in this study are leaders from a cross section of the manufacturing industry. Participants involved are a variation of generational cohorts with their management experience ranging from novice to expert. The minimal requirements for each participant are to be inclusive of the represented cohorts in this study being Baby Boomer, Generation X, or Millennial, be in a supervisory or leadership role, and reside within the United States of America while being able to communicate in the English language. This is in an effort to exclude those generations not represented in this study, as well as those not in leadership roles with particular attention to discount those participants outside of the United States of America inclusive of those who do not speak English.

The research participants were asked to participate in an interview pertaining to generational disparities in leadership pertaining to communication, in outlining their viewpoints and experiences to the research questions. Research participants will be passive in the process as they will lack control of the research subject and the outcome of the data collected (Stedman, 2019). The distinct differences and expectations of the researcher and the participant should be clear. Any disparities existent between the researcher and participant regarding the intended role of the participant can be premised on the

role theories of communication where Condit et al. (2016) notes forthcoming expectations are

attributed to the instinctual views perceived about traits of varying societal roles. The role of the

participant in the study is voluntary. Participants provided informed consent after they are made

knowledgeable of the risks, benefits, and inferences of participating in the study to make an informed

decision regarding participation (Roulet et al., 2017). In protecting the rights of the participants, the

IRB (Institutional Review Board) was petitioned for approval prior to conducting this study.

Research Method and Design

The facets of research inculcate a variation of research methods to include qualitative,

quantitative, and mixed methods research. The paradigms seek to substantiate the research questions

through a specified research method and an associated design. Kharasch (2019) posits the methods are

in a continual evolution initiated through persisting issues or through mechanisms prompting new

analysis. While illustrating the research method utilized in this study, the research design is also

deliberated. Additionally, the rationale for the chosen method and design is discussed.

Discussion of Method

The method chosen for this study is the qualitative research methodology. The selection of this

methodology is premised on the need to capture the experiences and perceptions of the participants

based on the respective research questions. Qualitative research delves into and seeks understanding

of the experiences people have undertaken with the varying approaches of theoretical and methodical;

thus, qualitative research determines the rationale behind the thought processes of people and their

actions, in conjunction with its integration into their lives (Denny & Weckesser, 2019). Elliott et al.

(2017) suggest qualitative research encompasses a multitude of methodologies utilized to comprehend

the viewpoints and actions of participants through data collection approaches such as interviews, focus

groups, or observations; therefore, qualitative research is deemed to be a parasol of methods

explaining the rationalization of the world and the occurrences experienced. The qualitative research

method is chosen for this study to understand the perceptions surrounding generational disparities in

communication amongst leaders. The research questions seek to comprehend the viewpoints of both

verbal and nonverbal communication amongst leaders in the Baby Boomer, Generation X, and

Millennial generations, as well as the adroitness of communication cues due to the contributions of

advanced education and training opportunities afforded. Each participant, belonging to a specific

generational cohort, conveyed their perceptions on behaviors and actions based on their personal

experiences. This methodology determines correlations between generations and communication cues

based on the experiences of each participant.

Discussion of Design

The design utilized in this qualitative study is the case study design. Qualitative methods seek

to alter theories existent into new frameworks or subculture which is prevalent in diminishing

disparities and recognizing biases (Kegler et al., 2019). Stake (1995, as cited in Creswell & Poth,

2018) suggests case studies are not merely perceived as a methodology due to the decision to conduct

research within specified limitations pertaining to time and place; contrarily, case studies are seeming

to others as an exploratory approach to qualitative research in a realistic scope where data is derived

through the means of interviews, observations, documents, and artifacts. The premise of the research

is to conduct a comprehensive analysis of a cases or cases, as the research problem undergoes an in-

depth probe in gaining an understanding into a case or cases. The functionality of case studies is to

derive innovative acumens in determining the relational aspects of the events occurring within an

organization, in conjunction with control and pronouncements pertaining to those events (El-Akruti et

al., 2018). According to Paddock et al. (2019), the case study approach aims to orchestrate the

triangulation of a variety of approaches and indicative sources in the investigation of intricacies into

context-dependent singularities. The case study design intertwines multiple approaches in determining

the phenomenon correlated with the complexities associated with the research problem.

Summary of Research Method and Design

The problem to be addressed are generational communication disparities in leadership. Due to

the need to capture the lived experiences of participants, the qualitative research method was utilized.

The research questions prompt the usage of the case study design in utilizing interviews with

participants to comprehend the rationale behind their actions and behaviors. Oliver et al. (2015)

propose the methodological process of a case study is prevalent in establishing an extensive

comprehension of circumstances and problems, forming the social construction meaning. In delving

further into the generational attributes contributing towards leadership efficacy, the qualitative

research methodology coupled with the case study application lends itself towards understanding

communication disparities which may be typecast in verbal and nonverbal communication cues. The

perceptions of the participants were captured and applied towards comprehension of the social

contexts relevant in the facets of leadership.

Population and Sampling

In conducting research, a generalization of the population is implemented to substantiate a

representative group. It is a cumbersome process to obtain a perspective from all persons in the

manufacturing industry fitting the specified generational pools; thus, the use of a sampling of the

population is utilized and comprehensive for the larger applicable population. Analysis from

interviews with participants serve as a generalized depiction of a larger group. This section will

determine the size of the population, the method used to sample and the sample size, the sampling

frame, eligibility criteria for participants, and the relevancy of attributes for the sample is discussed.

Discussion of Population

The sample of the population utilized in this study was based on those located in the United

States of America. The U.S. Census Bureau (2019) noted the population for the nation being

324,356,000 with Baby Boomers representing 73,242,000 people, Generation X accounting for

60,284,000 people, and Millennials representative of 87,906,000 people. The breakdown of the

manufacturing industry was 129,319,000 people in the private sector and nonfarm totaling

151,998,000 people (U.S. Bureau of Labor Statistics, 2019). The nonfarm sector is inclusive of goods,

construction, and manufacturing. The sample population used are from those individuals from the

specific generational cohorts within the manufacturing industry, located within the geographical

setting of the United States.

Discussion of Sampling

The significance to the appropriate population is pertinent to the study, in addition to the

importance of adequacy in the sample size to be analyzed. Qualitative studies necessitate the need to

identify the apt sample size as too few participants could result in the need to delve deeper into the

perceptions of participants. During the interview process, approximately 20 to 30 participants are

sufficient to establish a generalized theory or until saturation occurs (Creswell & Poth, 2018).

Skordaki and Bainbridge (2018) posit the methodology used in purposive sampling is inclusive of

participant selection, as well as interview themes and questions, to gather rich data from those with

lived experiences; thus, purposive sampling is implemented after initializing the analysis of data

through categorization used to explicate the information. Sampling is not of the participants but on the

theoretical or conceptual aspects through either purposive or theoretical sampling; whereas, purposive

is perceived to negate theoretical focusing on the traits of the participants (McCrae & Purssell, 2018).

The participants themselves worked in the manufacturing field, while functioning in a

leadership capacity. This aspect is imperative towards the study as it seeks to scrutinize generational

communication cues and its effectiveness in achieving organizational metrics. The participants were

limited to those currently or formally in leadership positions in an effort to mitigate any biases from

the perspective of the employee, with leaders having experience in both facets of being the leader and

the follower. This could have otherwise misguided the study by narrowing in on the perceived

effectiveness of the leader and leadership style while omitting the attributes typecast to generational

cohorts. An additional constriction was limiting the participant population to Baby Boomers,

Generation X, and Millennials, while excluding both proceeding and succeeding generations. The

generations noted are a significant part of those persons in the manufacturing field with relevant

experience in leadership.

Summary of Population and Sampling

The premise for sampling is due to the impracticality to obtain the perspective of an entire

population in the manufacturing industry. Thus, research conducted through a study enables a subset

of the population to be utilized in making a generalization. In generalizing a sample of the population,

it is imperative to ensure the theoretical facets of the participant's perspectives are captured until

saturation occurs in ensuring it is representative of the entire population. Hence, the interview process

of 20 to 30 participants enables detailed analysis of leaders across a multitude of organizations across

the United States representative of the specified generational cohorts.

Data Collection

Acquiring data for the study is a pivotal part of the research process. This section determines

the instruments utilized to collect information from participants. Additionally, the methodology is

established to scrutinize and organize the data. The ability to collect data is vital in ascertaining the

responses to the research questions in drawing a conclusion of discrete generations and their

effectiveness in communication to drive organizational progress.

Instruments

This study implemented one-one-one interviews as the methodology to obtain the data. The utilized two instruments, the researcher and the Interview Guide located in Appendix C, with the researcher being the primary instrument. Cypress (2019) noted the researcher being the "sole instrument" in the study to collect and analyze data. Nonetheless, the Interview Guide aided in substantiating the researcher in conducting the study. Through conducting 21 interviews, each interview was be recorded for accuracy with an audio device and then transcribed for further scrutinization of the data collected. Furthermore, notes were taken during the interview process to act as supporting documentation for later evaluation.

There is emphasis placed on the role of the researcher and being the primary instrument in the study. While researchers are acquainted with the environment and have preconceived notions, it is imperative to ensure their unconscious bias is negated from the study. The researcher must demonstrate self-awareness through clarity of their weaknesses, strengths, sentiments, impetuses, judgments, and theories which are contributory in comprehending others and assessing the proclivities of attitudes, behaviors, and responses (Nilson, 2017). This is a significant part of the interview process with the researcher obtaining information reflecting actual accounts of the participants and not those perspectives previously held. Råheim et al. (2016) suggest researchers are reliant on the participants during the interview to gain their engagement as they convey their experiences which is achieved through a show of respect in gaining their trust.

The Interview Guide serves as another instrument used within the study, in conjunction with the researcher. There are five stages to formulating a semi-structured Interview Guide through specifying the basics, obtaining and implementing former knowledge, developing the initial semi-structured guide, trialing the guide, and illustrating the completion of the semi-structured guide (Kallio

et al., 2016). The structure of the Interview Guide served as an aid during the interview process. The open-end questions do not levy the theoretical perspective used to formulate the Interview Guide as Sowicz et al. (2019) propose the use of the guide provides those being interviewed more control. The interviewees were able to expound upon their experiences and convey more through the use of the guide. The questions asked were influenced from the viewpoint of the researcher. The researcher's worldview can influence the language, the questions asked, the scrutinization of the results, and the documentation from the interviews; consequently, researchers must ensure they are reflexive and self-analyze themselves with the active comprehension of their role and its impact on the process and outcome (Mason-Bish, 2019).

Data Collection Techniques

The process of data collection is extensive as Cypress (2018) postulates it includes ethical consideration in obtaining entry and approval from the research location, protection of the participant's rights inclusive of an informed consent, selecting and implementing a strategy for sampling, determining the method to record information, securing the data, and appropriate usage and propagation of the findings. This is feasible after identifying and securing the participants for the study. The sample size of the population is 21 participants, due to saturation being achieved. This entailed an in-depth inquiry of the participants and their experiences during the interview process. The process seeks to identify relationships, theoretical acumens, and correlations between groupings where indices of saturation evolve (Cypress, 2018).

The data collection methodology utilized in this study entails the identification and selection of those participants in the manufacturing industry within the United States. These participants were leaders, or have past experience as a leader, as well as categorize into one of the specified generational cohorts. Persons not experienced in leadership roles, those not in manufacturing, and those not in the

specified generational cohorts were not selected in the participant population as the study is specifically focused on leaders in manufacturing belonging to the Baby Boomer, Generation X, and Millennial generations. Invitations to participate were sent via email to leaders in the manufacturing industry. The invitation included an introduction of the researcher and a summation of the purpose for the research to ascertain full comprehension by the participants with the nature of the research study.

Once the sample population was identified, a meeting invite was extended to the participants in a convenient location which permits privacy. The meeting invite included the date and duration of the meeting, the premise of the research, and a confidentiality statement. In the event face-to-face interviews were not feasible, a digital meeting platform was utilized between the researcher and the participant at the convenience of the participant. All interviews occurred with audio recording whether face-to-face or through digital platforms. The interview questions referenced the Interview Guide in Appendix C in retort to the research questions for this study. The data collected ensured confidentiality of the participants through the use of unique coding. The participant data was then stored through a password protected format only accessible by those inclusive in the research review. After approval of the study, the data will remain stored for three years and then properly destroyed.

Data Organization Techniques

The management of the data is pivotal for the study's efficacy as Cypress (2018) suggests it is inclusive of transcribing interviews that are audio-recorded in addition to an array of qualitative data analysis tools. In organizing data for the study, unique coding was assigned to the interview participants before interviews were conducted. This coding was applicable throughout the data collection process. As a method of summarizing and organizing the data, the details of the interview were documented and catalogued into a Microsoft Excel spreadsheet inclusive of the date of the interview, the start and end time, and the technique used to conduct the interview.

The data obtained in the Microsoft Excel spreadsheet incorporated the categorical headings of unique coding, gender, ethnicity, generational cohort, leadership experience in years, and identified themes. These aspects were utilized to determine correlation within the study through the use of Microsoft Excel and a supplementary analysis tool, namely Power BI. Power BI enabled the ability to determine existent correlations, premised on the aforementioned categories, within the data contributing towards generational perspectives of the participants through the use of visual statistical analysis. This was significant towards the data analysis portion of the study.

This study used the instrumental case study design with coding leading to a theoretical conclusion based on circumstantial factors. The transcription of the interviews was numbered with the context of the interviews coded. Coding is an essential facet of analyzing data in qualitative research as it enables researchers to dissect the information to form a new theory in a structured manner (Elliott, 2018). Memoing aids in the structuring of ideas to be analyzed at a later time, in conjunction with the analysis from the interviews which compares the participant data with the theoretical concepts of the study (Creswell & Poth, 2018). The methods of coding can be structured with open, axial, or selective coding, or unstructured through linking suggested denotations. Creswell and Poth (2018) propose the structured approach permits corollaries to be made with axial coding which are restricted to one classification through the use of open coding; whereas, selective coding determines the intersection of categories to form propositions where the researcher can structure a narrative. In this qualitative case study, selective coding was utilized.

