

Spring 2023

PERCEPTIONS OF CREATIVE LEADERSHIP IN MULTIGENERATIONAL NONPROFIT PRIVATE EDUCATION TEAMS

Rashad L. Burden
Southeastern University - Lakeland

Follow this and additional works at: <https://firescholars.seu.edu/org-lead>



Part of the [Educational Leadership Commons](#), and the [Leadership Commons](#)

Recommended Citation

Burden, R. L. (2023). *PERCEPTIONS OF CREATIVE LEADERSHIP IN MULTIGENERATIONAL NONPROFIT PRIVATE EDUCATION TEAMS*. [Doctoral dissertation, Southeastern University]. FireScholars.
<https://firescholars.seu.edu/org-lead/25>

This Dissertation is brought to you for free and open access by FireScholars. It has been accepted for inclusion in PhD in Organizational Leadership by an authorized administrator of FireScholars. For more information, please contact firescholars@seu.edu.

Perceptions of Creative Leadership in Multigenerational Nonprofit
Private Education Organizations

Submitted to Southeastern University

Jannetides College of Business, Communication, and Leadership

In partial fulfillment of the requirements
for the degree of
Doctor of Philosophy in Organizational Leadership

Rashad L. Burden

May 2023

Jannetides College of Business, Communication, and Leadership
Southeastern University

This is to certify that the dissertation prepared by:

Rashad L. Burden

titled

**PERCEPTIONS OF CREATIVE LEADERSHIP IN
MULTIGENERATIONAL NONPROFIT
PRIVATE EDUCATION TEAMS**

Has been approved by his committee as satisfactory completion of the dissertation
requirement for the degree of Doctor of Philosophy

Approved By:

Joshua Henson, Ph.D., Chair

Jannetides College of Business, Communication, and Leadership

Bethany Peters, Ph.D., Committee Member

Jannetides College of Business, Communication, and Leadership

Katrina Hutchins, Ph.D., Committee Member

Jannetides College of Business, Communication, and Leadership

Southeastern University Institutional Review Board Approval:

February 25, 2023

May 2023

Abstract

The challenges that are encountered in private schools are in constant flux. Teachers and administrators are tasked with leading and guiding future generations in tumultuous times. A leader's creativity has a significant influence on the diverse teams that are engaging school-age children. Creative leadership is lacking in academic research in comparison to more established leadership theories. The lack of research is excessively apparent in the multigenerational nonprofit private education sector. In this qualitative study, two Seventh-Day Adventist private school educational teams in southeastern California were engaged in focus group interviews. The purpose of this study was to examine the influence of creative leadership tenets on multigenerational private education teams. There were 16 participants from two focus groups representing two 501(c)(3) nonprofit private education organizations. The data yielded three themes: *affiliation endears*, *experience galvanizes*, and *public management polarizes*. The findings showed that creative leadership endears, galvanizes, and can also polarize multigenerational nonprofit private education teams. The findings further showed that creative leadership is viable leadership theory and style for positively impacting multigenerational teams in private education. Future research could expand the literature pool by investigating creative leadership in additional nonprofit, denominational, and regional locales.

Keywords: creative leadership, multigenerational, nonprofit, private education

Dedication

This dissertation is dedicated to my wife Stephany for creating the space the last 4 years for me to strive and to achieve what she always believed I could do. Without you, there is no me, and without us, my why ceases to be. I love you and look forward to the rest of our ensorcelling adventure.

To my two brilliant children:

- Keidan, the Faithful Friend
 - As my father before me, I pray your witnessing of this journey sets a standard that inspires you to become no less than what God predestined you to be. Greatness is yours with focus and follow-through my dearest son. Go beyond what you think are your limits. Plus-Ultra!
- Kumani, the Creator
 - You have in you, my sweet, the greatest gift I could ever give. Myself. My creativity, passion, determination, and love are woven in you. It will take time to master, but know, master it you will. The world will be better because of it.

Lastly, I want to dedicate this to myself. Nine-year-old Rashad was suspended three times in one year for fighting because he was exhausted and angry. His teachers did not think much of him or his future. This is for you. This is for 11-year-old Rashad, who is about to move again and feels smart because as he's leaving the school with his dad, the principal informs them that Rashad's transcript for the semester has straight A's. It's the first time Rashad felt smart in long time. This is for you. I dedicate this dissertation to 15-year-old Rashad, who failed classes his freshman year of high school and decided to will-himself to a 3.9 average for his sophomore year. You were right about you. This is for 26-year-old Rashad, who had a teacher in his Master's program tell him that he didn't write well enough for a doctoral degree. We are here now.

Acknowledgements

I want to acknowledge Jesus Christ, who is not the head of my life, He is my life. I am grateful for the path chosen for me before I was born and will continue to have fun with all He directs me to do. Second, to my excessively gorgeous and wise wife Stephany, thank you for being my home and escape. I love you until the end of time. Next, I want to thank my father, Dr. Donald L. Burden, and my mother Shirley V. Miller. Dad, you set the standard and I know my ability to strive comes from you. Mother, you spoke life and belief into me, and I am flourishing because of the seeds you planted back in Cleveland, Ohio all those years ago.

Dr. Joshua Henson, thank you for putting me and the team on your back as the clock was winding down and every shot mattered. You are the real MVP. I want to thank Dr. Bethany Peters for exposing me to cultural and generational dynamics in a way that invigorated my imagination. Your passion helped me see a new passion. I want to thank Dr. Katrina Hutchins for being a ram in the thicket and being sensitive to my humanity with your impeccably tactful direction and concern. Thank you, Dr. Jennifer Carter, for crafting a program with purpose and people that truly assist in the sanctification of the mind and spirit.

Lastly, thank you to Dr. James Doggette Jr. for impulsively inviting me to go get a terminal degree on a whim. Thank you for your invaluable friendship and the brotherhood that I do not take for granted. There is no way we could have known what God had for us as we sat at the table with the now Dr. Evan Willis back in 2011 on the Spiritual Formation retreat. It was not easy, but let's make sure we make it worth it.

Table of Contents

Abstract	iii
Dedication	iv
Acknowledgements	v
List of Tables	ix
Chapter 1 – Introduction	1
Statement of the Problem	3
Purpose of the Research	4
Research Questions	5
Significance of the Research	5
Conceptual Framework	6
Servant Leadership	6
Authentic Leadership	6
Followership Theory	7
Transformational Leadership	7
Multigenerational Nonprofit Organizations	8
Methodology	8
Data Collection	8
Data Analysis	10
Scope and Limitations	10
Definition of Terms	11
Creative Leadership	11
Nonprofit	11
Multigenerational	11
Problem Sensitivity	11
Fluency	11
Originality	11
Flexibility	12
Summary	12
Chapter 2 – Literature Review	13
Creative Leadership	13

Contributions to Creative Leadership	14
Components of Creative Leadership	17
Nonprofit Organizations	26
Nonprofit Private Education	27
The Multigenerational Workforce.....	28
Traditionalist	28
Baby Boomers.....	29
Generation X	30
Millennials	31
Generation Z	31
Multigenerational Nonprofit Organizations	32
Creative Leadership in Nonprofit Organizations	34
Summary	35
Chapter 3 – Methodology	36
Purpose of the Study	36
Research Questions	37
Research Methodology	37
Participants and Sampling.....	38
Data Collection and Ethical Considerations	39
Interview Questions	39
Data Analysis	40
Scope and Limitations.....	41
Summary	41
Chapter 4 – Results or Findings.....	43
Private School Profiles.....	43
Seventh-day Adventistism	44
Hidden Valley Academy	44
Oceanside Bay Academy	45
Summary of Themes	45
Utilization of Creative Leadership.....	47
Problem Sensitivity	48

Originality	52
Fluency	56
Flexibility	60
Overview of Themes	61
Affiliation Endears	61
Experience Galvanizes	63
Public Management Polarizes	65
Summary	67
Chapter 5 – Discussion	68
Purpose of Research	68
Research Questions	68
Research Question One	69
Research Question Two	70
Implications	71
Affiliation Endears	71
Experience Galvanizes	73
Public Management Polarizes	75
Limitations	76
Suggestions for Future Research	76
Summary	77
References	79
Appendix A	101
Appendix B	102