Summary of Data Collection

The process of data collection is used to obtain participant information to form a theory in response to the research questions. The process in and of itself presents challenges for researchers regarding data collection, evaluation and explanation, recruiting and establishing an affinity,

presenting findings, and the collective process of research (Kalman, 2019). This qualitative study used

interviews as the method to collect data. There was a sample size of 21 participants, until saturation

was achieved. The researcher was the primary instrument used in this study, in addition to the

application of the Interview Guide. The interviews were recorded using an audio device and

transcribed accordingly. Notes were utilized in the process to supplement data. The data was

organized with unique coding for each participant and secured to sustain confidentiality. The data was

organized and analyzed through the use of selective coding.

Data Analysis

The collection of data necessitates the analysis of the information collected through the coding

process. Belotto (2018) proposes the coding process enables the analysis of large amounts of data in

determining their correlation towards developing new themes. The identified themes were utilized in

response to the research questions. In a case study "how" or "why" inquiries are utilized, yet the

"what" questions in the exploratory case study permit the evolution of findings for further research

(Yin, 2009, as cited in Moore & Prentice, 2015). Themes were established through the process of

coding data. In the analysis process, coding is vital whereas the method used to evaluate the data is

equally as important. The forms of coding are open, axial, and selective where Nakken et al. (2019)

elucidates open coding as categorizing singularities in the data, axial coding as correlating the codes or

categorizations to one another, and selective coding as selecting a category and correlating it with

other categories.

Open Coding

One aspect of the coding process is the use of open coding. The open coding method classifies

and codes the conceptual elements from participant data in determining a phenomenon (Bowers et al.,

2016). The codes implemented from open coding evolve from analysis of circumstance, effects, and

results of the participant's rationale (Cassidy et al., 2017). This analysis through the coding process

enables phenomenon to be identified and established. The analysis of transcripts is proposed by

Weggelaar-Jansen et al. (2018) in implementing the open coding and structuring a framework. The

transcripts from each interview are reviewed thoroughly and extensively where the main concepts are

derived and classified as being abstract (Harati et al., 2019).

Axial Coding

Another form of coding utilized is axial coding. The premise for axial coding is noted by

Bowers et al. (2016) as categorizing linkages amongst codes. The method of open coding seeks to

establish a phenomenon from the coding and analyze the transcripts where the main theme is

extracted, whereas axial coding seeks to determine a correlation between the codes. The process used

in axial coding analyzes the data from open coding in establishing linkage amongst the groupings and

sub-groupings (Iwelunmor et al., 2017). The method of axial coding was referenced by Weggelaar-

Jansen et al. (2018) in amassing codes which are interrelated into groups based on aspects such as

descriptions, sorts, rationale, stages and roles in development, encounters, validity, and reliability.

Axial coding is a resultant of the data analysis from interviews and is named due to the coding ensuing

around the research category's axis where a category is selected from those in the open coding

process; hence, other categories are derived from causal, context, and intervening conditions, as well

as groupings for strategies and consequences (Harati et al., 2019).

Selective Coding

Selective coding is another method used in the data analysis process. McCarter et al. (2018)

indicate the selective coding process encompasses an investigation towards the connotation, linkage,

or themes from axial coding. Selective coding is analytically used to compare categories with one

another to confirm the theoretical model (King et al., 2018; 2016). In forming the conceptual model,

Rahmani and Leifels (2018) indicate the selective coding method aids in framing the categories to establish a theory in explicating the interdependencies amongst groupings which were formed empirically. Through the formation of themes, occurrences can aid in identifying resemblances and disproportions where the case study can conclude assertions from evaluating the case.

Automated Coding

The process of the analyzing the data from the interview transcripts can be cumbersome. As such, there is an automated coding process which is beneficial in the analysis process of the research study. Schonlau and Couper (2016) purports data from open-ended interview questions present challenges to scrutinize but are essential in not constraining response; therefore, the method used to analyze is through human coding or through computer technology through automated coding, yet it is not completely efficient enough to substitute human intervention. The implementation of computer-aided, semi-automated attainment and categorization software is beneficial in its ability to mitigate the risks associated with biases during sampling on behalf of the researcher resulting in skewed results (Martínez-García et al., 2019). NVivo is one of the most prevailing computer-assisted software analysis methods for qualitative data according to Feng and Behar-Horenstein (2019) based on its ability to evaluate open-ended responses to interview questions, surveys, and other data formats. Furthermore, NVivo's value resides in its ability to code and classify data through negation of research bias, but hindrances exist in its lack to exhibit evidence in sustenance of observability and measurability. Dixon et al. (2006, as cited in Paulus et al., 2017) referenced the need for human intervention in the data analysis stating:

> NVIVO is a tool to assist analysis which does not 'do the thinking' for the researcher … and cannot develop theories from the data. As a computer program it was not a substitute for the 'analyst core role' of searching for meanings behind any given data set. (p. 411)

Summary of Data Analysis

The data analysis process of the qualitative case study presents the need to engage in the coding of data and formatting it to identify categories and phenomenon. Within the case study design, Moore and Prentice (2015) propose a multitude of data sources are essential in its ability to triangulate data through interviews and documented information in formulating an inclusive and contextual depiction to supplement a phenomenon, therefore aiding in the credibility of the study itself. The methods of analysis for coding are open, axial, and selective. The selective coding process inculcates attributes of both the open and axial coding processes. Additionally, the analysis process can also be challenging in the research study. Thus, the computer-aided qualitative software method of automated coding aids in analyzing the text. NVivo is a significant program used in the analysis of data in its ability to evaluate data and abate researcher bias in the study. Nonetheless, it does not completely negate the need for human intervention. The data analysis of coding will through the use of archetypal means such as colored pens, paper, and post-it notes in conjunction with digital forums such as NVivo provide an effective and tested methodology (Maher et al., 2018).

Reliability and Validity

Reliability and validity in qualitative research must be represented in a manner which inculcates various viewpoints while ensuring consistency in the process with validation of the findings. This perspective is analyzed and validated from the outlook of the researcher. Creswell and Poth (2018) reference validating qualitatively inculcates a comprehensive understanding of traditional and present-day viewpoints. The reliability and validity in qualitative research vary slightly in the verbiage used in quantitative research. Qualitative research implements the concepts of credibility in information being utilized in which is it intended, transferability in ascertaining the studies ability to adhere to the standards, and dependability in the ability to

duplicate (Liberty University, 2018). Reliability and validity seek to intertwine the perspectives of the researcher, participant, and the reader.

Reliability

Within qualitative research, reliability is utilized to ensure consistency and applicability to the research findings. The evaluation of outcomes over a period of time is deemed as reliability according to Hayashi et al. (2019) through the perception of stability in the findings being indicative of repeatability. In analyzing a phenomenon through the accounts of people, there must be an established pattern of consistency in the responses to form a conceptual theory. As reliability evaluates consistency in the data over a period of time, there is an expectation of the data being stable and repeatable where the researcher will analyze a phenomenon in the same manner multiple times (Hayashi et al., 2019). Thus, the interviews were conducted based on the format of the Interview Guide where thematical concepts were established and applied towards the findings. Inclusive in the reliability reasoning, Pilgrim et al. (2019) propose there be a process of verifying through seeking multiple sources as researchers must demonstrate critical thinking in considering their experiences in lieu of new findings, while being instinctually guided when information does not appear to be accurate. Within the qualitative research study, this is the rationale for continuing to interview participants until saturation occurs.

The reliability in qualitative studies is from the perspective of the researcher through their analysis of the data. From the stance of the researcher, Creswell and Poth (2018) indicate triangulation, disconfirmation through exceptions to the theme, and reflexivity are used to validate the reliability of the data. The process of triangulation considers the variation in data sources and methodologies used during analysis in solidifying the credibility of the study through contributing new knowledge from varying participants (Whitmore et al., 2019).

Triangulation is implemented in the research study to corroborate the problem statement and

purpose for the research, as well as to validate the literature review. The aspect of

disconfirmation in exceptions to the theme are implemented in identifying the barriers and

challenges existent in the research study. Reflexivity permits the questioning and rationalization

of assumptions and significances in research but does not ascertain quality in the research as

Gabriel (2015) notes reflexivity should focus on creativity in identifying the new possibilities

existent in the data. The utilization of reflexivity seeks alignment from existing scholarly

resources and reference documentation. These are essential facets of ensuring the reliability

within qualitative research.

Reliability in qualitative research comes with its qualms where its applicability comes

into question. Nelson (2016; 2017) suggests there is interchangeability in analyzing through

definitive terms such as generalizability, verifiability and dependability, where the usage brings

on its own set of challenges semantically and etymologically. There is also some disparagement

to qualitative research due to the method of collecting and analyzing data which are subjective to

the researcher's conventions, influence, and intrinsic sentiments based on experience, aptitude,

and upbringings; consequently, reliability encompassed in the analytical process, in addition to

validity embedded in the process in accurately representing the data, are historically correlated

with credibility and quality in quantitative research and therefore presents a challenge in

qualitative research (O'Mara Sage et al., 2019). Due to the individualized persona and cultural

background of the researcher, this challenges the ability to appropriately analyze the reliability

and validity in qualitative research in comparison to the application in quantitative research. For

this reason, it is imperative qualitative studies include aspects of reliability and validity to

substantiate the findings. The reliability aspect ensures researcher bias is not introduced into the

study when evaluating the data. This is ascertained through the use of the Interview Guide to achieve consistency in the interviews amongst the various participants. Furthermore, after the data is transcribed it is scrutinized for accuracy by both the researcher and the participant. This will aid in the researcher's ability to determine conceptual themes from the data as opposed to introducing their own preconceived notions.

Validity

Validity coincides with the expectations of reliability within the qualitative research process. Cho and Trent (2016; 2006) postulate the validity in qualitative research is viewed historically as the extent to where the researcher's stance is aligned with the reality experienced by the participants. The utilization of validity in qualitative research ensures quality within the validity of the data findings, as well as validity in the entirety of the research (Hayashi et al., 2019). In the facets of qualitative research, it is vital to gain the perspective of the researcher, participant, and the reader. Validation of the data from the lens of the researcher aids in authenticating the information, determining exceptions, and identifying linkage with previous research. The participant's viewpoint is critical in having an affinity with the overall population in confirming their perceptions are received appropriately. The outlook of the reader is essential as it acts as a system of checks and balances in validating the study is conceptualized without any significant issues.

Maxwell (1992, as cited in Nelson, 2016; 2017) provides further explanation on validity through definitive analysis of the types as being descriptive, interpretive, theoretical, generalizable, and evaluative; whereas descriptive, interpretive, and theoretical relate to the means, process, and presentation in ensuring the researcher is believable, while generalizable, and evaluative extend beyond the research and their viability in being scrutinized further outside

of the research study. While qualitative research is subjective contingent upon the research, the

validity seeks to ensure the researcher is convincible in their findings through a thorough

analysis of the data collection and analysis processes. Moreover, the data must be able to

withstand the social constructs external to the study in differentiating the viewpoints of the

researcher in comparison to authentic findings established during the research.

Similar to some perceptions on reliability in qualitative research, the validity in

qualitative studies is also questioned due to the miscellany in the methods and the lack of a

universal means to validate; furthermore, validity also has varying interpretations to include

rigor, constancy, and aptness (Hayashi et al., 2019). This poses some concerns due to the

multitude of means in conducting qualitative research; however, validity ensures alignment

between the researcher and participants through its integration with reliability to ensure

consistency in the study. Accordingly, Hayashi et al. (2019) conclusively noted validity is

categorized as an assurance of deductions made from evaluation of the data.

Summary of Reliability and Validity

Morgan et al. (2013) premise a research study is implemented through planning,

solidifying an instrument, performing a pilot as a measure to validity and reliability, collecting

data, and evaluating for errors. This is vital in ensuring the data can be substantiated and

representative in addressing the research problem. The terminology used in qualitative and

quantitative research vary, in addition to challenges being made to definitively determine validity

and reliability in qualitative studies. While quantitative studies utilize terms such as reliability,

validity, and generalizability, qualitative studies inculcate diversity of dimensions through terms

such as rigor, ethical integrity, and artistry (Finlay, 2016; 2006). Nonetheless, the establishment

of consistency in the process and a method to authenticate the data are appropriate in qualitative research studies.

Transition and Summary of Section 2

The first section formed the Foundation of the Study as it was premised on establishing the problem from which the problem statement was derived. The nature of the study was described, in addition to the research questions and review of existing literature pertinent to the research. The second section built upon the purpose of the study while establishing roles, determining the method and research design, and its applicability to the research design. Additionally, the population was generalized along with the method and sampling to be used for this research was identified. The eligibility of the participants was also outlined and relevancy of selecting the specified participants for the study. The data collection, instruments used in this study, data organization and analysis, as well as the reliability and validity of qualitative studies were also outlined. In the third section, the foundation of the first section and the data collection structure in the second section are used to perform the study and provide findings, recommendations, and conclusions.

Section 3: Application to Professional Practice and Implications for Change

In Section 3, the supplication to professional practice and implications for change are conducted. Within this section, the findings and inferences relevant to the study address the research questions. Also addressed in this section are the data based on the information collected and analyzed, the application of this study towards a greater body of literature, and the outliers and incongruities from the data collected. There are recommendations for supplementary studies, as well as contributions based on the researcher's experience. Lastly, a summation of the research and conclusions from the study are conferred.

Overview of the Study

The premise for this qualitative research study was to riposte to the research questions outlined in Section 1. This information will contribute to the body of knowledge pertaining to generational communication disparities in leadership, inclusive of both verbal and nonverbal communication cues, and their implications on the effectiveness of leaders in the manufacturing industry. In gathering the insights of leadership in the manufacturing industry, interviews were conducted to gain perceptions using the Interview Guide referenced in Appendix C. Leaders sought to participate in the study were those who were categorized in either the Baby Boomer, Generation X, and Millennial generations, and are diversified not only demographically but through years of experience. Convenience sampling was implemented to identify research participants through a network of resources in the manufacturing industry. There was an even distribution for each respective cohort, with 21 interviews conduction and seven members of each generation being represented. The leaders responded to questions outlining their experience, perceptions of an effective leader, their communication acuities amongst their respective generation and cross generationally, and the influence of formalized training and education towards the efficacy of a leader. Furthermore, they were questioned on the impact of

leadership styles, as well as being allotted an opportunity to provide insight into overall generational communication disparities. Where information was lacking in depth, the participants were asked to expound on their responses to capture further details surrounding their perceived notions.

Analysis of the data provided the ability to capture themes attributable to the body of knowledge regarding variances in generational communication interactions within manufacturing organizations. The themes identified correlate with the research questions illustrated in Section 1 and are noted below.

- Influence of upbringing and experiences

- Leadership style coaching

- Organizational generational training

- Development of coaching and mentoring relationships

- Training of Generation Z for leadership

Anticipated Themes/Perceptions

An anticipated theme from the research study included a lack of diversification of the participants. The theme was projected as the sample population is represented by the manufacturing industry, which principally consists of leaders being white males. Therefore, the lack of miscellany extends into the realms of gender and race. The anticipated theme was not prevalent in the study as the participants in the study did not identify gender or ethnicity as a dominating factor in identifying gaps in generational communication.

Presentation of the Findings

Overview of Sample Demographics

For this qualitative study, interviews were conducted with 21 participants using the Interview Guide referenced in Appendix C. There was an even distribution of representation for each

generational cohort, with seven participants for each respective generation. Of the total participants, 13 were men and eight were women. From the sample population the affiliated ethnicities represented were White, Black, and Asian; whereas, 14 were White, six were Black, and one was Asian. The sample demographics for the study are shown in Table 1 listing the number and percentage distributions of the participants.

Table 1

Summary of Participant Demographics

Baby Boomer			Generation X			Millennial		
Gender	Number	Percentage	Gender	Number	Percentage	Gender	Number	Percentage
Men	5	71.43%	Men	5	71.43%	Men	3	42.86%
Women	2	28.57%	Women	2	28.57%	Women	4	57.14%

Baby Boomer			Generation X			Millennial		
Ethnicity	Number	Percentage	Ethnicity	Number	Percentage	Ethnicity	Number	Percentage
White	5	71.43%	White	4	57.14%	White	5	71.43%
Black	1	14.29%	Black	3	42.86%	Black	2	28.57%
Asian	1	14.29%	Asian	0	0.00%	Asian	0	0.00%

Gender. In further analyzing the impact of gender, Figure 2 illustrates the influencer to Baby Boomer. Analysis of the graphs indicate the distribution if it were split with the dotted lines indicating the current distribution pertaining to gender, and the solid bars show the updated distribution with the slicer. The influence of the distribution compares the Baby Boomer and Generation X cohorts where females comprised 36.4% of the distribution, and males 63.6% of the distribution. Similarly, all three generations are compared in Figure 3 where females impacted 40% of the distribution and males 60% of the distribution. The graphs illustrate the influence of gender for each generational cohort. The distribution is minimally affected as there were the same quantity of females in both the Baby Boomer and Generation X generations; whereas, the male population was the dominant gender in both cohorts. Contrariwise, the number of women participants in the Millennial generation has a greater influence on the data.

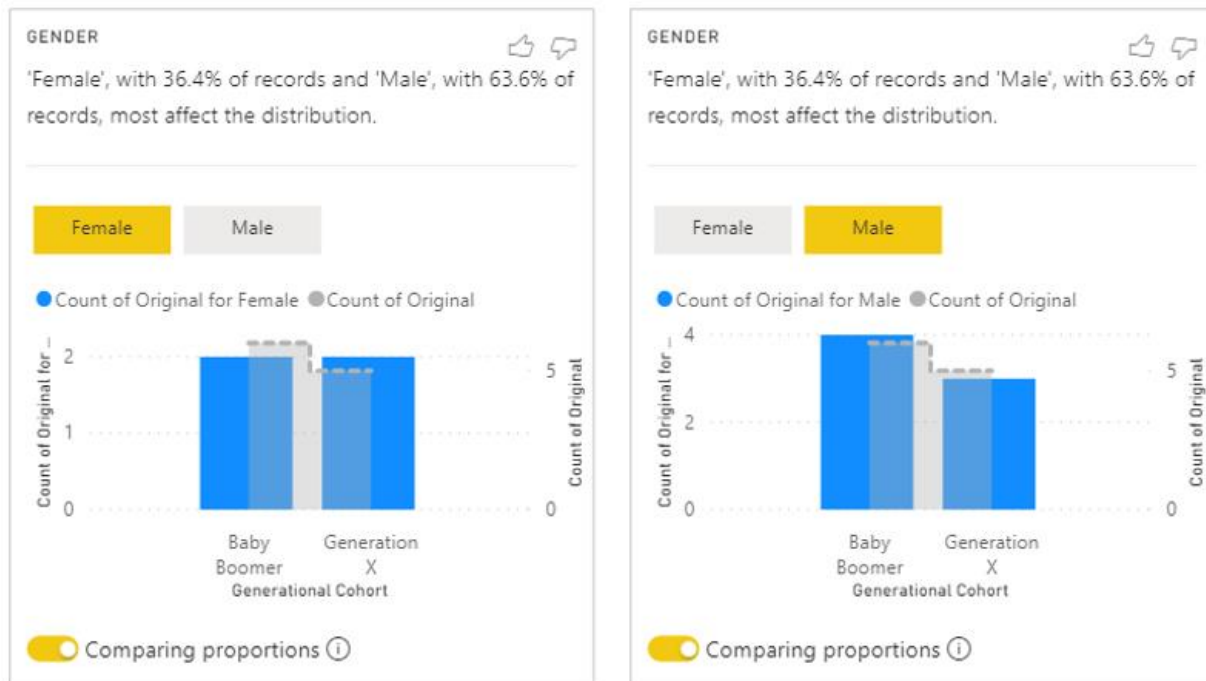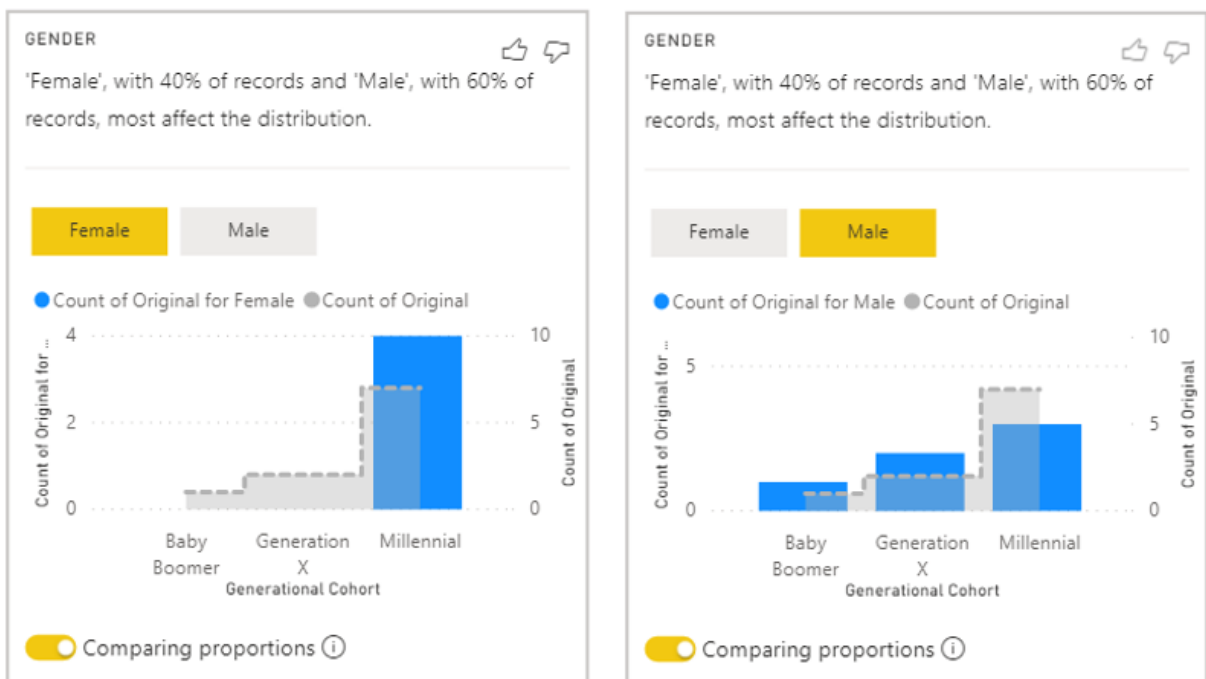**Figure 2**

Baby Boomer Influencer to Distribution of Gender

Figure 3

Millennial Influencer to Distribution of Gender

Ethnicity. Ethnicity was also evaluated as part of the demographical data that could affect a generational cohort, where Figure 4 shows the influencer to the Baby Boomer generation. In scrutinizing the graphs, it is representative of a slicer if the distribution was split. The dotted lines illustrate the current distribution of the respective ethnicity, while the solid bars indicate the updated distribution with the new slicer. In analyzing Baby Boomers, the Asian ethnicity influenced the distribution with one person being represented. Participant ethnicity identified as Black impacted the distribution slightly as one person is represented but has more of a representation in the Generation X cohort. Those who identified their ethnicity as White are appropriately distributed amongst Baby Boomers and Generation X. The influence of the distribution that was most impactful in comparison to Generation X was Asian representing 9.1%, Black representing 27.3%, and White representing 63.6%.

Likewise, Figure 5 displays the influencer to the Millennial generation regarding ethnicity. From a Millennial stance the Black population is mostly represented in the Generation X and Millennial cohorts impacting the distribution, while the White population is predominantly represented across the generations and affecting the distribution. The influence of the distribution is shown across all three generational cohorts with Black representing 30% and White representing 70%. The Asian ethnicity is not represented in the Generation X nor Millennial cohorts.

Figure 4
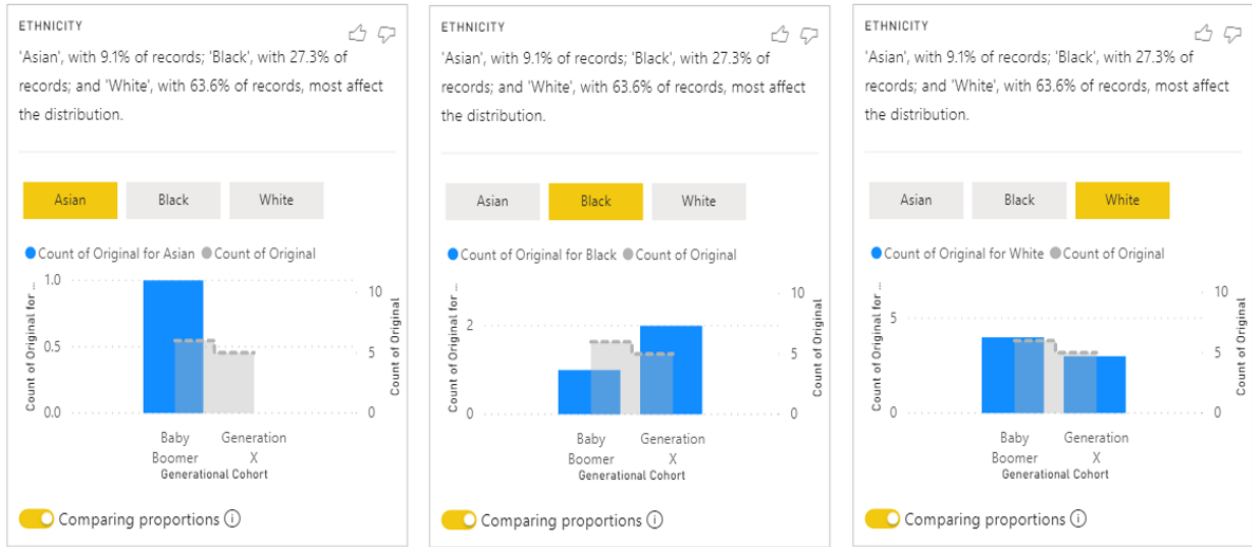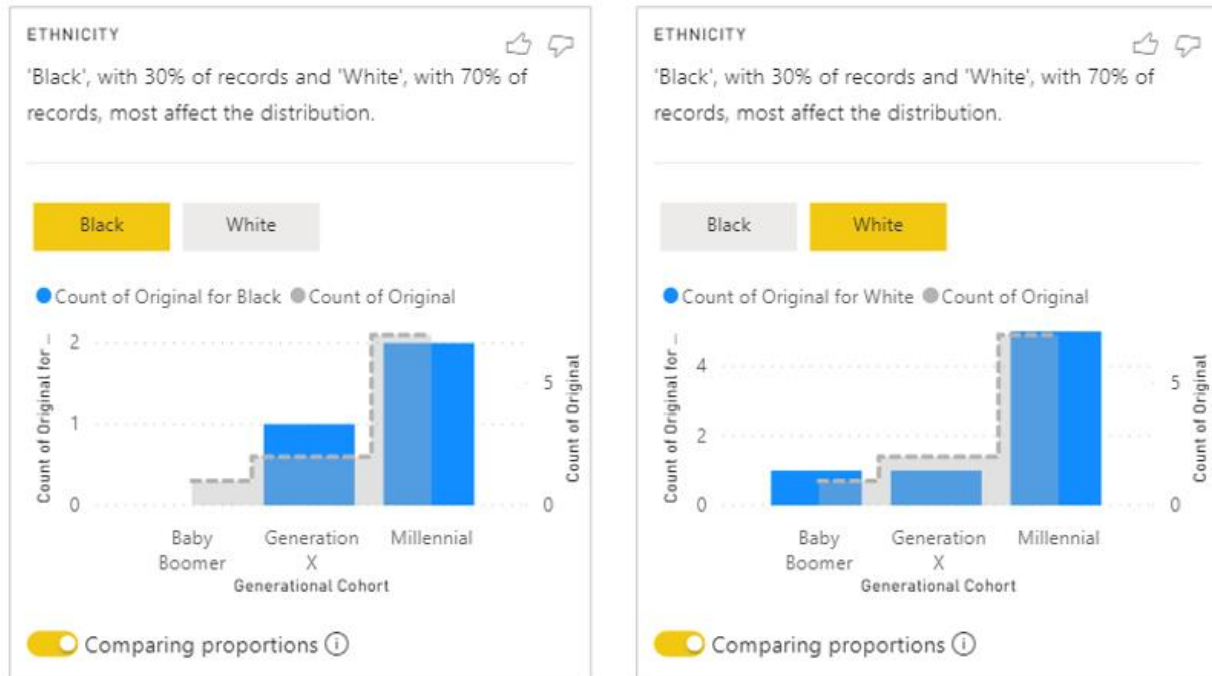
Baby Boomer Influencer to Distribution of Ethnicity