List of Tables

Table 1.....46
Table 2.....47

Chapter 1 – Introduction

For the first time in history, four generations are present in the workplace (Kinnaman & Hawkins, 2013; Moody, 2017; Schwieger & Ladwig, 2018). The four primary generations in the workplace are Baby Boomers, Generation X (Gen X), Millennials, and Generation Z (Gen Z). As Gen Z enters the workforce and Traditionalists retire, Gen Xers are taking over many higher-level managerial responsibilities (MacKellar, 2014). The shifts in age demographics are affecting organizations in a variety of industries. Millennial pastors are beginning to lead congregations with median ages closer to that of their grandparents (Directorfsm, 2019). Hospitals and schools are experiencing high employee turnover rates because of the stress of the pandemic and the emerging adult's lack of company loyalty (Panwar & Mehta, 2019). With multiple generations in the workplace, organizations are experiencing higher employee turnover, difficulty staffing higher managerial positions, and lack of company commitment (Paolucci et al., 2018; Ronquillo et al., 2021; Wiedmer, 2015). Nonprofit private education organizations (NPPEO) are particularly challenged by these multigenerational dynamics because of the taxing nature of the public service sector and the complications brought on by the COVID-19 pandemic. Now more than ever, organizations need leadership that is equipped to provide original ideas, empathetic responses to difficulties, fluent navigating of team obstacles, and flexible implementation of company directives (Alshammri & Alenezi, 2021; Cansel & Varol, 2022; Gilead & Dishon, 2022; Press et al., 2020).

Multigenerational teams and leadership are nearly automatic within the NPPEO workforce (Barry, 2014; Graystone, 2019). Studies exploring leadership within the nonprofit sector have by default expounded on the multigenerational workforce. Therefore, there are many leadership theories that have been studied in the nonprofit sector with consideration of generational dynamics (C.-A. Chen et al., 2013; Poghosyan & Bernhardt, 2018). The educational sector has shown transformational leadership (TL) to improve team effectiveness (Paolucci et al., 2018). TL is a leadership theory asserting that a leader can galvanize a group of followers to achieve beyond what they originally thought possible (Bass & Riggio,

2006). Authentic leadership (AL) has been found to positively affect work engagement and the ethical climate of nonprofit organizations (Maximo et al., 2019). AL is a theory that champions the idea that a leader should be their authentic selves in their influencing of others (Neider & Schriesheim, 2011). Servant leadership (SL) is a tenant of pastoral ministry and education that has impacted intergenerational dynamics (C.-Y. Chen et al., 2013; Seversen, 2018). Greenleaf (2002) progressed the theory of SL and posited that SL is when a leader puts the needs of their followers before themselves. The creativity of research teams has been found to be positively impacted by followership theory (FT; Wang et al., 2021). FT is the reversing of the lens of leadership, considered the phenomenon from the perspective of the follower (Khan et al., 2020). Many of the elements of the aforementioned leadership theories are what comprise creative leadership.

Creative leadership (CL) is defined as leadership that is sensitive to problems, fluent in adversity, original in operation, and flexible in the face of change (Alshammri & Alenezi, 2021; Li & Yue, 2019; Mainemelis et al., 2015; Salman & Auso, 2022). CL is not as well perceived in the multigenerational nonprofit sector as other mainstream leadership theories (Keamy, 2016; Thomson, 2011). Creative leaders cultivate an atmosphere that garners creative solutions (Press et al., 2020; Wang et al., 2021). Creative leaders meet complex challenges with inspiring purpose and galvanizing vision. In times of uncertainty, creative leaders have planned for and capitalize on what was seemingly unexpected (Vernooij & Wolfe, 2015). One value of CL is in the collective approach, where a plethora of ideas are considered and uniquely implemented (Carmeli et al., 2013; Li & Yue, 2019). The literature concerning CL supports the positive impact that a creative leader can have, but also contains gaps that need to be addressed.

The distinction of CL as a theory is found in the onus to challenge systems and produce new opportunities (Carmeli et al., 2013). Nonprofit organizations are constantly attempting to be proactive in equipping themselves with strategies and personnel that can help them move into the future (Kienle, 2019; Quisenberry & Burrell, 2012). CL has been found to positively impact university team dynamics and employee work wellness, which can allow for the possibility of increased

productivity and efficiency (Alshammri & Alenezi, 2021; Heyns et al., 2021). Different areas of the public sector are exposed to new perspectives of success when team members begin to exhibit originality through entrepreneurship, which is a cornerstone of CL (Iliashenko, 2020; Shier & Handy, 2020). Although researchers have cited the many positive outcomes of CL, there is a lack of exploration and definition within the multigenerational nonprofit private education sector.

Statement of the Problem

The challenges of clarity within CL literature are glaring (Thomson, 2011; Tilstra, n.d.). There is an even more notable lack of research on CL in the multigenerational nonprofit private education sector (Shier & Handy, 2020; Valero et al., 2015). Not only is there a lack of research, but there is a research imperative to establish whether CL is perceived in a given multigenerational nonprofit private education workplace (Mainemelis et al., 2015). The conservative and policy-guided arena of education cannot be approached with the presupposition of the perception of CL among teams (Botha, 2013).

Mainemelis et al. (2015) posited that CL lacks the theoretical depth to be investigated thoroughly or extensively, has the highest mismatch between theoretical design and proof of existence, lacks definition clarity, and contextual sensitivity. Hunter et al. (2011) noted the omittance in many CL studies of the differences between followers, leaders, and context. Because of the omittances in many CL studies, the real-world perceptions of CL in multigenerational contexts have not been identified and therefore cannot be considered when the challenges within multigenerational workplaces arise.

In many cases, multigenerational workplaces are dealing with complex and multi-layered challenges, including comfort with technology, varying worldviews, and work culture engagement (Ali, 2020; Giacomino et al., 2011; Oldham & Da Silva, 2015). CL provides a unique approach to traversing the multigenerational workplace landscape by having innovative behaviors help to influence the direction of the organization (Peralta et al., 2015; Saleem et al., 2015). The characteristics of CL such as innovation, empathy, teachability, and adaptability have recorded

success in multigenerational contexts (Mortier et al., 2016; Neeley, 2014; Vagnani et al., 2019). CL has been proven to be particularly useful in the nonprofit sectors of education, healthcare, and religion (Phimkoh et al., 2015; Salman & Auso, 2022; Whitehead, 2019).

Nonprofit organizations are paramount for the health of a country (Clary, 2022). The service industry is dominated by nonprofit organizations (Clary, 2022). Without leadership that is equipped to venture into the constantly changing realities of the time, nonprofit organizations will become antiquated. CL offers a fresh approach that has been under-investigated in multigenerational nonprofit organizations. Of all the nonprofit sectors, CL has been explored most in the education sector (Alshammri & Alenezi, 2021; Botha, 2013; Branch, 2015; Phimkoh et al., 2015). The private education sector has been nearly overlooked in respect to research within North America (Mainemelis et al., 2015). Again, there is a research imperative to explore CL in varying contexts such as the multigenerational nonprofit private educational workplace (Mainemelis et al., 2015).

Purpose of the Research

The purpose of the current study was to explore perceptions of CL in multigenerational teams in the nonprofit private education sector. The purpose of the study was accomplished qualitatively by conducting focus groups. To accomplish this, the researcher considered the dynamics of CL tenets in multigenerational NPPEO. The nonprofit context of education was chosen to expand the possible applications of the findings of the study. The theory of CL has a deficiency of academic research in nonprofit multigenerational organizations (Thomson, 2011; Tilstra, n.d.). To explore CL in a meaningful way, elements of CL (originality, problem sensitivity, fluency, flexibility) can be analyzed qualitatively to explore the influence of CL. Therefore, the researcher developed two questions to guide the study.

Research Questions

1. In what ways, if at all, do nonprofit private educational leaders utilize creative leadership tenets to influence nonprofit organizations when leading multigenerational teams?
2. How do multigenerational teams respond to utilization of creative leadership tenets within nonprofit private education organizations?

Significance of the Research

The emerging nature of CL allowed the current researcher to continue to address gaps in the literature and praxis of CL (Thomson, 2011; Tilstra, n.d.). The findings of this research increased the awareness of multigenerational nonprofit organizations on the potential influence of CL within their workplace. Scholars have shown that strategic performance of nonprofit organizations is predicated on CL (Rhine, 2015; Salman & Auso, 2022). Nonprofit organizations are present and active worldwide (Rhine, 2015; Shier & Handy, 2020; Takos et al., 2018). . Multiple industry sectors have been forced to manage the influx of younger generations and the ideas they bring to the table (Gumula, 2020; Pousson & Myers, 2018). CL allows organizations to differentiate, advance, and compete in their specific marketplaces (Gazzaroli et al., 2019; Gumula, 2020). The younger generations' ideas and views do not disqualify the creativity of the older generations, but instead should be complementary. Leadership is what fosters an atmosphere for complementary views among differing backgrounds (Page et al., 2019). The existence of multigenerational workplaces should be seen as an opportunity for improved products, processes, and services because of the wealth of knowledge and experiences that a creative leader has at their disposal.

The studies that have been conducted on CL have utilized the individuals in nonprofit organizations as participants to draw conclusion about how CL impacts the organization rather than how the organization views CL (Heyns et al., 2021; Phimkoh et al., 2015; Press et al., 2020). By shifting the vantage point on CL, it may be possible to challenge the current literature and open new opportunities for considering cross-sector application. Creative leadership is present in the public eye but lacks visibility in the realm of academic literature (Collins et al., 2013).

Conceptual Framework

The current research was grounded in five domains. The first four were leadership theories that comprise certain aspects of CL: servant leadership (Collins et al., 2013; Greenleaf, 2002) authentic leadership (Pater, 2013), followership theory (Uhl-Bien et al., 2014), and transformational leadership (Bass & Riggio, 2006; McGahey, 2019). The final domain was multigenerational nonprofit organizations (Hung Kee et al., 2019a; Schullery, 2013).

Servant Leadership

The idea of a servant leadership style was developed by Robert Greenleaf (2002). This theorist introduced the concept of a leader who takes care of their followers first (Greenleaf, 2002; Northouse, 2019). Greenleaf attributed the desire to be a servant leader to an intrinsic need to put others before oneself (Greenleaf, 2002; Northouse, 2019). This belief that a leader feels compelled to be a servant first forms the foundation of this leadership approach (Greenleaf, 2002).

Supporting and aiding followers is a cornerstone of the servant leadership style (Greenleaf, 2002).

The sensitivity to people and problems is where servant leadership contributes to CL (Alshammri & Alenezi, 2021). A creative leader must be able to receive and monitor challenges with the wellbeing of the team in mind (Greenleaf, 2002; Luu et al., 2019). Creative leaders enact their creativity to produce better conditions and outcomes, thereby serving their followers (Rožman et al., 2017). The connection of CL and SL is the betterment of people and places.

Authentic Leadership

While servant leadership focuses on the leaders caring for followers before themselves, authentic leadership represents the leaders presenting their true selves (Northouse, 2019). An authentic leader does not compartmentalize by separating their personality at work from their personality outside of work (Northouse, 2019). Being hailed as an authentic leader is generally considered admirable, as it represents self-awareness, trust, integrity, and transparency (Northouse, 2019). Authentic leadership derived from the followers' need for a trustworthy and genuine leader (Neider & Schriesheim, 2011; Northouse, 2019).

Creative leaders must also be authentic in their leading and engagement with problem-solving (Alshammri & Alenezi, 2021). A cornerstone of CL is originality in solution formation (Alshammri & Alenezi, 2021). The social awareness and authenticity of a creative leader has been found to have a significant impact on the success of organizations (Bratton et al., 2011; Goleman & Boyatzis, 2008). The influence of authentic leadership on CL is highlighted in the way that problem-solving is often indicative of the unique traits that the problem-solver wields (Germain, 2012; Katz, 1974). If a creative leader cannot be their true self, then their abilities and productivity will be blunted.

Followership Theory

Most leaders are also followers to some degree; therefore, consideration of leadership from the follower's perspective has become a necessary field of study (Alvesson & Blom, 2018; Bastardo & Van Vugt, 2019). Followership theory proposes that great leaders are also great followers (M. K. Carsten et al., 2010). Followers are tasked with challenging their leaders and thus taking ownership for the well-being of their organization (Chaleff, 2009). An element of followership that directly feeds into CL is being willing to teach and be teachable (Chaleff, 2009).

Creative leadership literature utilizes the term fluency to communicate being teachable among other characteristics (Alshammri & Alenezi, 2021). Creative leaders are also followers who must be willing to challenge the status quo and accept the challenges of those they lead. The discomfort of learning from team members within an organization described in FT literature must also be commonplace for the creative leader in a nonprofit organization (Chaleff, 2009).

Transformational Leadership

Transformational leaders motivate their followers to do more than the followers originally intended and thought possible (Bass & Riggio, 2006). The leader sets challenging expectations and achieves higher standards of performance (Bass & Riggio, 2006). As indicated by the name, transformational leadership looks to get something different than is typically expected from a follower (Bass & Riggio, 2006). The transformational leader pulls out more than the follower thought

they could give. Transformational leaders enable their followers to become aware of the value of the work being done, looking beyond their self-interest and desired personal achievement (Bass & Riggio, 2006).

Flexibility or “the quick adaptation, transformation, and transition of thinking to multiple and varied directions and the ability to change the state of mind according to the changing situation” is the element of TL that will be highlighted (Alshammri & Alenezi, 2021, p. 340). Creative leaders are transformational in nature because of their flexibility and proclivity to inspire others to quick adaptation (Alshammri & Alenezi, 2021). The transformational leader’s mandate to challenge expectations is influential in CL because of the necessity of a creative leader to transition their thinking and the thoughts of those they lead (Alshammri & Alenezi, 2021; Bass & Riggio, 2006).

Multigenerational Nonprofit Organizations

The inescapable reality of multigenerational organizations must be considered when engaging the idea of leadership (Kinnaman & Hawkins, 2013; Purdue Global, n.d.). Nonprofit organizations are not an exception. Within the confines of the current study, multigenerational nonprofit organizations were defined as those organizations that are operated under the designation of a 501(c)(3) and employ at least three of the four primary generations currently in the workplace: Baby Boomers, Generation X, Millennials, and Generation Z.

Methodology

Data Collection

The current researcher selected a focus group research design to explore the perception of CL among multigenerational nonprofit sector employees in southwestern California (Creswell & Creswell, 2018). The reason that this research design was chosen was because focus groups allow participants to share what they really feel (Krueger & Casey, 2014). The focus group research design was of particular value for this study because the private education sector’s organizational structure is team-dependent. The focus group design allowed team members to engage in a collective sharing that was made more vibrant because of the shared experience within a team. An individual interview was a viable option, but would

not have allowed for shared or varying perceptions to be corroborated in real time. When aiming to understand the qualitative outcomes of CL tenets, focus group research design provides a comfortable and permissive space (Krueger & Casey, 2014). With the focus group technique, a facilitator or moderating team conducts a structured discussion on a precise topic using open-ended questions to procure qualitative data (Masadeh, 2012). The questions posed to the focus group were centered around CL and perceptions of CL in the multigenerational work context through the participant's lived experience. The lived experiences of the participants of a focus group study are typically gleaned through a semistructured discussion (Creswell & Creswell, 2018). Open-ended questions allowed the current participants to share their personal experiences. There were a total two focus groups with a maximum of eight people per group. The amount of participants per group was suggested for a focus group to ensure diversity and time for everyone to share their insights (Krueger & Casey, 2014). There was at least one person from the predominant generational cohorts per focus group. The two focus groups were comprised of only individuals from a private educational setting. The criteria for selection were being a current employee of a nonprofit private education organization and a constituent of one of the predominant generations (Boomers, Gen X, Millennials, Gen Z). Nonprofits vary in size funding and structure. Having participants from the three chosen subsectors provided perspective on how CL attributes transcend the different possible constructs of a given nonprofit.

The participants engaged in the following three-step research procedure:

1. Initial contact with the administrator for an invitation to participate in the study and explain general information and purpose of the study.
2. Interviews at a location predetermined by the researcher. Each interview was approximately 90–120 minutes of conversation. The interviews were audio-recorded on an iPhone using the Otter.ai application.
3. Participants had the opportunity to receive the recordings for the purpose of reviewing the material and deciding whether they wished to add, omit, or clarify any information. Qualitative interviews help elicit unique perspectives from participants (Creswell & Creswell, 2018).