Figure 5

Millennial Influencer to Distribution of Ethnicity

Education. Education was also evaluated in the study where nine participants held an advanced degree, while 12 of the participants did not have an advanced degree. This is illustrated in Table 2 shown below. Analysis of the graphs in Figure 6 shows the slicer if the distribution was split comparing the Baby Boomer and Generation X generations. The dotted line is indicative of the current distribution with respect to education and advanced degrees, while the solids bars represent the updated distribution with the slicer. Those in the Baby Boomer cohort were less inclined to have an advanced degree when compared to those in Generation X, while there were minimal differences in the Generation X and Millennial generations in having an advanced degree. The influence of the distribution was impacted by 36.4% with an advanced degree and 63.6% with no advanced degree. Equally, Figure 7 compares the distribution across all three generations. The distribution was impacted with 50% of the participants having an advanced degree, and 50% without an advanced degree.

Table 2

Education by Generational Cohort

Baby Boomer			Generation X			Millennial		
Education	Number	Percentage	Degree	Number	Percentage	Degree	Number	Percentage
Advanced Degree	2	28.57%	Advanced Degree	3	42.86%	Advanced Degree	4	57.14%
No Advanced Degree	5	71.43%	No Advanced Degree	4	57.14%	No Advanced Degree	3	42.86%

Figure 6

Baby Boomer Influencer to Distribution of Education
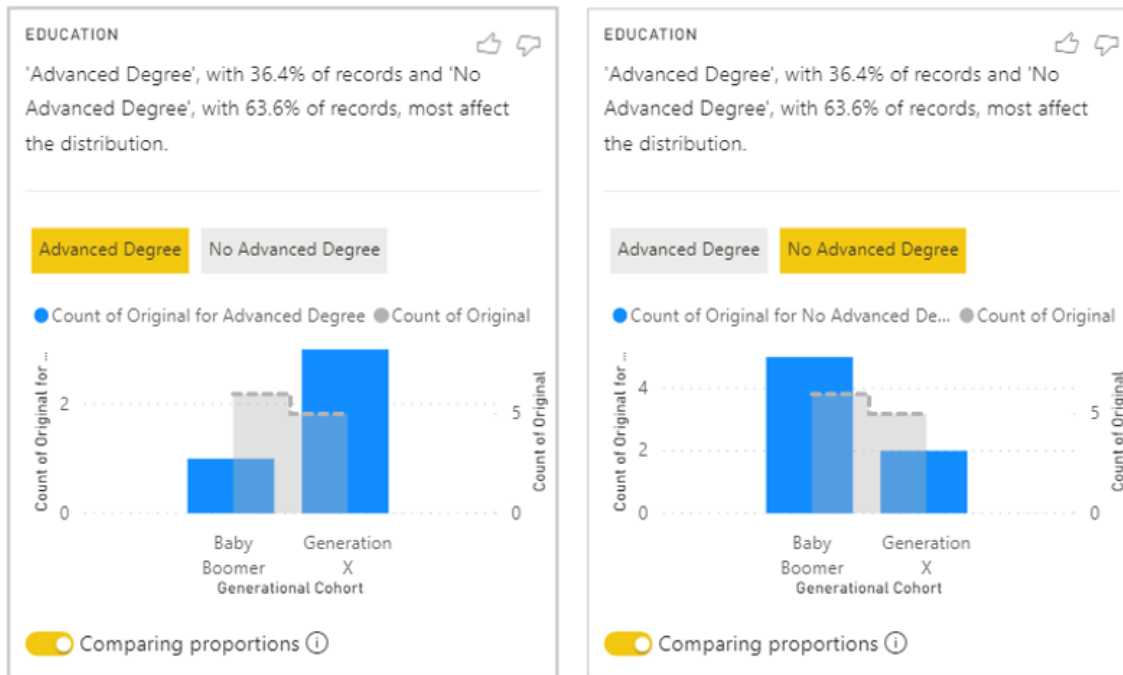
Figure 7

Millennial Influencer to Distribution of Education
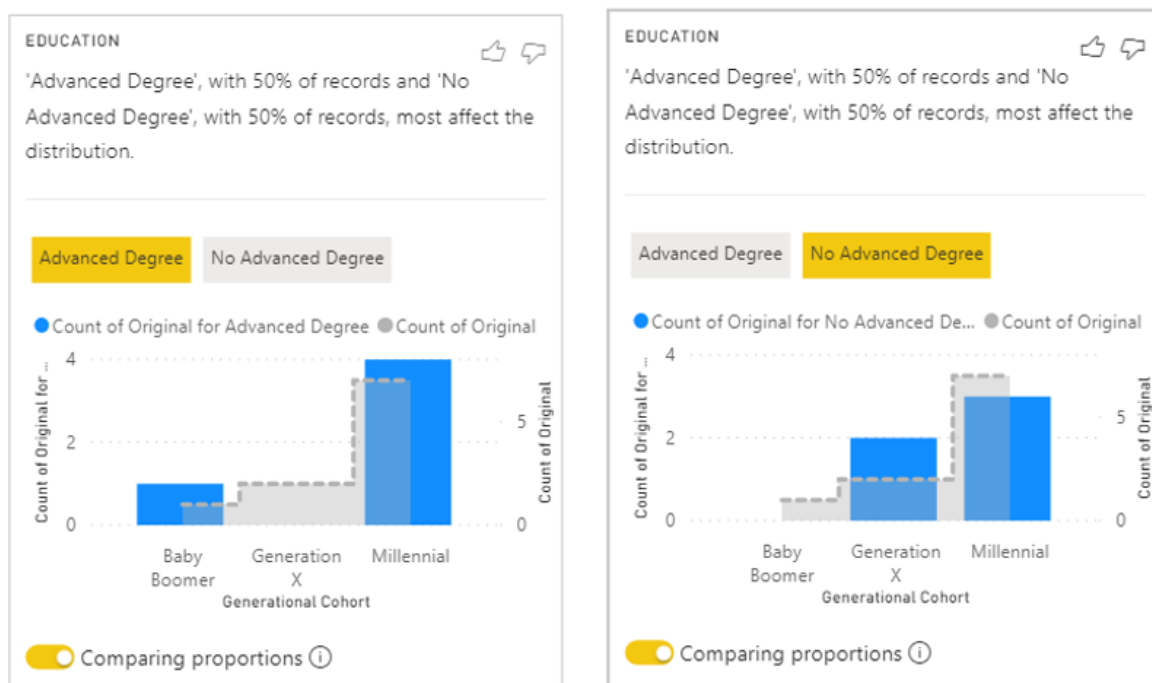
Leadership. The average years of leadership experience was also calculated according to the respective generation. The Baby Boomer generation represented in the sample population had an average of 30 years of experience, Generation X had 20.29 years of experience, and Millennials an average of 9.43 years of experience. This information is shown below in Table 3.

Table 3

Leadership Experience in Years for Each Generational Cohort

Generation	Avg Years Experience
Baby Boomer	30
Generation X	20.29
Millennial	9.43

When considering the number of years of leadership experience, it can be correlated with the participant being a Baby Boomer as the leadership years increase by 10.9 years. Conversely as the leadership experience in years declines, it can be correlated with the participant being a Millennial by 10.9 years. These relational aspects are shown in Figure 8 below.

Figure 8

Correlation of Leadership Experience and Generations
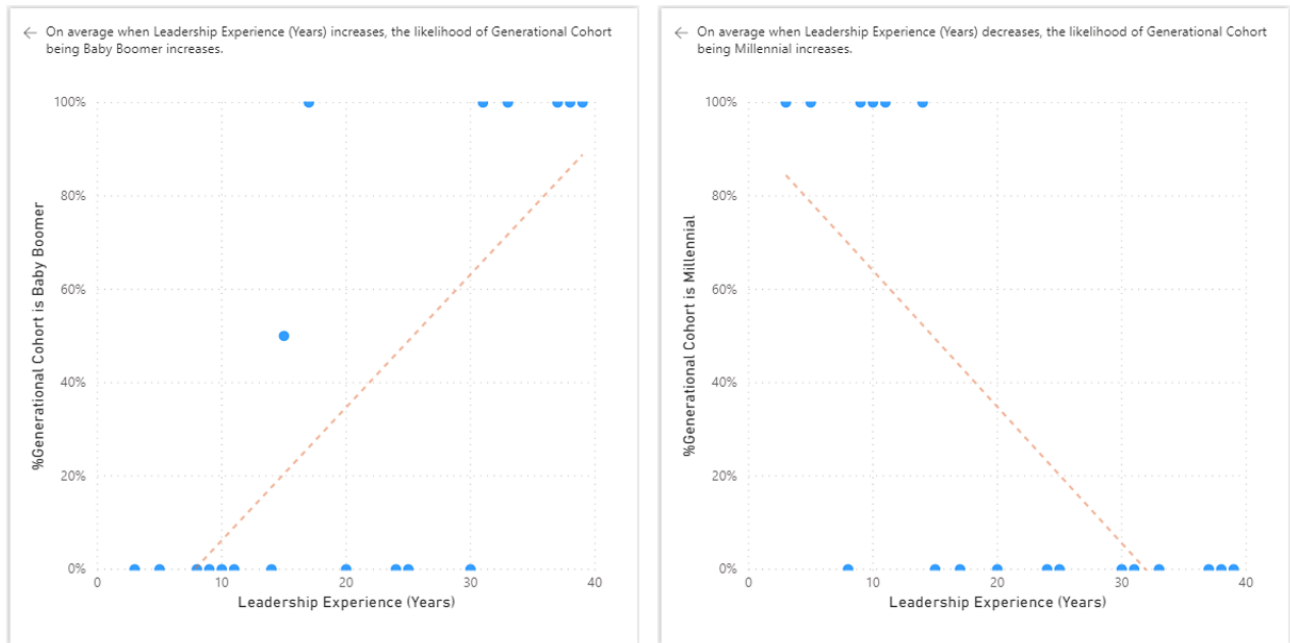
Themes. As a result of the interviews, there were themes identified. After conducting the

interviews, the transcripts were formatted from the audio recordings, notes were taken from the

interviews in Microsoft Excel, and coding was conducted utilizing NVivo. The conceptual

framework and review of the literature in Section 1 supplemented the respective research

questions. The themes identified through the analysis and supplicated by the research questions

are listed below.

- Influence of upbringing and experiences

- Leadership style coaching

- Organizational generational training

- Development of coaching and mentoring relationships

- Training of Generation Z for leadership

Through conducting 21 interviews, data saturation was achieved. Through the interview process, the data collected demonstrated consistency in the themes and perceptions. There were no anomalies or outliers noted during the interview process. The themes noted encompass the facets of triangulation through the variation in sources and methods used to solidify the credibility of the study through knowledge from participants. Moreover, it validates the problem statement and purpose for the research while substantiating the literature review.

Influence of Upbringing and Experiences

In analyzing the participant data, the influence of upbringing and experiences were thematical elements. The participants sought these concepts as a means which led them to the disposition of a leader and established a foundation for leadership. They identified themselves as a natural born leader other people would gravitate towards. While upbringing was noted in previous literature, the influence of sports was not specifically stated. Five of the participants, with each generational cohort accounted for, noted they were captain of their respective sports team in which they innately took the lead. Another participant, a member of Generation X, assumed the leader role amongst their family. Wiium and Säfvenbom (2019) proposed the positive implications of physical activity include physical, psychological, and social outcomes. Organized sports and physical activity programs that promote safe and engaging atmospheres promote leadership in the youth preventing anti-social behavior. It is this environment and upbringing as a child that some participants credited for their knack for leadership. As Participant 7 (personal communication, October 23, 2020), a Baby Boomer, noted "we might have been separated as children and groomed for leadership roles even in the courses taken early on in educational journeys." Nonetheless, through the facets of sports, a Millennial stated "the desire to assist those struggling to progress and succeed as well as the interacts amongst others

which prompted their leadership desires (Participant 2, personal communication, October 21, 2020). However, there was mention of balance found in leading others in evolving their lead. As a leader, one must keep a balance of not necessarily being demanding but speaking up when needed.