To protect the confidentiality and minimize risk for the participants, names were omitted any identifying comments were redacted in the transcribing of the focus group. When transcripts of the focus group are shared with the participants, they were made aware of their pseudonym so they could qualify and critique any information shared.

Data Analysis

Qualitative data analysis began inductively when the researcher analyzed the collected data (Padgett, 2017). Creswell and Creswell's (2018) codebook of expected codes was used to start the analysis. The data were analyzed for consistently occurring results. The researcher coded the transcripts by hand. The data were triangulated by member checking or "taking data, analyses, interpretations, and conclusions back to the participants so they can judge the accuracy and credibility of the account" (Creswell & Poth, 2016, p. 261).

The data were collected using Otter.ai then transferred to Microsoft Word. The data were coded, then collapsed into themes, and the themes were collapsed into categories and subjects (Saldana & Omasta, 2016). The subjects were analyzed for consistently occurring results. The data were analyzed using the winnowing method of analysis. Winnowing the data is the process of focusing on some data instead of all data (Creswell & Creswell, 2018). After the focus group interview, the researcher began transcribing and formulating common themes. As themes emerged, the researcher prioritized the most common data.

Scope and Limitations

The researcher sought to explore the perception of CL in multigenerational nonprofit organizations. The scope of the study had many limitations. The dissertation was not focused on servant, authentic, or transformational leadership. The study's scope focused on the qualitative findings from a focus group of multigenerational individuals from hospitals, schools, and churches. The composition of the group was a limitation because the nonprofit sector is composed of far greater variety of nonprofit organizations. It would be inaccurate to generalize the findings to all nonprofit organizations. Creative leadership, though nearly 1 decade in development, is still an emerging leadership theory and has

limited literature and practical research in comparison to other more established leadership theories. This lack of research is a limitation in defining and measuring CL.

Definition of Terms

Creative Leadership

In the context of this study, creative leadership was defined as leadership that is sensitive to problems, fluent in adversity, original in operation, and flexible in the face of change (Alshammri & Alenezi, 2021; Mainemelis et al., 2015; Salman & Auso, 2022).

Nonprofit

The Business Dictionary defines a nonprofit organization as an organization whose primary goal is to help the community. Nonprofit organizations are eligible for exemption from federal income taxation under Section 501(c)(3) of the tax code, plus the closely related social welfare organizations eligible for exemption under Section 501(c)(4) of the regulation (Salamon & Newhouse, 2019, p. 7).

Flexibility

Flexibility describes “the quick adaptation, transformation, and transition of thinking to multiple and varied directions and the ability to change the state of mind according to the changing situation” (Alshammri & Alenezi, 2021, p. 340).

Fluency

This term describes “The liberation of the mind and ability to trigger thinking to generate several alternative and creative idea” (Alshammri & Alenezi, 2021, p. 340).

Multigenerational

In the context of this study, multigenerational was defined as the presences of more than two generations in a given sphere (Giacomino et al., 2011; Hung Kee et al., 2019a).

Originality

This is “the ability to produce new solutions, as uncommon and unconventional idea” (Alshammri & Alenezi, 2021, p. 340).

Problem Sensitivity

This refers to “The sensitivity of receiving and monitoring problems.” (Alshammri & Alenezi, 2021, p. 340).

Summary

The aim of nonprofit organizations is to serve a given population at an optimum level (Shier & Handy, 2020). Leadership of current nonprofit organizations have to manage the many unique characteristics of the generational cohorts with intentionality. CL has been found to conveys flexibility, originality, fluency, and problem sensitivity (Alshammri & Alenezi, 2021). The research questions asked whether CL is being perceived, identified, and affective in the organizations where the characteristics are present. The qualitative approach to research was valuable in analyzing the lived experiences of individuals who serve in nonprofit organizations.

Chapter 2 – Literature Review

As those born in the 1980s into the early 2000s have entered the workforce, their experiences have been as unique as the times. Unique experiences with technology, national tragedy, and religion have cultivated a new variety of team member that some Boomers and Gen Xers are challenged to lead (Moody, 2017; Pousson & Myers, 2018; Seversen, 2018). As with other generations before them, the emerging adult (Millennial and Gen Z) demands demand a heightened awareness from their leaders to be effective (Hazlegreaves, 2019; Hung Kee et al., 2019a; Struckell, 2019). The nonprofit sector is not exempt from the challenges of multigenerational workplaces, and CL offers a fresh approach to the inevitability of multigenerational workplaces. The purpose of this qualitative study was to explore perceptions of CL in multigenerational nonprofit educational organizations.

Creative Leadership

In the last decade, creative leadership has gained traction as a viable theory (Heyns et al., 2021; Thomson, 2011). Leaders in multiple business sectors are beginning to see the value of training their employees and administrators to be creative or innovative in their day-to-day tasks (Branch, 2015; Gazzaroli et al., 2019; Peralta et al., 2015). With the rise of mental health awareness, the connection between work-wellness and being a creative leader has become a topic of conversation (Bratton et al., 2011; Heyns et al., 2021). The shift in having more Millennials and Gen Zers in the workplace has caused some tension. Being outspoken with less company loyalty than their predecessors, Baby Boomers and Gen Xers put pressure on employers to understand how to interact with an outspoken generational cohort (Luu et al., 2019; Schroth, 2019; Struckell, 2019). The clarity in CL can help employers maximize potential and productivity in their current and future workforce (Calfas, 2017).

In education, the medical field, and a plethora of sectors, being able to keep the values and goals of an organization in mind while being able to adapt to ever-changing conditions is a crucial attribute for success (Botha, 2013; Elcock, 2014; Schwieger & Ladwig, 2018). Some companies are no longer in existence because

of a lack of courageous CL (Chaleff, 2009). In the educational sector, pedagogy has been attributed as a genuine factor for success instead of CL (Keamy, 2016). The presence of CL can be verified in multiple sectors, but the perception of creative leadership is often found in characteristics that are better researched in the leadership theories that contribute to the anatomy of CL.

Contributions to Creative Leadership

Servant Leadership (Empathy). The servant leadership style was developed by Robert Greenleaf (2002). Greenleaf championed the idea of a leader who prioritizes the needs of their followers first. A servant leader has an intrinsic need to put others first, which is the foundation of servant leadership theory (Greenleaf, 2002). Servant leaders find ways to aid and support their team in the objectives assigned (Greenleaf, 2002). In creating a coherent culture, a genuine desire to serve the people an individual works with can have a culture-shifting effect (Charan, 2006).

Servant leadership can take many forms depending on the context in which it operates (Northouse, 2019). Mentoring is a common practice in multiple sectors of nonprofit and for-profit organizations (Elcock, 2014; Whitehead, 2019). Taking time to pass on previous knowledge and experiences for an organization's good can be considered servant leadership (Greenleaf, 2002; Whitehead, 2019). The practice of managers and executives taking time to be hands-on with the day-to-day workings of their particular company has had the effect of increasing morale, trust, and motivation (Chen et al., 2014). When there is a necessity for empathy in organizations, SL is at the forefront of the leadership research (Bennett, 2021; Fatima & Zafar, 2018). CL is marked by the presence of problem sensitivity (Alshammri & Alenezi, 2021). The relation of problem sensitivity to empathy allows for SL theory to give clarity on the under-defined CL theory.

Empathy can be defined as “standing in the shoes of another person and attempting to see the world from that person’s point of view” (Northouse, 2019, p. 229). Servant leaders have been found displaying empathy in many organizational sectors (Tran et al., 2020). In elaborating how CL is perceived in a multigenerational nonprofit organization, considering the way empathy has been

perceived in nonprofit sectors can provide a reference point (Bennett, 2021; Hurt & Heath, 2015; Tran et al., 2020).

Followership Theory (Teachability). When approaching FT, reversing the lens of any leadership theory is a good practice of evaluation when considering how followers relate to leaders (Khan et al., 2020). FT suggests that followers or collaborators are an integral part of a workplace that values respect and dignity (Bastardo & Van Vugt, 2019). Characteristics of followers according to FT literature include the ability to assume responsibility, participate in transformation, speak to hierarchy, and listen to other followers (Junker & van Dick, 2014). A valuable detail of FT is that more individuals in most organizations would be considered followers than leaders (Alvesson & Blom, 2018). An organization having more followers than leaders increases the value of exploring the implications of FT because if followers are invested in the organization's success, they are teachable and willing to teach (Chaleff, 2009).