A Baby Boomer revealed the difficulty in pinpointing variances from a generational aspect in stating, "I think at the end of the day, if you I don't worry too much about what generation I'm dealing with or working with, I try to treat them all the same." (Participant 7, personal communication, October 23, 2020). There is also a component of experiences which must also be considered. For a member of Generation X, the familial aspect triggered the role of leadership where they were the organizer and planner of certain activities (Participant 17, personal communication, November 5, 2020); similarly, the family influence encouraged others to seek opportunities to further their education in obtaining a college degree and beyond as referenced by one Baby Boomer (Participant 18, personal communication, November 6, 2020). The perspectives regarding advanced degrees and formalized training, and their ability to contribute towards leadership was met with a sundry of outlooks amongst the participants. A common theme identified was the ability of advanced degrees to be beneficial depending on the person, while formalized training could enhance the development of those who are not born with the communication gene as noted by one Millennial (Participant 14, personal communication, October 29, 2020). The contributions of advanced degrees and formalized training merely supplement the innate traits a person is born with, while seeking feedback tends to hone leadership skills. In the search for feedback, a member of Generation X stated the best part is learning from mistakes as there are more failures than successes incurred to build leadership experiences (Participant 20, personal communication, November 11, 2020). From these

experiences, character is formed and the empathetic ability to look into the feelings of others. A leader will need to embody the instinctive and natural disposition of being a leader, otherwise education won't prove to be beneficial. This is only accompanied with being oneself, as failure will come in emulating others. The influence of advanced degrees and formalized training will only enhance the distinctive traits developed from experiences and upbringings.

Leadership Style Coaching

Leadership style coaching is another theme emergent from interviews with the sample population of participants. It is perceived in the past Baby Boomers ruled with an iron fist and fear (Participant 1, personal communication, October 21, 2020). This is the traditional form of leadership Baby Boomers themselves experienced, as well as members of Generation X. The Baby Boomer generation was raised with a more of a structured, military mindset (Participant 18, personal communication, November 6, 2020). There existed a need for clear direction and an understanding of what will happen if it is not achieved. As Participant 5 (personal communication, October 23, 2020) mentioned for Millennials, there is a need to keep them challenged; resultantly, this is comparable to the expectations of Baby Boomers, where Millennials also require people to be honest and direct. The actions of leaders must reflect words in creating an environment of transparency and trust. This is further supported in literature as Baccarani and Bonfanti (2015) propose a leader's communication must entail methods to enhance trust through the specific aforementioned attributes of impartial and unswerving, authentic, and transparent.

The current environment has transitioned towards more of a team concept where all parties tend to work together to achieve a common goal. The demeanor of being outspoken or loud never deemed as necessary for leadership from the perspective of a Baby Boomer, yet the

direction should be clear and concise (Participant 7, personal communication, October 23, 2020).

Each generational leader must be mindful of members of the other cohorts they manage. A leader

should be open-minded and able to adapt. A member of Generation X perceived it was

imperative to not put people in a box based on age and think the same factors motivate each

person (Participant 21, personal communication, November 13, 2020). The assumption should

not be made that everyone communicates the same. As supported in the literature per Walls

(2019), situational leadership enables the leader to directly respond accordingly to an individual

and not use a standard approach. Per a Millennial, there resides importance of being an adaptable

leader, as well as being a conscious leader of the team being led and the distinctive individuals

(Participant 13, personal communication, October 29, 2020). A leader was described by

participants as someone to aid in comprehension and make their team stronger through service.

Participant 17 (personal communication, November 5, 2020), a Generation X participant, noted

when leading others, it is important to understand their people and develop them based on their

strengths and weaknesses. This requires one to demonstrate a situational management style. A

member of Generation X deems the ability to drive success is founded through putting heart into

the work being done (Participant 19, personal communication, November 10, 2020).

The aspect of nonverbal communication is also a component of leadership style. The

impact of nonverbal communication can implicate the effectiveness of leader. A leader must be

able to adjust their style appropriately based on nonverbal communication. Corder and Irlbeck

(2018) purported in literature that nonverbal and verbal communication enable the ability to

listen, moderate, evolve public speaking, understand decorum, and conduct conversations with

others. It is critical to observe the room in understanding the sentiments of those who are part of

the interaction. Literature also suggests positive nonverbal is more effective as motions and

facial expressions align with a leader's assertions and ideas (Bellou & Gkorezis, 2016). As some

leaders are transparent in their nonverbal communication cues, they do not hide their facial

expressions well and they can be conveyed to the team. According to a Baby Boomer, there is a

need to ensure positive reinforcement is used and not demonstrate a negative disposition if there

is not alignment with the message being delivered or the lack of someone to achieve the intended

result (Participant 16, personal communication, November 2, 2020). It is essential for a leader to

manage their body language and interpret the body language of others as well.

The evolution of a leadership style has transcended the norms from of those experienced

by the Baby Boomer generation. In the past, management was not considered leadership. A Baby

Boomer participant noted in that time, autocratic leaders may not be successful but were able to

get their way as people performed tasks exactly as expected whether it was right or wrong

(Participant 9, personal communication, October 26, 2020). Leadership style influences the

effectiveness of a leader's ability to communicate. Participant 15 (personal communication,

October 30, 2020), a Baby Boomer participant, noted experience with an abusive leader not

knowing how to drive progress which was deemed as talking loudly and banging their fist on the

table. That approach was not effective and there can be a balance of being demanding and

respectful by listening and asking questions from their people. Participant 20 (personal

communication, November 11, 2020), a member of Generation X, posits "the position that you

are in does not make you a leader." Leadership style coupled with training could be used to

enhance a leader's ability to communicate and impart learning onto others. A leader's style can

impact their communication as a rapport must be made with people due to one style not fitting

all. One must be able to adapt their leadership style to the needs of the people they are trying to

lead. Some participants mentioned situational leadership training being beneficial, as well as

servant leadership. The leader must adjust their leadership style to what motivates a person, but the style must reflect the group being addressed as it will not be the same. Zigarmi and Roberts (2017) notes with situational leadership, one method is not superseded by in the ability to empower and engage for performance. A leader must also observe their surroundings and maneuver around situations as required. Overall leadership style makes a better communicator, but a leader must continue to invest in themselves and adapt to the situation and their personnel.

Organizational Generational Training

Another theme emerging from the study is organizational generational training. It was noted of the transition from leadership behaviors in the past to the present by Participant 4 (personal communication, October 22, 2020), a member of Generation X, in stating:

"But I can tell you, just being kind of an old man and being around, I can tell you, man, I've seen it all when I started. You know, every, every leader was a D. And every leader was just happy to get in your face and tell you what you had to do. And that was, that was seemed to be a desirable leadership trait. It seems like today; the strongest leadership trait is to listen."

Another Generation X participant stated the way things operated 30 years ago is not applicable in the environment today (Participant 21, personal communication, November 13, 2020). In a mixed generational workforce, it is essential to understand the styles of others. Participant 2 (personal communication, October 21, 2020), a Millennial, referenced an experience where a Baby Boomer mentioned they were rude through text and failed to provide a proper greeting. The Millennial perceived the information was presented in a manner to be concise, while the Baby Boomer was looking for elaboration. Another stance is that within the Baby Boomer generation method is that employees get paid to do a job and they should do it,

while the Millennial generation is motivated differently. This form of misconstrued communication has highlighted the need for training for generations in the workplace.

From the study, there are perceived differences in communication approaches amongst the respective generations. There are communication gaps in different generations due to approaching things in differing ways, specifically their communication preferences. Within the existing literature, Flinchbaugh et al. (2018) theorize divergences in a multigenerational workforce exist between those exiting and entering. Younger generations are relatively more amenable and adaptive towards technology, while balancing work and life. Baby Boomers "had it rough" while growing up as mentioned by Participant 16 (personal communication, November 2, 2020), a Baby Boomer participant. They did not have the biggest technology and are very hands on, resulting in their need to work hard to achieve goals and their desire to succeed. While Generation X was mentored by the Baby Boomer generation, they are also intrigued by newer technology and perceive communication to be pivotal (Participant 20, personal communication, November 11, 2020). It was further noted that a distinguishing difference between Baby Boomers and Millennials is that Millennials grew up with technology while Baby Boomers did not, as it is vital to be cognizant of the differences. The progression of technology is significant in the communication methods utilized. Generation X distinguishes Millennials' lack of understanding as to why older generations are slow to adapt to the changes with technology. Millennials tend to not prefer face to face and one on ones as referenced by Participant 16 (personal communication, November 2, 2020), a Baby Boomer, as their preference of Millennials is to use email or text, as opposed to talking in person. A Millennial perspective of Baby Boomers and their preference is that a phone call has more value than text messages as text messages are not considered having a conversation; additionally, in interacting with all

generations, the Millennial does handwritten notes for individualized attention to each person as it allows the ability to connect to people on a different level (Participant 14, personal communication, October 29, 2020). It is perceived that Millennials lack the understanding of Baby Boomers demanding respect, which translates into the inability to treat each generation the same (Participant 15, personal communication, October 30, 2020). The Baby Boomers tactic of interacting with younger generations is to assume they have less experience; thus, this establishes the need to set clear objectives.

Of the generations in the study, Generation X resides in between the focus cohorts of Baby Boomers and Millennials. As the intermediary generation, Generation X must create a balance and tends to be more hands on with both Baby Boomers and Millennials (Participant 20, personal communication, November 11, 2020). Generation X learned from the Baby Boomer generation and is more hands on. According to Participant 19 (personal communication, November 10, 2020), their approach is to take their time and not go straight to a computer for resolution to problems. It is important to have a good work ethic and correlate your name brand with doing a good job, which is not common to the newer generations. Participant 19 (personal communication, November 10, 2020), a Generation X participant, perceived a lack of respect from the younger generation and added how they were raised with the concept of respect going a long way; thus, as the world is changing, the days of it takes a village to raise a child are no longer relevant. The attempt to correct those in younger generations tend to lead to heightened situations. Straightforward communication is preferred for Millennials, in conjunction with the need to lead by example in building credibility (Participant 12, personal communication, October 29, 2020). Through working amongst the varying generations, it is demoralizing to ignore a person with experience ideas. While technology is evolving, the older generation is phasing out

and not as acceptable to the changes that are occurring. As a leader, one must help explain the transition of the organization.

In analyzing the communication inclinations and tendencies of multiple generations in the workplace, it is important to understand the facets and role of nonverbal communication. When interacting with Baby Boomers and Generation X, there is a need to be more open and focused. According to a Millennial, there is a negative stigma associated with putting your hands in your pocket during discussions and crossing your arms (Participant 11, personal communication, October 29, 2020). The intended nonverbal cue is to come off as friendly and approachable. There should also be consideration given to putting down a phone during discussions and not multitasking in order to provided undivided attention. Per a Baby Boomer, when dealing with Generation X and Millennials, it is important to make sure they feel valued regardless of position or title (Participant 18, personal communication, November 6, 2020). The actions or gestures displaying in nonverbal can help a person feel as if you are one of them and creating a linkage amongst people within specific generations.

The environment has changed over time and things done in the past are not accepted now in the ranks of management. With the mix generations, there is a need to communicate effectively and identify barriers inhibiting progress. Previous literature has mentioned organizations can benefit from the diversity in generations through leveraging the strengths of each cohort with multigenerational teams that are open with communication, have an inclusive environment, establish trust, and engage in conflict resolution (Moore et al., 2016). It is vital to understand not only the different generations, but the individual as some members of their suggested generation relate to their mentoring or proceeding cohort. Participant 15 (personal communication, October 30, 2020), a Baby Boomer, suggests in leading Generation X and

Millennials, it is important to do so by demonstrating respect for people in allowing them to use their talents and skills without getting in the way of progress; therefore, it is must be understood that Generation X and Millennials want to move swiftly and are technologically savvy. The Millennial generation is more electronic and less face to face, while Generation X and Baby Boomers are used to presentations and face to face. There has to be a balance of the two communication approaches. Millennials prefer communication through technology and want to find quick resolutions as opposed to idle time. Furthermore Participant 15 (personal communication, October 30, 2020), a Baby Boomer, suggests the communication gap needs to be closed through either formalized training, observing people, or listening to others outside of one's own generational cohort. Being open minded helps all generations navigate through organizational structures. All generations want to be treated with respect and have commonly determined that micromanaging is not required. Leadership is important and may be linked to a specific generation; however, the leadership approach must be genuine. One Millennial deemed a good change plan is needed to get people from one point to another as progress is driven through relationships and getting to know people (Participant 14, personal communication, October 29, 2020). Overall, the ability to earn trust is critical.

Development of Coaching and Mentoring Relationships

Establishing coaching and mentoring relationships within organizations was also referenced as a theme, particularly with Baby Boomers transitioning out of the workforce and the need to engage in knowledge sharing. Participant 20 (personal communication, November 11, 2020), a Generation X participant, suggested a path must be determined for each generation to work together to cross train and help one another. The teachings of the older generations should be taken and imparted on the newer generation in order to maintain the same work ethic,

knowledge and experiences. Rani and Samuel (2016) theorized Baby Boomers, Generation X, and Millennials have distinct characteristics and competencies which enable organizations to be successful; thus, reverse mentoring proves to be advantageous in a mixed generation environment where technical aptitude is acquired from the younger generations to the older generations in exchange for older generations sharing knowledge pertaining to management. Per a Generation X participant, organizations must establish this coaching and mentoring relationship while being professional and respectful of the other generation's time and knowledge (Participant 17, personal communication, November 5, 2020).

From the insight of Participant 20 (personal communication, November 11, 2020), a member of Generation X, they embodied the Baby Boomer generation of those that were leading as a means to impress through the knowledge acquired. They were not concerned with their younger peers, yet they were also willing to help. In the moment it was not perceived as being leadership at the time, but rather just helping people. Later they realized the two were one in the same.

As Baby Boomers depart organizations, it is beneficial to ask for advice and listen to their input. Hewlett et al. (2009, as cited in Woods, 2016) references mentorship amongst Baby Boomers and Millennials, with Millennials sharing knowledge surrounding technological advances; likewise, Baby Boomers can share knowledge on the operations of business, current projects, and career progression. Each generation must be respectful of their preceding generational members' experience and be able to ask for input and feedback. According to a participant from Generation X, the knowledge obtained is gained through a combination of experiences from upbringings (Participant 6, personal communication, October 23, 2020). The methodology organizations should use in driving success in leading Generation X and

Millennials is through diversified ideas from listening and collaboration. An environment should be fostered that encourages a collaborative approach and skill development.