The detail given in FT concerning the dynamics of leaders and followers learning from each other is a valuable element that gives clarity to CL theory (Bastardo & Van Vugt, 2019; Collins et al., 2013). Team creativity and productivity in FT have been found to increase when there is trust and proactive communication (Wang et al., 2021). Mentorship has been an integral part of success in the medical field (Elcock, 2014). The implicit existence of the necessity for teachability in FT translates to CL because of the attribute of fluency for the creative leader (Alshammri & Alenezi, 2021).

Authentic Leadership (Innovation). Authentic leadership is marked by the presence of transparency and vulnerability to inspire and galvanize people (Maximo et al., 2019; Munyaka et al., 2017). Work engagement, company morale, and individual optimism have all been found to be positively impacted by the presence of AL (Neider & Schriesheim, 2011). Scholars have suggested that sensitivity to universal values such as social justice and equality, honesty, loyalty, and responsibility, are essential to the emergence of authentic leadership (Avolio & Gardner, 2005). In addition, the ability to maneuver a group of people through the unique obstacles that organizations experience requires an authentic and creative

mindset (van Dierendonck & Nuijten, 2011). Authentic leaders can be innovative, producing unique original ideas to navigate challenges because of their vulnerability and transparency that cultivate trust among teams (Maximo et al., 2019; Zahra et al., 2017). CL theory can draw from AL because of the emphasis on what the CL literature calls originality (Alshammri & Alenezi, 2021).

Being original entails being authentic. Creative leaders must be themselves in order to lead in an impactful way. AL literature supports the idea that being yourself builds psychological capital, team morale, and commitment (Munyaka et al., 2017). When a team is able to see that the ideas, solutions, and outcomes from leadership are produced from an authentic and original place, that leader is seen as innovative and impactful (Petan & Bocarnea, 2016; Rhine, 2015). CL can benefit from the definitions of originality within AL to build-out the definition of the theory.

Transformational Leadership (Adaptability). Bass explained that transformational leaders inspire their followers to achieve more than they originally thought possible or intended (Bass & Riggio, 2006). The leader sets challenging expectations and achieves higher standards of performance. TL looks to a higher purpose. As indicated by the name, TL looks to get something different than is generally expected from a follower (Bass & Riggio, 2006). The transformational leader pulls out more than the follower thought they could give. Burns highlighted a transformational leader's ability to make followers aware of the value of the work being done (Bass & Riggio, 2006).

Transformational leadership has been applied in many diverse areas and at different levels of organization (Luu et al., 2019). Everything from garnering more teacher effectiveness to how to encourage innovative work behavior has been studied (Paolucci et al., 2018). The findings of many studies have revealed that charismatic leadership, inspirational motivation, and intellectual stimulus make TL a compatible leadership style for many different contexts (Bass & Riggio, 2006). The literature is a testament to the adaptable nature of TL. CL embodies the attribute of being adaptable in the form of flexibility.

Transformational leaders are flexible in their thinking (McGahey, 2019). The ability to be mentally nimble in varying situations is where TL assists in addressing gaps in CL theory's definition (Alshammri & Alenezi, 2021; Bass & Riggio, 2006). It is important to be able to shift in a multiplicity of circumstances as a leader because challenges and opportunities all have their own specific makeup (Bornemann & Christen, 2020). Adaptability or flexibility is an indispensable element of both TL and CL.

The leadership theories overviewed are important in understanding what contributes to the anatomy of CL. Each leadership theory had an attribute that was related to a component of CL as a concept. The components of CL are important to isolate and specify when aiming to clarify perception of CL because of the overlap with more recognizable leadership theories.

Components of Creative Leadership

The work of Al-Serafi (2003) helped bring clarity to what the behavior of a creative leader should demonstrate. Namely, problem sensitivity, fluency, originality, and flexibility were highlighted as primary characteristics of creative leaders (Al-Serafi, 2003). In the time since Al-Serafi's work, the terms presented have gone through a semantic transformation in academic leadership literature. Problem sensitivity is related to empathy, fluency is comparable to nimble leadership, originality implies producing innovative alternatives, and flexibility denotes the adaptive nature of a creative leader.

Problem Sensitivity (Empathy). Creative leadership draws from SL in the emphasis on empathy towards people and problems (Fatima & Zafar, 2018). Empathy can have a mediating role on the success of teams where being sensitive to problems within a given workplace can improve perceived work-climate (Mortier et al., 2016). Sensitivity to navigating challenges and dilemmas were brought to the forefront in many work sectors because of the complexity of the COVID-19 pandemic (Tran et al., 2020). Leaders were challenged to be more sensitive to the personal needs of those they lead because of the direct impact the collective stresses would have on the populations a given organization served (Tran

et al., 2020). The complexities necessitated both problem sensitivity and fluency of leadership.

Within the religious sector, empathy is an attribute that has an assumed presence but a vital role. Clergy are tasked with being present with people through some of the most sensitive stages and experiences of their life (Scazzero, 2015). With nearly six generations being present in the church, pastors have the distinct challenge of being sensitive to issues that span nearly 100 years (Seversen, 2018; Whitehead, 2019). Empathy within the religious sector is a necessary attribute for pastors in shepherding their congregations, as well as for congregations towards their pastors. With the noted rise in pastoral burnout and suicide, the attribute of empathy becomes important for creative leaders to share among other leaders in the religious sphere (Carlotto & Câmara, 2019; Dunbar et al., 2020; Hall, 2021).

Mentorship and encouragement are tangible ways that empathy has manifested within the religious sector (Whitehead, 2019; Williams & Thompson, 2022). With the varying generational cohorts present in a congregation, mentorship has been found to foster increased volunteerism when intentionally encouraged between different generational cohorts (Whitehead, 2019). For new pastors, encouragement from more seasoned ministers as an organizational directive is believed to have positive impact on the longevity of the pastor and their congregations (Williams & Thompson, 2022). Longevity is an important factor in any organization. Sensitivity to problems present within church from members to the pastor can have lasting effects on commitment, burnout, and overall mental health (Clem, 2022; Scazzero, 2015). The same is true for healthcare and healthcare education.

There has been much academic consideration of empathy in the healthcare sector (Cansel & Varol, 2022; Kang et al., 2022; Samarasekera et al., 2023). There is a concerted effort to ingrain empathy into nurses, doctors, and physicians (Doherty et al., 2014; Samarasekera et al., 2023). The effort to ingrain empathy begins in the schools. Problem sensitivity is seen as a mediating factor for effective patient care and organizational success (Mortier et al., 2016). With the continual development of technology and the worldwide rebound from the COVID-19

pandemic, the healthcare sector has had to consider personnel and team dynamics in new ways (Graystone, 2019; Montemayor et al., 2022).

People can search the internet for what, at a time, only came from a doctor's mouth. Doctor's visits can be done from the comfort of home through a video call that was reserved through a smart phone application. What is difficult to manufacture is the human sensitivity that comes from being in-person with medical personnel (Montemayor et al., 2022; Tracey & Baaki, 2022). There has been value found in keeping multigenerational teams motivated with certain forms of technology (Kapp et al., 2020). The risk, however, is that advances in artificial intelligence and digital interface methods will impact the emotional intervention and human monitoring modes of healthcare that convey empathy (Montemayor et al., 2022). Kang et al. (2022) championed the idea that the CL attribute of problem sensitivity or empathy should be a structural mandate that is pushed through education, inter-professional, and inter-disciplinary leadership workshops to drive change in healthcare organizations.

Similar to pastors, many healthcare workers are present in highly sensitive and emotional junctures in people's lives. The desire of many would be to have individuals of quality character caring for their loved ones in their time of need (Cleary et al., 2013; Poghosyan & Bernhardt, 2018). The toll of being responsible for the management of the health of a loved one is challenging to quantify (Cansel & Varol, 2022). Having creative leaders who are equipped to traverse the unpredictable with a compassionate sensitivity to people and their problems benefits healthcare and the religious sector greatly (Cansel & Varol, 2022; Samarasekera et al., 2023; Williams & Thompson, 2022). Creative leaders must continue to be teachable while engaging the evolving complexities of the nonprofit sector.

Fluency (Teachability). When navigating problems, it is important to have options. Creative leaders are not only able to generate innovative ideas, but also to present multiple ways forward (Alshammri & Alenezi, 2021; Baer, 2012). The fluency characteristic of CL is highlighted in a creative leader being nimble or teachable (Kienle, 2019). Creating options for a creative leader is not a task meant

to happen in isolation, but one that reveals their openness in hearing out the views of others (Balwant, 2022; Kienle, 2019). The FT influence shines through as the greater good of the organization propels a CL to interface with others to reach success (Collins et al., 2013). Fluency is achieved when a team is able to continue to move forward because of a creative leader's ability to listen, learn, and implement.

Within the armed forces fluency comes from the presence of mentorship (Bonica & Bewley, 2019; Martínez-Córcoles & Stephanou, 2017). Mentorship within the army entails acting as role model, educating on organizational politics, and imparting job skills (Bonica & Bewley, 2019). For mentorship to be successful, there must be a culture of teachability preestablished. Fluency is modeled in the military model of mentorship by leaders having a willingness to submit to the experience and knowledge of others who may have different skills and ideas (Bonica & Bewley, 2019; McGahey, 2019). The transfer of experience and information is also valuable within the religious sector.

The benefits of mentorship for pastors goes beyond mental and emotional health (Hall, 2021). Depending on the denominational or congregational tradition of succession of leadership, the CL attribute of fluency is vital for the future of a church. The teachability of future pastors, ministry teams, and volunteers dictate the consistency and effectiveness of a church's ministry (Douglas, 2014; Freed, 2014). In times of transition, churches have to be nimble to allow integration of the idiosyncrasies of new people (Rainer & Geiger, 2011). Many times, informal mentorship is the way that new leaders of the church are equipped to fulfil the mission and vision given by God. CL in churches encourages fluid learning modes to enable implementation for maximum impact (Heyns et al., 2021; Wyatt, 2019). With the diversity of congregations, fluency also benefits the generational dynamics present in congregations.

Before the COVID-19 pandemic, the protestant church was bleeding Millennials and Gen Z congregants (Kinnaman & Hawkins, 2013; Seversen, 2018; VanderWaal et al., 2017). In the aftermath of the pandemic, the church is in a more compromising position because many members from generational cohorts such as

the traditionalist, that were considered mainstays, have not returned (Adegboyega et al., 2021; Otobo, 2020). Being teachable is vital for church leadership in a time when what was considered normal seems unattainable. CL posits that there is more than one way to approach a problem, and that problem-solving happens best in community where ideas from differing perspectives are appreciated and thoughtfully considered (Alshammri & Alenezi, 2021; Baer, 2012; Mainemelis et al., 2015). Higher education has had to make comparable adjustments to continue to effectively prepare the leaders of the future.

The learning curve brought on because of the COVID-19 pandemic is still being felt among teachers and administrators within colleges and universities (Gilead & Dishon, 2022; Olawoye-Mann, 2021). The pandemic has changed the ways in which people live, work, and learn (Khalili, 2020). Online education has become the norm in the post pandemic educational realm (Khalili, 2020). The prospect of the professionals of the future having received their postgrad education almost exclusively online has the potential to become the norm (Greere & Crozier, 2022). The weight of the transition has fallen on higher education leadership to navigate. Without the presence of teachability, students would not have been provided with a conducive learning atmosphere with which to emerge from the pandemic ready to move forward.

Fluency is being teachable (Alshammri & Alenezi, 2021). Creative leaders in many nonprofit sectors have leveraged their teachability to become agents of impact. The quality of maternal and newborn care has seen positive relation of teachability of team members in primary care facilities (Weldearegay et al., 2022). Master degree music students saw marked improvements in many key areas because of supervised mentorship (Russell & Haston, 2015). Creative leaders are teachable. The creative leaders teachability does not dilute the originality or innovation that is also indicative of CL behavior.

Originality (Innovation). One of the ways in which AL contributes to the makeup of CL is with an element of organizational bravery (Noumair et al., 2010; Oreg & Berson, 2011). Being one's authentic-self and presenting ideas that reflect personality and giftedness can be intimidating. Innovating and championing

original ideas places a leader in a precarious position. Organizations are often conditioned to maintain the status quo (Noumair et al., 2010). Creative leaders take the risk of implementing change and circumventing problems in ways that have not previously been attempted (Carmeli et al., 2013; Pietraszewski, 2020). Innovation is often an outgrowth of the authentic self. Within nonprofit organizations, innovation is a necessary element in managing the challenges and ensuring the wellbeing of an organization's future.

Originality is the CL element that best mirrors innovation within the multigenerational nonprofit workplace (Alshammri & Alenezi, 2021). Innovation is the intentional use of inflows and outflows of knowledge, personnel, and skills for the creation of new options and opportunities (Otter & Paxton, 2017; Ronquillo et al., 2021; Shier & Handy, 2020). Creative leaders ensure the futures of their respective organizations with their originality in many ways. Human resource workers are able to cultivate work atmospheres where innovation is welcome (Ronquillo et al., 2021). Higher education institutions are pressured to present original offerings to compete within the sector and leaders are expected to be able to respond (Ogunmokun et al., 2021). The relationship between government and nonprofit organizations have been found to have increased social transformation impact when coordinated innovative initiatives are created with the efforts of individuals with original ideas (Lenz & Shier, 2021).

The findings of one study on employee characteristics and their effect on innovation culture within public and nonprofit organizations revealed that job flexibility, organization reputation, and the perceived importance of the work being done is positively related to the innovative climate within an organization (Ronquillo et al., 2021). The implication of this study is that the CL attribute of originality is cultivated in work atmospheres where the work being done is perceived as vital. As with AL, work that does not complement the authentic self of a creative leader will be taxing in nature and deplete motivation (Di Domenico & Ryan, 2017; Maximo et al., 2019). Any leader that sees themselves as progressive will not want to be associated with an organization that has a negative public perception. The reality that many nonprofits having multigenerational teams adds

the challenge of company loyalty when Millennials and Gen Zers have been found to have adverse reactions to inflexible job flexibility (Graystone, 2019; Hazlegreaves, 2019; Schroth, 2019). Originality is not only an attribute of CL, but a trait that nonprofit emerging adult workers desire to be promoted in work culture (Barry, 2014; Thakore et al., 2022).

Within a study of six core commitments of churches effectively engaging young people, one of the core commitments was to unlock keychain leadership (Powell et al., 2017). Unlocking keychain leadership refers to the access, power, and capabilities of leaders being made available to teenagers and emerging adults (Powell et al., 2017). The value of the study in relation to CL is that in the nonprofit sector of church, multigenerational innovation and originality has been found to be a characteristic of effective churches (Powell et al., 2017). When churches foster CL by encouraging autonomy and originality among their multigenerational congregations and leadership teams, they position themselves to thrive (Kinnaman & Hawkins, 2013; Powell et al., 2017; Whitehead, 2019). Churches are not the only nonprofit organizations that thrive because of intentional innovation.

In a study of 623 service providing associations where financial performance indicators were collected from the IRS, the investigators found that organizational innovation was a significant predictor of total revenue, total assets, and the estimate of an organization's long-term financial capacity or equity ratio (Jaskyte, 2020). Though technological advances were found in the study not to be a significant predictor of financial performance, originality of the organization in comparison to the competition within the sector was paramount (Jaskyte, 2020). There were several innovation types considered in this study. The innovation type that is indicative of CL was the onus of the organization to improve the ability to implement new strategies (Jaskyte, 2020). Succinctly, the study suggested that organizations position themselves to prosper financially when innovation and originality are woven into the organizational culture mandates (Jaskyte, 2018).