A Millennial stated formalized training can be effective in driving progress within an organization, but the most effective way to train a leader is to have a strong mentor who is engaged and will coach others consistently (Participant 2, personal communication, October 21, 2020). Without the support of someone providing guidance, training can be neglected and thus be ineffective. Participant 16 (personal communication, November 2, 2020), a Baby Boomer, noted when creating a culture of coaching and mentoring it is important to listen to what a mentor can provide as all things are not found in books, but merely based on experiences. A member of Generation X noted there is a lot to be gained from working with people from all aspects of life and have a diversified mix of experiences (Participant 17, personal communication, November 5, 2020).

Training of Generation Z for Leadership

As generations continue to leave the workplace, entrants should be prepared to assume responsibilities left behind as leaders within organizations. When Traditionalists left the workplace, they passed on the knowledge to Baby Boomers while organizations prepared for them to be leaders alongside preparation for Generation X and Millennials. Now as Baby Boomers transition into retirement, Generation Z is beginning to emerge. As previously mentioned in literature, Generation Z embodies some of the attributes of the preceding generations but also exude some of their own as the newest generation entering the workplace (Schroth, 2019). As noted by Participant 5 (personal communication, October 23, 2020), a Millennial, organizations are challenged to continue to prepare leaders for the future with the

focus on five generations in the workplace in the future as some organizations provide training

for emerging leaders while others do not.

The evolution of technology has created the distinguishing differences between the older

and newer generations, which is categorized as generational diversity in the workplace. Those in

younger generations have to become comfortable with personal relationships as upcoming

leaders. From the perspective of one Baby Boomer, Generation Z and the latter part of

Millennials are more so focused on instant messaging and not leaving a paper trail by responding

primarily via text, as opposed to phone calls or in-person communication (Participant 9, personal

communication, October 26, 2020). There is a broader disparity between Baby Boomers and

Generation Z, versus the other generations which could merely be confined to age differences.

Participant 9 (personal communication, October 26, 2020) also stated while Generation Z is

virtual and spontaneous, it is beneficial for them to understand the generational divide and

communication preferences other generations rely on and expect. There is a need to come to a

happy medium to avoid communication and knowledge getting lost in the process. Formal

training should be a part of a leader's path, specifically for new leaders.

Relationship of Themes/Patterns to the Research Questions

In Section 1, there were research questions posed and the Interview Guide in Appendix C

was utilized to obtain perspectives from each participant. Part A sought to obtain information

from each participant regarding their experience as a leader, their viewpoint on what makes an

effective leader, and their respective generational cohort and how they interact both intra-

generationally and inter-generationally. Part B questioned their perspectives on nonverbal

communication and its influence in the ability to drive progress within their own generation and

with other generations. Part C examined the opinions regarding advanced degrees and formalized training.

Effective Leadership. The approaches for effectiveness for each generational cohort has some similarities and variances. As Participant 9 (personal communication, October 26, 2020) noted, an effective leader for some Baby Boomers demonstrates flexibility, listening, confidence, integrity, and character. Baby Boomers prefer face to face communication and paper trails, where they feel most everyone is moving away from phone conversations. Communication approaches for Baby Boomers is more so verbal and one on one. They prefer someone who has good listening skills and must be approachable. Participant 15 (personal communication, October 30, 2020) mentioned effective leaders for Baby Boomers show compassion but also command respect due to experiencing some senior leaders that did not show they cared about people and did only what was needed for a promotion. It is important for a leader to be people oriented and not just results oriented. There is effectiveness in being direct, while not attacking their people. An effective leader should be clear on what is expected through frequent feedback conversations (Participant 15, personal communication, October 30, 2020). Baby Boomers do not view it as being beneficial in micromanaging as it could lead to failure, as well as not requiring to be constantly probed. Success is found in driving progress and setting the expectation, which is mutual through collaboration as the failure to listen ego leads to failure (Participant 16, personal communication, November 2, 2020). An effective leader for Baby Boomers should be clear, direct, and not play to the emotions of others. In order to lead, clear direction must be set.

The preferences for Generation X are to make plans and make sure to follow through on those plans. They prefer face to face communication but are able to use technology as well. Generation X is a get the job done type of person and prefers not to spend a lot of personal time

talking (Participant 10, personal communication, October 26, 2020). Furthermore, they present themselves as being results oriented and drive individual success for their career. The Generation X mindset tends to be society is not here to support their perspective. Per Participant 4 a member of Generation X, they are linked to work, but work does not define them (personal communication, October 22, 2020). Their preference is to have direct and concise, one on one, physical conversations, but can also do email or text. However, they feel this can also be misconstrued. An effective leader for Generation X keeps open communication and involves their people in the process. Other generations tend to text more than they talk, where Generation X likes being direct in order to get things done (Participant 17, personal communication, November 5, 2020). There is success in driving progress, as well as being an active listener and following up. Generation X is able to help guide and direct if needed, but also identify failure being contributed to micromanaging and giving a direction they do not support (Participant 20, personal communication, November 11, 2020). As a leader of Generation X, they need to know what they do matters; nevertheless, they do not require constant praise, they need enough of it to know they are significantly contributing (Participant 21, personal communication, November 13, 2020). Generation X prefers some freedom, engagement, and empowerment in seeing the big picture and ensuring they are aligned. Members of Generation X are good in interacting with Baby Boomers, while they deem Millennials as being more emotional and personal in the work environment (Participant 10, personal communication, October 26, 2020).

In understanding Millennials, it is important to know they grew up within the current environment, which is inclusive of technology. It is imperative to note that all generations interact differently, as Millennials do not engage in face to face communication as frequently but do view it as being important (Participant 11, personal communication, October 29, 2020). For

Millennials timely communication is important, which is the rationale for having their phone

with them the majority of the time. There is importance in the speed of communication for this

generation, and a leader must be clear in their communication and expectations. An effective

leader for Millennials is twofold with wanting autonomy but needing initial help trying to get

their footing (Participant 14, personal communication, October 29, 2020). It is understood that

correction for any employee has to be face to face, but for quick touch points a text message can

be just as efficient. For Millennials, transparency aids in driving progress after establishing trust.

A leader must provide enough information as to not overwhelm this generation but keep them

informed in order to execute the plan better. A lack of transparency and communication leads to

failure. While they are open to technology through communication, they are flexible in

communication and can also interact face to face. From the perspective of a Millennial, an

effective leader must demonstrate adaptability and knowing the team (Participant 13, personal

communication, October 29, 2020). It is important to be able to cater to the needs of a diverse

team. As such, while Millennials are deemed more emotional, a direct style leadership is

ineffective. The preference is for a direct line of communication, honesty, and to end

conversations and feedback on a positive note. It is also beneficial to address issues individually

and not as a group. The ability to drive progress with Millennials is by giving them a challenge

and to help manage prioritization.

The overall theme for Part A is that communication makes an effective leader. The ability

to be an effective leader is with communication skills and establishing expectations. Effective

leaders can clearly communicate with employees their vision and humbly accept when they are

wrong. In identifying the best possible option for the team, the understanding must be reciprocal.

As an effective leader, the interactions with the team is important. A leader must demonstrate

compassion, respect for people, and be firm but fair (Participant 15, personal communication, October 30, 2020). The leader should not mind getting involved and leading by example as they set the tone through their work ethic. An effective leader should also stand up for the team and keep in mind that being in charge does not make you a leader. An effective leader listens, sets expectations, and develops people. This is done by building trust and a rapport with the team. The vision must be clear, and the leader should care about the people they are inspiring. Competence is also important, as well as trust and credibility. When asked about the effectiveness of a leader a participant stated,

> "Somebody told me a saying one time, that I love when I think about an effective leader. An effective leader is a person who has the ability to tell you to go to hell, have you excited about making the trip, and asking directions so you can get there faster, and what I mean by all that anybody can lead in a good time. Anybody can do the good news. For me what makes effect leader is somebody that can help a group, an organization, whatever responsible for to go through the bad times as well as possible. So, in order for that to happen, one is you're going to have to lead. Sitting back in the trenches and telling everybody else what to do is not going to give you the sustainable progress" (Participant 18, personal communication, November 6, 2020).

The lack of success for leaders is founded in poor communication and unclear expectations. As effective leaders have their own style that works for them, failure stems from a lack of understanding and not knowing who you are working with.

Nonverbal Communication. For Part B of the Interview Guide referenced in Appendix C, nonverbal communication cues were addressed. Nonverbal communication was commonly defined as hand motions, gestures, eye contact, and facial expressions. As mentioned in previous

literature, nonverbal communication is correlated with employee motivation to include communication of the body, face, and eyes (Ramadanty & Martinus, 2016). Nonverbal was also defined as a person's appearance as it starts with that as to not differentiate someone as being superior (Participant 1, personal communication, October 21, 2020).

The nonverbal cues can influence the success or failure of leaders. With Baby Boomers and Generation X, they usually communicate in person and provide their undivided attention and maintain eye contact. A participant from Generation X noted Millennials are less personal during their interactions; thus, they tend to sit down with Millennials and stand with others (Participant 4, personal communication, October 22, 2020). While nonverbal communication can go either way in the success or failure of a leader, it can impact receptivity. Some leaders have become more conscious of nonverbal communication due to being on the receiving end of it. However, in today's current environment the influence of COVID has made it difficult to fully capture nonverbal cues in which ignoring them can lead to failure based on a leader's intent (Participant 9, personal communication, October 26, 2020). In comprehending nonverbal communication cues, people need to understand the why behind change.

Nonverbal is just as important as verbal communication as it can lead to both the success and failure of a leader. Participant 19 (personal communication, November 10, 2020) expressed nonverbal communication can affect the ability to drive organizational change based off of attitude, morale, and the ability to help the team. Nonverbal cues can lead to both the success and failure of the leader to drive progress. If something is important, nonverbal communication can help make the point clear. Some people speak with hands for effect, while also making eye contact; additionally, some participants practice the art of trying to sit down for delicate conversations as it is less imposing (Participant 13, personal communication, October 29, 2020).

People tend to pay attention and observe their leaders, and the things stated must match the

actions. The attitude used to address and lead people with should be the same attitude a leader

would want their team to embody (Participant 14, personal communication, October 29, 2020). It

is important to look at body language to gage the feedback of the audience and their response.

Participant 17 (personal communication, November 5, 2020) referred to nonverbal

communication as being a way of passing the link and being present with people. Technology

does not give the personal warmth from interacting face to face. With technology there is a lack

of personal feeling of dealing with humans. The fear exists that digitalization of texts and emails

are taking the place of verbal communication and the personal interface will be lost; however, it

is unsure if Millennials will perceive it as such (Participant 20, personal communication,

November 11, 2020). In electronic communication, no response is an actual response as well as

if they understood or agree. Participant 21 (personal communication, November 13, 2020) stated

10-15% of how someone interprets a message comes from words, the other portion from tone

and nonverbal cues. A person is better as a leader looking for and interpreting nonverbal

responses.

Advanced Degrees and Formalized Training. Part C of the Interview Guide in

Appendix C probed the contributions of advanced degrees and formalized training towards the

effectiveness of a leader. There was a mix of perceptions of the sample population if advanced

degrees truly contributed towards the success of a leader and their ability to drive organizational

change. Literature has mentioned in interpersonal leadership, training is directly correlated as it

extends across the organization through the communication and collaboration with others

(Getha-Taylor et al., 2015). According to the viewpoint of Participant 3 (personal

communication, October 22, 2020), advanced degrees help an individual become a critical

thinker, but there must be an instinctual approach. They continued with their perception of

advanced degrees not being necessary in making a person a better communicator but could help

from a presentation standpoint. In not only helping from a presentation perspective, advanced

degrees can help in communicating with peers and benchmarking with others in a network

(Participant 17, personal communication, November 5, 2020). An advanced degree is beneficial

if there is a not a good basis for leadership early on in a person's career. Participant 12 (personal

communication, October 29, 2020) stated an advanced degree can help in communication and

the ability to excel as a manager; however, there are some people with no degree that can do so

as well. They further noted a degree can help in obtaining a job, but not necessarily in

functioning within the job. It is solely a means to get someone in the door with some companies.

Advanced degrees can help in supplementing or helping transition, but it should be coupled with

experience in hiring considerations. Moreover, advanced degrees and formalized training can aid

in bridging the communication gap between Baby Boomers and Millennials.

Likewise, there were mixed opinions on formalized training. Participant 2 (personal

communication, October 21, 2020) mentioned formalized training is beneficial only if a person is

open to change. Moreover, formalized training can help contingent upon the focus of the

training. The majority of the participants deemed formalized training was more so favorable as

being required over the need to have an advanced degree. Leadership training is just as beneficial

for success, particularly if it provides a good foundation for an undergraduate or novice leader

entering the workforce, or if someone is coming up through the ranks of an organization

(Participant 9, 2020). Formalized training aids in communicating and interacting effectively and

can help in addressing certain situations, techniques, and how to deal with certain people.

Training can help someone be more fluid in the rapidly changing world as communication is not

the same as it was 20 years ago; therefore, advanced training and education are able to contribute

towards helping to read the audience and situation and conceptualizing it (Participant 18,

personal communication, November 6, 2020). Formalized training can help in becoming more

comfortable with speeches and building confidence (Participant 13, personal communication,

October 29, 2020).