Originality is how CL manifests innovation within nonprofit multigenerational organizations. When work is seen as vital and important, creative

leaders are able to maximize their motivation (Ronquillo et al., 2021). In church contexts, thriving congregations are those that create space for teenagers and emerging adults to operate in their originality (Powell et al., 2017). There are also marked financial benefits to organizations that have originality and innovation as cornerstones of their culture (Jaskyte, 2020). Even with the benefits of innovation being readily available to review, new ideas can be daunting for the most stable organizations. CL is not complete with new ideas and implementations. There is a need in CL to be able to see beyond the immediate and inspire others to go beyond their own expectations (Oreg & Berson, 2011). When attempting new things, being flexible allows for a leader to adapt to the myriad of issues that can be encountered.

Flexibility (Adaptability). There is a connection between being fluent as a leader and being flexible (Alshammri & Alenezi, 2021). Being teachable allows for creative leaders to adapt to the many situations that can be encountered within an organization. The unique attribute of flexibility refines the definitive behavior of a creative leader by suggesting that CL is never one dimensional (Alshammri & Alenezi, 2021). Flexibility is defined as the ability to respond to ever-changing circumstances while maintaining stability and promoting equality. A creative leader must be able to impact varied situations, rather than being relegated to a singular function (Carmeli et al., 2013). Not being relegated to a singular function allows a creative leader to exhibit the TL attribute of being able to adapt and be a change agent in a variety of situations and contexts.

The COVID-19 pandemic necessitated levels of adaptability in the nonprofit sector in ways never experienced. The World Health Organization formally declared COVID-19 a pandemic in March of 2020 (World Health Organization, 2020). The health of health workers took center stage as they were acknowledged in the media as the ones on the front lines of the battle to manage the virus (Clem, 2022; Thakore et al., 2022). Healthcare organizations were pushed to their limits and forced to reconsider structures and policies that had not been questioned or evaluated (Meduri & Jindal, 2021; Olawoye-Mann, 2021). The chaos of the COVID-19 pandemic highlighted the need for leadership that exudes the CL attribute of flexibility.

Many healthcare workers were in proximity of the COVID-19 virus in ways the public would never experience (Olawoye-Mann, 2021). Social workers in healthcare settings must exhibit flexibility in how they interact with patients and families while still being compassionate and caring (Joubert et al., 2022). Creative leaders can make a positive impact on unpredictable circumstances. The nonstop problems that have been presented to the healthcare sector because of the continual mutation of diseases has become the prime setting for creative leaders to engage in problem framing (Bornemann & Christen, 2020; Mainemelis et al., 2015; Olawoye-Mann, 2021). The healthcare sector is not the only nonprofit sector that has found it necessary to create frameworks for adaptability within the organizations.

Green et al. (2020) suggested that there are three key components of adaptability within the educational sector. The three components of adaptability that these scholars suggested are cooperation, inclusion, and flexibility. In their study, they explored the implications of the three components of adaptability on the global, state, communal, and individual levels. The relation of flexibility and adaptability to TL shines through in that the implications of the flexibility component on every level aims to transform the relationship of the educational sector and the people to be served (Green et al., 2020). After COVID-19 disrupted learning globally, there was an opportunity to reimagine the state of education and having a system characterized with flexibility, what creative leaders are defined by, and that was cited as vital (Green et al., 2020).

CL is comprised of attributes that have commonalities with cornerstones of other more well-established leadership theories. Problem sensitivity within CL is comparable to empathy within SL. Fluency is in-sync with the teachability found within FL. Originality in CL pairs well with the application of innovation found in AL. The flexibility attribute of CL is easily connected to the adaptability of TL. The aforementioned attributes are at work and visible within the multigenerational nonprofit workforce. The nonprofit workforce is receiving focus because many of the vital service industries that serve people fall within the nonprofit sector. Honing the leadership approach that has covertly been making an impact allows

organizations to better position such leaders. A better understanding of the vast nature of the nonprofit sector assisted in clarifying the need for CL research.

Nonprofit Organizations

Nonprofit organizations were chosen as the context of this study because the nonprofit sector is often where human services resources are centered (Clary, 2022). Bringing clarity to an under-studied leadership theory has the propensity to help nonprofit organizations better position such leaders and positively affect the culture and workings of their teams. Nonprofit organizations have a rich history of leadership and have long been on the front lines of responding to challenges within their communities (Clary, 2022).

Injustice can be shown to be the reason that nonprofit organizations were birthed in America (Clary, 2022). From the Tea Party organizations of the past to the civil rights organizations of the last century, organizations form to meet the needs of current day (Clary, 2022). What distinguishes nonprofit organizations from for-profit organizations is the distribution of assets. Shareholders, private owners, and controlling interest parties cannot receive earnings. Nonprofit organizations are an integral part of the social service and economic makeup of America and the world (Clary, 2022).

According to Never (2016), the number of nonprofit organizations (inclusive of public charities and other 501(c) organizations) grew by 45% in the period between 1995 to 2015. This 45% growth accounted for 1.18 million registered nonprofit organizations in America. The Urban Institute's National Center for Charitable Statistics found that from 2006–2019, there was a 4.5% increase in the number of registered nonprofit organizations amounting to 1.54 million organizations. Approximately \$1.047.2 trillion dollars were contributed by the nonprofit sector to the economy. Approximately \$427.71 billion dollars were donated to nonprofits, while volunteer hours value totaled around \$195 billion (NCCS Team, 2020, para. 2). Approximately 10.2% of the private sector employment, or nearly 12.3 million jobs, were accounted for by nonprofit organizations.

There are many factors that influence the dynamics of how nonprofit organizations change (Norris-Tirrell, 2014). The social sciences, growing population within the United States, the economy, disease trends, weather trajectory, government shifts all play a part in the changes within a nonprofit organization (Clary, 2022). As recently as February 2021, President Biden signed an executive order to revive the White House Office of Faith-Based and Neighborhood Partnership (White House, 2021).

As much as the aforementioned factors change, the nonprofit sector continues to change but remains a vital part of the world's infrastructure. Some scholars believe it is advantageous to define the umbrella that is nonprofit organizations and voluntary action associations as a commons (Clary, 2022). In the context of the current study, the sectors of the nonprofit industry that were explored were educational, religious, and medical fields.

Nonprofit Private Education

Present-day contemporary Christian schools are predominantly private, but the birth of private schools can be traced back to state funded public schools (Smith, 1967). The mission of these early schools was to cultivate a shared American identity (Spring, 2018). The idea that America could lose God's blessing motivated early educational direction because of an intense protestant influence (Rush, 1786). Although the early American schools were Christian, they were not denominationally distinct (Smith, 1967). The curriculum of early American education emphasized Christianity, racism, and nationalism (Willis, 2022).

American schools in the early 20th century were becoming less Christian because of the division of Christian churches over doctrinal disparity (FitzGerald, 2017). The catalyst for the creation of contemporary private schools was the substitution of the teaching of creationism with evolutionary theory (Slater, 2019). A push away from prayer and bible reading in schools caused parents and church leaders to attribute a decline in morality in society to the state of education (Willis, 2022). There was also the perception from conservative Christians that they were losing influence over the schools and needed to form their own educational institutions (Slater, 2019).

Another important period of growth in private schools was between 1960–1980 (Willis, 2022). The growth during this period was in sync with local school racial integration efforts and the Supreme Court’s removal of prayer and bible readings from schools (Blosser, 2017). There was a prevailing belief that the secular nature of America was something that children needed to be saved from and the way to do was through traditional conservatism (Blosser, 2017). Unfortunately, many of the private academies that were created during this time were meant to maintain White Christian American values (Willis, 2022). The threat of losing tax-exemption from the IRS is what influenced the schools to begin accepting blacks and other ethnicities into their institutions (Willis, 2022).

To further refine the research direction, nonprofit private education was chosen as it has not been explored extensively academically (Lee & Cheng, 2021). Nonprofit private education is often rooted in the context of a Christian denomination (Lee & Cheng, 2021). Therefore, the response to leadership styles can be impacted by the religious culture that is present within the designated denomination. For this study, the denominational context to consider is that of the Seventh-Day Adventists.

The Seventh-Day Adventist Church supports a world-wide developing education system (Jackman, 2014). The education system ranges from early childhood development to post graduate studies (Jackman, 2014). The culture of the schools are often deeply impacted by the church’s leadership at its inception in May 21, 1863. The conservative values of the church are often implicit in the policy and practice of school teams at every educational level.