Overall, it was predominantly deemed that advanced degrees and formalized training are

not required in the future, but there must be a strong leader and coach to guide future leaders. An

advanced degree was commonly deemed as not necessarily being required in the future, but

formalized training was identified as being required. With the perception that advanced degrees

may not be mandated in the future, it is important to comprehend when communicating with

those that may not have that same knowledge. An advanced degree does not tell someone how to

interface and improve interpersonal skills, but it is helpful in honing a skill. Advanced degrees

can aid in communicating and interacting effectively as life is ever changing. Leadership has

skills that can be enhanced through training. Participant 15 (personal communication, October

30, 2020) mentioned there should be some type of training in order to lead effectively as training

adds to tools in the toolkit. While advanced degrees and formalized training could help in the

future, it is more about the relationships with people than degrees (Participant 20, personal

communication, November 11, 2020). A leader must focus on continuous development in

keeping skills honed, with the need to change leadership style as required.

Summary of Presentation of the Findings

The influence of communication regarding interactions amongst varying generations is

significant for organizations to continue to drive progress through their established leadership.

Verbal and nonverbal communication is important in leading an organization towards

establishing good two-way communication amongst generational cohorts. There is a balance

need in communicating too much and not communicating enough. This can act as a motivator or

demotivator if help is required, which is dependent of the preferences of the individual and their

generational cohort. Nonverbal cues through body language can be used to evaluate

attentiveness. There are some behaviors that are given preference when interacting within a

person's own generation or amongst others, such as not leaning back in a chair to show engaged

interest and maintaining eye contact.

Technology is changing the methods used to communicate, and the onus is on leaders to

adapt with the diversity in approaches. In analyzing the respective generations within this study,

Generation X is the link between the other generations. From this study, it is perceived that each

generation is very similar to the generation before them. Biases influence how things affect

different people and the importance of realizing their impact may be unique despite the

generalizations made about generational gaps. An existing perceived gap is that leaders cease to

continue in actively developing their skills. Advanced degrees are able to help in some capacity

dependent on the focus, while training is beneficial with techniques, theories, and tools to be

used as a leader. Nevertheless, the more vital concept overall is the aspect of credibility as a

leader.

Application to Professional Practice

This qualitative case study is premised on the probing of generational incongruences and

perceptions within the facets of communication, and their ability to influence the success of a leader to

drive organizational progress. The matter of generations is traditionally premised on the incessant

heritage and succession of leadership, in conjunction with the evolution of power and permanence

within organizational structures passed down amongst generations (Rudolph et al., 2018). Biblical

integration of generational conveyance of information is noted in Ecclesiastes 1:4 (ESV) in stating, "A

generation goes, and a generation comes, but the earth remains forever." As the wisdom is transferred

in the biblical sense from one generation to another, it is also transcended in the secular world in

organizations remaining viable. In analyzing the transition of Baby Boomers from the workforce

towards one dominated by Millennials, Hall (2016) stated the need of managers to determine an

efficient method of communicating with this set of direct reports while being cognizant of their

preferences surrounding communication. Colossians 4:6 (ESV) referenced communication in

suggesting, "Let your speech always be gracious, seasoned with salt, so that you may know how you

ought to answer each person." The efficacy of successfully handing over the ranks of leadership

resides in an organization's ability implement succession planning. While organizations detect

employees for specific leadership roles it is critical to ascertain the criterion of capability, competency,

and experience are embodied by aspirants for future positions, while ensuring biases are disregarded

in selecting the best candidate (Mello, 2019). As individuals are identified to fill future roles in an

organization's contingency plan, they must engage in a mentoring and coaching environment to

ensure they encompass the proficiencies to properly perform these roles. During the process of

succession planning, organizations are determining individuals to fill leadership positions through

openings left by attrition.

   With generational diversity being engrained into organizational structures with Baby

Boomers, Generation X, and Millennials being the dominant generations represented, it is essential to

capture the knowledge of Baby Boomers as they depart the workforce. In order for organizations to

sustain a competitive environment, they must capture the knowledge void left by Baby Boomers.

Gray (2014) referenced facets of an efficacious succession plan such as solidifying vital roles which

could inhibit the performance of the organization should a contingency not be identified, referencing

the aptitude necessary to perform the role, assessing the current organization and personnel,

classifying high potential employees, and taking an active role in developing these employees through

an array of means. Psalm 78:6 (ESV) regards succession planning in the scripture "That the next

generation might know them, the children yet unborn, and arise and tell them to their children." As

organizations endure attrition from those retiring, as well as unexpected turnover, the prominence

should extend beyond merely retaining employees to include the development of talent and their

management. With organizations aligning their focus towards leadership development, they have done

so through the methodical approach of coaching and mentoring for their employees; furthermore,

coaching and mentoring are done so in a manner to encourage innovation and ingenuity to withstand

the dynamics of the business environment (Woo, 2017).

The theoretical framework of conducting coaching and succession planning is associated with

the effectiveness of coaching in alignment with the capability to maintaining an organizational

succession plan. As purported by Carey et al. (2011), coaching is a relevant strategy for emerging

leaders and transformation in a complex atmosphere. This methodology for organizations is essential

in developing aptitude of future leaders. In developing talent and engaging in succession planning 1

Timothy 4:14 (ESV) states, "Do not neglect the gift you have, which was given you by prophecy

when the council of elders laid their hands on you." The premise of coaching is significant in the

preparedness of adroit leaders in response to the intricacies of surviving the ferocity of fluctuating

organizations. Personnel categorized as high potential should be recognized as such and observed by

management in the succession plan which is inclusive of employee selection and talent development,

managing employee performance, and career management which is aligned and endorsed by members

of the senior leadership team (Fulmer et al., 2009). This is a strategic process which must be paralleled

with a structured plan to benefit an organization's succession plan. The complexities of talent

development and succession planning dictate the need for an organizational structure to be aligned. These thematic components are cited throughout literature pertaining to coaching and succession planning, to inculcate the development of employees earlier on in their career stage of life. This methodology ensures development of the employee, as well as the organizational culture being embedded into the person.

Of importance is not only developing the employee but the role of the coach is just as critical. With the emergence of Millennials within the workforce, Baby Boomers play a vital role in the progression and development of organizational leaders. Proverbs 9:9 (ESV) mentions, "Give instruction to a wise man, and he will be still wiser; teach a righteous man, and he will increase in learning." This perspective of the coach's role is referenced by Huffington (2018) in stating the behavior of the coach extends beyond being attentive, relating, and developing the person they are coaching; whereas, their actions must reflect the organization through their conveyance during silence and emotional moments. This nonverbal communication on behalf of the coach should exude empathy while upholding the values and perspectives of the organization. Thus, necessitating the effectiveness of a coach during the process of developing talent.

In Section 1, the generational cohort theory was referenced with the contributing aspects of lived experiences, career stage, perception of media richness, perceived leader effectiveness, and perceived leader behavior. The generational cohort theory is derived from the facets of political and social influence, as well as economic events, and their effects on morals, principles, and behaviors throughout life with strong conviction (Thach et al., 2020). The timespan of life, upbringings, and experiences contribute to the perceived impact of discrete persons belonging to a generation. Cultural upbringings within generations is expressed in 2 Timothy 3:16 (ESV) stating, "All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in

righteousness." This tends to form and bridge the perspectives of members of specific generational

cohorts established in their rearing; furthermore, it supplements the proposed generational cohort

theory in this study surrounding lived experiences. Career stage, perceived leader effectiveness, and

perceived leader behavior are identified through the succession planning inclusive of coaching,

mentoring, and talent development. The component perception of media richness is also grounded in

generational diversity. This is purported by Alkire et al. (2020) through suggesting technology has

variance within the confines of generations with Millennials being "Digital Natives" and Generation

X being more impacted regarding ease and use as it is not innate due to not growing up with such

technological advancements.

The stratagem used to successfully manage organizations must be derived with the focus on

personnel and aligning the structure to fit the needs of the organization in remaining viable and

competitive in a dynamic business environment. The ability to do so is based on an organization's

effective succession planning. The five components to successfully implement a succession plan are to

align the plan with the business strategy; evaluating probable future leaders, intertwining the

management of talent with planning; amalgamating development with experience, coaching, and

training; and augmenting the scope for succession planning. The development of an organization's

employees will thus result in the optimized results in achieving organization performance metrics

which are aligned with the vision and goals set forth by the organization.

Recommendations for Action

The research problem presented in this study was to address generational communication

disparities in leadership, affecting the ability of organizations to drive progress through leaders in the

manufacturing industry. During the analysis of the field study, there were themes identified through

the interview process of participants. The documented themes were the influence of upbringing and

experiences, leadership style coaching, organizational generational training, development of coaching and mentoring relationships, and the training of Generation Z for leadership. Through the determined themes, there are actions recommended. The actions are implemented to ensure organizations have a continuum of programs in place to develop future leaders through attaining knowledge from the attrition of older leaders in the workforce, while achieving or surpassing performance metrics. These actions are inclusive of generational diversity training, coaching and mentoring programs, and situational awareness training.

Generational Diversity Training

An action derived from the sample population of participants was the need for generational diversity training. There was information provided prior to the interviews categorizing the generational classifications in order for participants to recognize their respective cohort affiliation. However, some participants identified closer with the generation prior to them if their birth year was closer towards the end of the former cohort. Nonetheless, there was a deficiency of organizations encompassing generational training in their onboarding curriculums. With the need for companies to attract and retain a younger workforce, namely Millennials, Valenti (2019) posits organizations must understand the role of the leader towards sustaining the commitment of their people and retention; thus, companies must comprehend Millennials' value leaders who coach, care, convey information, are inclusive of others in decisions, and are impartial, which does not differ much from the current needs of other generations in the workforce. Nevertheless, the need to understand the motivation of each generation and their communication preferences are essential towards leading organizational progress. As time continues to transcend, commitment and knowledge must be attained through the direction of strategy and the ability to put into perspective the adaptions necessary to address various

dynamics (Kempster et al., 2014). The change of dynamics in this instance is the transition of

generations in the workforce, and the comprehension of aptitudes and traits commonly embodied

by those in a respective cohort.

Coaching and Mentoring Programs

The establishment of coaching and mentoring programs is another action deemed from

the sample population of interview participants. Coaching and mentoring in conjunction with

succession planning is beneficial for companies adopting this approach into their structures. The

Dreyfus Model of Skill Acquisition, as proposed by Hall-Ellis and Grealy (2013), contributes

towards mentorship, coaching relationships, and development opportunities which aid in

prompting employees for progressing roles; hence, endorsing talent permits management to

identify competencies and gaps in performance for high potential employees, while enhancing

the proficiencies of their employees. This will aid companies in poising themselves for attrition,

while creating a pipeline of talent to assume these roles in the future. The Succession Pyramid

Model is also significant as Moradi (2014) notes significance in evaluating and identifying

people for management roles where existing managers and those who are knowledgeable are

used as mentors, contributing toward both empowerment and development of employees. Those

persons identified for training are proficient, as well as have the aptitude and knowledge, which

can be transferred to the person who may be succeeding them either through retirement or

transition into a new position.

Situational Leadership Training

Situational leadership training is another action recommended from the study. In leading

a multigenerational workforce, there must be flexibility in the methodologies utilized in leading

discrete persons in their respective cohort. The Person-Centered Situational Leadership

Framework categorizes seven traits of a leader orchestrating person-centeredness which are making a connection with the spirit of being; correlating actions with the vision; harmonizing compliance with person-centeredness; instantaneously linking with others; empowering the actions of others; listening with the heart; and amalgamation others through bonds of alliance, gratitude, and conviction (Lynch et al., 2018). This approach enables the leader to act in the moment while forging a connection with people. It does not conform to stringent guidelines or metrics of leadership but is instead a fluid approach towards leading others. As Clapp-Smith and Wernsing (2014) postulate, there are transformational triggers that can present themselves when there is unfamiliarity with the culture resulting in one's own points of reference being invalid. Within the realms of leadership, specifically in leading various generations in the workforce, the leader must aid in acclimating the employee and creating an environment which yields success.

Implementation of Recommendations

The three actions referenced above are encouraged for an organization to promote a cross-generational environment, through comprehending and applying leadership development which encompasses knowledge-sharing. In implementing change, there are four relevant steps suggested as the deliberation over other options, training and development of personnel, decisions for change involving others, and the promotion of new behaviors from leadership (Spector, 2013). This must be both conceptually derived and practically applied in order for effective change to take place with the transition of generational cohorts into leadership roles, resulting in the importance of effectually communicating with one another. This forge of relationships can be established through cross-functional teams temporarily as Stipp et al. (2018) theorize it could enhance progressive ingenuity; transcendently, establishing cross-functional teams on a permanent basis could lead to intrinsically improving processes and resulting in the success of the organization.

Recommendations for Further Study

After reviewing available professional literature, there was a failure to identify how Millennials will lead and transition out of the ranks of leadership similar to the current changeover of Baby Boomers. As this study delved into understanding the generational communication disparities, it will be just as important for Millennials to prompt future generations for leadership as they begin to retire from the workforce. It will be essential to focus on the communication preferences of those members of generations entering the workforce, as it was noted in the study the role technology has played in communicating with one another and the methodology used to do so. The implications of nonverbal communication will be just as significant but must be done so through a comprehension of the lack of response and tone of response to emails or text messages. Furthermore, the training methodology and leadership style will also be pivotal as Millennials prepare future generations for leadership.

Another point not addressed in professional literature and linked to the proceeding reference of Millennials transitioning out of the workforce, is the focus on Generation Z being established as future organizational leaders. Similar to the training Traditionalists provided to the Baby Boomer generation, Baby Boomers to Generation X, and Generation X to Millennials, Millennials will need to prepare Generation Z. Each generation is an adaptation of the previous generation, and companies will need to focus on developmental opportunities to ensure continuity in leadership and organizational progress. Hence, the identified need of establishing a succession plan and coaching varying generations in the workplace. While talent development in preparation for exigence is vital, the tactic used to do so is just as imperative for organizational success.

While demographic information was collected for the study, the influence of sexual orientation and gender identification in leadership is a gap in professional literature. Although the

gender of the participants was captured, the sexual orientation and preferred identification was not questioned. As societal norms continue to evolve, organizations should consider leadership sensitivity and training in unequivocally leading and promoting all persons in the workforce regardless of sexual orientation and gender identification. While these demographical attributes should not influence one's ability to lead an organization and effectively communicate, it should be considered for possible implications and preconceived biases.

Future studies could also extend beyond manufacturing to include other industries. Additionally, the focus could be on generations in totality inclusive of some Traditionalist and the newcomers of Generation Z and beyond. As there are some Traditionalists existent in the workforce, it is essential to capture their perspective from their novice to professional career stage. Moreover, this could inculcate the impact on Generation Z as they will eventually assume the role of organizational leaders. This will be instrumental in all industries as organizations continue to drive progress and maintain their viability in a competitive and dynamic business environment.

Reflections

The purpose of this qualitative case study was to determine the influence of varying generations in the workforce, as well as the methodologies used in communicating within and amongst the generational cohorts. This was ascertained through interviewing leaders within the manufacturing industry, while focusing on members of the Baby Boomer, Generation X, and Millennial cohorts. The perspective of each member was captured and analyzed in their ideals of an effective leader and how they effectively communicate within their own generation and amongst members of the two opposing generations. It was also questioned whether the influence of advanced degrees or formalized training aided in a leader's ability to drive organizational progress.

The interview process consisted of 21 interviews from leaders in the manufacturing industry and were conducted either in person convenient to both the researcher and participant, or via phone and other platforms such as Microsoft Teams. Those who participated were identified through a network of resources, with the participants willing to provide their time and personal encounters of leading in a multigenerational workforce. The interviews were conducted using the Interview Guide referenced in Appendix C as a means to stay consistent with the questions being asked. The interviews sparked afterthoughts by some of the participants, but also the responses provided by the participants ignited the interest of the researcher for future research.

Before the study, it was presumed it would be difficult to identify a representative number of women leaders in the manufacturing industry; however, this was not the case for this study. There were female leaders identified through a network of resources. Their perspectives did not seem to vary much from their male counterparts, although one participant mentioned the dominance of white males in leadership roles within the manufacturing industry.

In reflecting on the study from a personal growth perspective, this study has permitted more deliberateness in intentionally listening while being cognizant of exuding nonverbal communication cues. This has enabled an appreciation of observing others and delving into their lived experiences and upbringings towards comprehending their perspectives and demonstrating patience through interactions with others. From a professional growth aspect, it has enabled open-mindedness in eliminating biases to openly connect with others as the lived experiences and upbringings form each person's notions and behaviors. This has developed an acuteness in identifying unconscious biases in others when presenting their outlooks which may be unsupported by factual information.

From a biblical worldview, there has been growth in identifying linkage between Christian and secular ideologies. Biblically, there is focus on conveying information generationally as

Ecclesiastes 1:4 (ESV) states, "A generation goes, and a generation comes, but the earth remains forever." The ability to share knowledge in the biblical sense is also viewed from an organizational aspect in maintaining the viability of organizations. Communication, which is the premise of this study, is noted in Colossians 4:6 (ESV) suggesting, "Let your speech always be gracious, seasoned with salt, so that you may know how you ought to answer each person." This keens in on the situational leadership approach and adapting to each person and not a standard. Psalm 78:6 (ESV) provides linkage to succession planning in stating, "That the next generation might know them, the children yet unborn, and arise and tell them to their children." The development of talent is also referenced in 1 Timothy 4:14 (ESV), "Do not neglect the gift you have, which was given you by prophecy when the council of elders laid their hands on you."; likewise, it is supported in Proverbs 9:9 (ESV), "Give instruction to a wise man, and he will be still wiser; teach a righteous man, and he will increase in learning." The overarching model of this study, the generational cohort theory, encompasses cultural upbringings within generations in 2 Timothy 3:16 (ESV) stating, "All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness." This conveys the aspects of the model through focusing on lived experiences, career stages, perception of media richness, perceived leader effectiveness, and perceived leader behavior.

Summary and Study Conclusions

The general problem to be addressed is the failure of leaders to leverage communication cues amongst personnel of varying generations resulting in degraded performance metrics. Salahuddin (2010) posits organizations have been unsuccessful in addressing generational disparities which influence leadership and organizational achievement; thus, organizations are undergoing issues related to efficient communication and rapport within work groups which impact production, gratification, and employee retention. The purpose of this case study is to evaluate the implications of leadership

communication based on generational aspects, resulting in the efficacy of leaders and their ability to progress organizations. The study included interviews with 21 participants of the Baby Boomer, Generation X, and Millennial generations. Both male and female representation was available for each cohort. The interviews were conducted in-person in an environment convenient to both the researcher and participant or done via phone, or through a platform such as Microsoft Teams. Each participant was identified through a network of resources within the manufacturing field. The interviews were audio recorded, transcribed, and analyzed for the identification of themes. These themes are contributable to the body of literature for leaders in the manufacturing industry encompassing their perspectives on generational communication disparities. The themes addressed the research questions referenced in Section 1 and include the influence of upbringing and experiences, leadership style coaching, organizational generational training, development of coaching and mentoring relationships, and the training of Generation Z for leadership.

Premised on the findings and identified themes from the study, three actions are recommended. The recommendation of actions for implementation are generational diversity training, coaching and mentoring programs, and situational awareness training. The findings from the study and recommendations for action contribute towards the body of knowledge of generational communication disparities in leadership within the manufacturing industry. As multiple generations exist in the workplace, it is imperative to comprehend each generation embodies distinctive traits which can be beneficial towards the success of an organization. Organizations must engage each generational cohort in interacting with one another while also understanding the significance of coaching and mentoring; moreover, the impact of leadership style and mechanisms in addressing people individually.

As organizations address generational diversity, they must adopt an intricate and elaborate method to intertwine generations with experiences and cultural upbringings. Boysen et al. (2016) theorizes organizations must modify their structures through mobility in technology, utilization of social media for recruiting, establishing interactive mockups, preventing the development of silos, and constructing teams with diverse experiences to challenge outdated models but are inclusive of coaching and mentoring. An establishment of such a culture would be a significant change for some companies, but it is imperative to leverage the strengths of each generational cohort within the current business environment. Through the transition of societal norms brought about by innovation and technology, members of younger generations will embrace this evolution through their upbringings which will be beneficial for organizations; nonetheless, the lived experiences of members from older generations should not be negated but incorporated with current practices towards achieving success for an organization.

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Appendix A

IRB Approval

LIBERTY UNIVERSITY.
INSTITUTIONAL REVIEW BOARD

October 13, 2020

Janelle Jordan
Phillip Shields

Re: IRB Exemption - IRB-FY20-21-119 Generational Communication Disparities in Leadership

Dear Janelle Jordan, Phillip Shields:

The Liberty University Institutional Review Board (IRB) has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:101(b):

Category 2.(iii). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:
The information obtained is recorded by the investigator in such a manner that the identity of the human subjects can readily be ascertained, directly or through identifiers linked to the subjects, and an IRB conducts a limited IRB review to make the determination required by §46.111(a)(7).

Your stamped consent form can be found under the Attachments tab within the Submission Details section of your study on Cayuse IRB. This form should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document should be made available without alteration.

Please note that this exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

If you have any questions about this exemption or need assistance in determining whether possible modifications to your protocol would change your exemption status, please email us at irb@liberty.edu.

Sincerely,
G. Michele Baker, MA, CIP
Administrative Chair of Institutional Research
Research Ethics Office

Appendix B

IRB Stamped Consent

Consent

Title of the Project: Generational Communication Disparities in Leadership
Principal Investigator: Janelle A. Jordan, Liberty University DBA Candidate

Invitation to be Part of a Research Study

You are invited to participate in a research study. In order to participate, you must be a member of the Baby Boomer, Generation X, or Millennial generation; have currently or in the past served in a supervisory or leadership position; reside within the United States of America; and be able to communicate in the English language. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research project.

What is the study about and why is it being done?

The purpose of the study is to evaluate the implications of leadership communication based on generational aspects, resulting in the efficacy of leaders and their ability to progress organizations.

What will happen if you take part in this study?

If you agree to be in this study, I would ask you to do the following things:
1. Participate in an audio-recorded interview for 60 minutes.
2. Participate in a follow-up meeting for 60 minutes to review the audio transcript from the interview to provide approval.

How could you or others benefit from this study?

Participants should not expect to receive a direct benefit from taking part in this study.

Benefits to society include addressing gaps in scholarly literature about generational communication disparities in leadership.

What risks might you experience from being in this study?

The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life; however, there are some risks noted in the study and the means used to mitigate the potential risks. Due to the duration of the 60-minute interview, the possibility of fatigue may exist for the participant. In response to the potential risk, the participant will be allowed to take a break from the interview to physically stretch or mentally center their minds if needed. Additionally, there is risk of negative or adverse sentiments in response to an interview question. As a result of the risk, the participant may decline to answer the question or opt out of the study. The risk of the participant conveying identifying or comprising information during the interview also exists. This risk is addressed through the use of unique identifiers for the participant and confidentiality being ensured and content being restricted to the researcher, the chair, and the committee as required.

How will personal information be protected?

The records of this study will be kept private. Published reports will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records. Data collected from you may be shared for use in future research studies or with other researchers. If data collected from you is shared, any information that could identify you, if applicable, will be removed before the data is shared.

- Confidentiality will be maintained, and identifiable information will not be collected. Unique coding will be utilized in protecting the identity of the participant. In-person interviews will take place in an office or meeting room location where others cannot easily overhear. Interviews taking place via a digital platform will be conducted in a convenient location for the researcher and participant where others cannot easily overhear.
- Data obtained during this study will be stored on a computer that will require a password to gain access. The computer will be locked at all times when the researcher is not present. Additionally, the data will be stored on a password protected secure drive with only access to the researcher. After three years, all electronic records will be deleted.
- Interviews will be recorded and transcribed. Recordings will be stored on a password locked computer for three years and then erased. Only the researcher will have access to these recordings. The chair, the committee, and the administration will have access to the data as required.

Does the researcher have any conflicts of interest?

The researcher serves as a manager at Michelin Tire Company. To limit potential or perceived conflicts, your involvement in the study will have no influence on your terms of employment, nor contribute toward your advancement in roles. Participants will also not reap additional monetary benefits aside from compensation already provided by the organization. Your participation in the study is in no way affiliated with the respective organization, and your identity and perspectives will be kept confidential through the unique coding process. This disclosure is made so that you can decide if this relationship will affect your willingness to participate in this study. No action will be taken against an individual based on his or her decision to participate in this study.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University or your respective organization. If you decide to participate, you are free to not answer any question or withdraw at any time.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you will be destroyed immediately and will not be included in this study.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Janelle Jordan. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at 803)928-6011 or via email at jajordan4@liberty.edu. You may also contact the researcher's faculty sponsor, Philip Shields, at pshields4@liberty.edu.

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at irb@liberty.edu

Your Consent

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will be given a copy of this document for your records. The researcher will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

☐ The researcher has my permission to audio record me as part of my participation in this study.

_____   _____
Printed Subject Name   Signature & Date

Appendix C

Interview Guide

The interview questions used in this guide were formed to supplement the research questions listed in Section One of this study. The questions are intended to gain insight into the experiences and perspectives of the participants through scrutinization of their responses until saturation is achieved. The Interview Guide focuses on the research subject and presents structure during the interview but should not be stringent; thus, exploration into the study should occur through obtaining comparable information from each participant by guiding the conversation (Kallio et al., 2016). The Interview Guide will encompass three parts representing Part A, Part B, and Part C, corresponding to the respective research questions and their subparts. Each interview will be recorded, transcribed, and documented with supplementing notes. The discrete interviews will have unique coding to maintain the discretion of the participant. A summarization of the transcribed interview will be provided to the respective participant for review to ensure alignment with the content.

Part A

1. How long have you been in leadership?

    a. How long have you been in the manufacturing industry?

    b. What is your job title?

    c. How did you know you wanted to get into leadership?

2. What makes an effective leader?

3. What generation do you associate yourself with? (Baby Boomer go to Question 4, Generation X go to Question 5, Millennials go to Question 6)?

4. As a Baby Boomer, what makes an effective leader for Baby Boomers?

      a. What communication approaches are effective for Baby Boomers?

      b. What communication behaviors have led to success in driving progress?

      c. What communication behaviors have led to the failure to drive progress?

      d. How do you drive progress as a Baby Boomer leading Generation X and Millennials?

5. As a member of Generation X, what makes an effective leader for Generation X?

      a. What communication approaches are effective for Generation X?

      b. What communication behaviors have led to success in driving progress?

      c. What communication behaviors have led to the failure to drive progress?

      d. How do you drive progress as a member of Generation X leading Baby Boomers and Millennials?

6. As a Millennial, what makes an effective leader for Millennials?

      a. What communication approaches are effective for Millennials?

      b. What communication behaviors have led to success in driving progress?

      c. What communication behaviors have led to the failure to drive progress?

      d. How do you drive progress as a Millennial leading Baby Boomers and Generation X?

Part B

7. How do you define nonverbal communication?

      a. Does this influence the success of leaders to lead organizational change?

      b. Does this influence the failure of leaders to lead organizational change?

8. (Question only for Baby Boomers) What kind of nonverbal communication cues do you use as a leader when interacting with Generation X and Millennials?

9. (Question only for Generation X) What kind of nonverbal communication cues do you use as a leader when interacting with Baby Boomers and Millennials?

10. (Question only for Millennials) What kind of nonverbal communication cues do you use as a leader when interacting with Baby Boomers and Generation X?

Part C

11. Do advanced degrees aid a leader in communicating and interacting effectively?

12. Does formalized training aid a leader in communicating and interacting effectively?

13. Do you have an advanced degree or formalized training? (If the answer is no, go to Question 15.)

14. Has that aided you in your effectiveness as a leader?

15. Does leadership style influence the effectiveness of a leader's communication?

16. In the future, do you think there is a need to have an advanced degree or formalized training to communicate effectively as a leader?