The Multigenerational Workforce

The multigenerational workforce is predominantly made up of four generational cohorts: Baby Boomers, Gen X, Millennials, and Gen Z. Traditionalists were included in this literature review as they are still active in the religious sector.

Traditionalist

Traditionalists are people who were born 1900–1945 and are the oldest American generational cohort (Wiedmer, 2015). Most Traditionalists have aged out

of the workforce, but are still present and active in churches (Kinnaman & Hawkins, 2013; Wiedmer, 2015). Traditionalists preferred to work in hierarchical, conservative contexts where there is a clear structure of authority. The term “Traditionalists” can also be interchanged with *Radio Babies*, *Builders*, *Industrialists*, *the Silent Generation*, and *the World War II Generation* (Kane, 2015). The Traditionalist generation is marked by Hitler’s Russian invasion and Pearl Harbor.

A respect for authority and separation of work and family are key values of Traditionalists. A pride in being thrifty and self-sacrificing contributes to Traditionalists being motivated by money, position, and titles (Wiedmer, 2015). Working hard from a sense of duty is a hallmark of Traditionalist value system, while being in need or in debt is considered embarrassing. Loyalty and discipline are cornerstone descriptors of Traditionalists (Wiedmer, 2015). They learn best through instructor-led education and have a strong aversion to disorganization or lack of tangible recognition with plaques, trophies, or medals (Wiedmer, 2015).

Baby Boomers

Following World War II, the generation born from roughly 1946–1964 are known as the Baby Boomers (Wiedmer, 2015). Boomers are the wealthiest generation and view the world optimistically and have expectation for it to improve over time. Within the workforce, most Boomers are nearing retirement and are positioning themselves for meaningful older years. The Baby Boomer generational cohort is split into Early Boomers (1945–1955) and Late Boomers (1955–1965), with significant differences between the two (Adcox, 2021). Boomers experienced a time of abundance and absence of war in America. The tumultuous 1960s had a major impact on the worldview of Baby Boomers. The assassinations of President John Kennedy, Robert Kennedy, Martin Luther King, Jr., the Vietnam War, and culture shifting music were perspective defining for Boomers.

Within the workplace, Boomers are often in positions of power and authority (Kane, 2015). According to Kane (2015), before the COVID-19 pandemic, nearly 70% of law firm partners were Boomers. The challenge that is currently being navigated by many organizations is the loss of the skilled labor

provided by now retiring Baby Boomers (Wiedmer, 2015). The intense work ethic and commitment to professional goals of Baby Boomers is not seen as being matched by the emotionally intelligence focused emerging adults (Bratton et al., 2011; Wiedmer, 2015). Boomers are work-centric, goal-oriented, independent, and competitive (Wiedmer, 2015). A Baby Boomer's self-worth is often deeply attached to their work performance and position. Boomers' self-worth and identity being connected to their work makes it difficult for some to retire from jobs they have held for many years. Having been the first educated individuals in many of their families, there were a plethora of opportunities to fuel Baby Boomers' ambition and competitive spirit that now makes them sometimes challenging to lead.

Generation X

Once called Gen Bust because of the dramatically reduced birthrate in comparison to Baby Boomers, Gen X birth dates range from 1961 to 1981. Gen X is also referred to as the Lost Generation because of their exposure to high divorce rates, daycare, and being "latchkey" kids (Wiedmer, 2015). Because of the extreme work ethic of Boomers, many Gen Xers experience workaholic parents and were more apprehensive about starting families themselves because of the trauma they experienced. Gen X was one of the first generational cohorts in the United States to have a distrust of government (Moody, 2017). Events such as the first United States gas shortage, along with the Arab Oil debacle, MTV, the killing of John Lennon, and AIDS pandemic were thought to have jaded many Gen Xers. Gen Xers can be described as family-oriented, balanced, active, and highly educated (Moody, 2017).

Within the workplace, Gen X adopt a more balanced approach in comparison to their Boomer parents. Work-life balance takes priority and long hours, and time away from one's family is not attractive to Gen X (Wiedmer, 2015). After seeing the trials of their parents, Gen X is not as loyal to companies and are more comfortable job hopping (Wiedmer, 2015). Having been exposed to faulty authority, Gen X tends to question policies and demand credible reasons for procedures, decisions, and tasks (Wiedmer, 2015). Micromanaging is resisted by

Gen Xers, and they appreciate freedom, independence, and an understanding that work is only a portion of what makes life rewarding.

Millennials

Gen Y, Echo Boomers, Millennials, Generation We, the Internet Generation, or those most commonly known as Millennials are the largest generation since the Baby Boomers (Schroer, 2015). Millennials were born from 1980 into the 1990s. Millennials witnessed the World Trade Center attacks, Columbine High School shootings, the death of Princess Diana, and Hurricane Katrina. As digital natives, Millennials are comfortable with technology and social media. Community is highly valued among Millennials, making them very social, less independent, and more inclusive in their seeking of meaning beyond their family of origin. The parents of Millennials were more accessible than previous generations; therefore, they expect feedback, structure, supervision, and clear goals in the workplace (Hazlegreaves, 2019).

The opportunity to discover, explore, and experiment is valuable to Millennials within the workplace as they seek meaningful community and belonging (Wiedmer, 2015). Validation is felt when Millennials are given certificates or monetary rewards that indicate their work is valued and supported. Organizations that embrace technology are more likely to attract the entrepreneurial-minded Millennials, who do not mind having multiple jobs to fuel creating a life that they believe will make them happy (Calfas, 2017; Hazlegreaves, 2019).

Generation Z

The newest addition to the workforce is Gen Zers. Born starting around the year 2000, Gen Z's starting date is debated (Wiedmer, 2015). Unlike Millennials, Gen Zers do not remember a time without the internet. Text messages, smart phones, and tablets for Gen Zers are the pencils and paper of Boomers and Gen Xers. Having never shared the same space is no excuse for Gen Zers when it comes to communicating with people across the world in a real way (Wiedmer, 2015). Sensitivity to causes and willingness to mobilize for social justice are early characteristics of Gen Z.

The Gen Z workforce is accepting of diversity, have higher IQ scores than previous generations, are tech-savvy, and assume connectivity to the world around them (Schroth, 2019). Gen Z does not need as much direction because they are the most home-schooled generation and have full awareness of the information available through technology (Wiedmer, 2015). Esthetics is paramount for Gen Z workers (Wiedmer, 2015). Having come out of college with a disdain for lecture-test classrooms, customized learning, consistent feedback, and project-based initiatives are key for creating work cultures that Gen Zers favor.

Multigenerational Nonprofit Organizations

A multigenerational workforce's inevitability should put the onus on leaders and organizations to examine the benefits of having multiple generational groups present. Multiple industry sectors have been forced to manage the influx of younger generations and the ideas they bring to the table (Gumula, 2020; Pousson & Myers, 2018). Innovation allows organizations to differentiate, advance, and compete in their specific marketplaces (Gazzaroli et al., 2019; Gumula, 2020). The younger generations' ideas and views do not disqualify the creativity of the older generations, but instead should be complementary. The existence of multigenerational workplaces should be seen as an opportunity for improved products, processes, and services because of the wealth of knowledge and experience.

The world is amid a technological revolution (Quisenberry & Burrell, 2012). Millennials, and particularly Generation Z, are uniquely equipped to navigate the transition into the digital age (Luu et al., 2019; Oldham & Da Silva, 2015). While many Boomers and Gen Xers grapple with what can be considered the essential elements of technology, social media and niche applications have become a language of emerging adults (Seversen, 2018). The comfort level that young adults have with technology has become more desirable in the workplace and has created a new space for creativity to manifest. If space does not exist for innovation, emerging adults often create opportunities for themselves as entrepreneurs (Iliashenko, 2020; Luu et al., 2019). Millennials and Gen Z do not

value organizational loyalty the way Boomers and Traditionalists did (Purdue Global, n.d.).

Many of the suggested core values of Baby Boomers and Generation X are also indicative of successful companies. Having a sense of duty or ownership and seeing the benefits of teamwork over individualism are hallmark traits of successful organizations (The Big Picture People, 2019; Quisenberry & Burrell, 2012). The fragile nature of social interaction by digital means has cultivated a culture of isolation that makes consistency and focus, cornerstones of Boomers and Xers, a challenge among the younger generation (Oldham & Da Silva, 2015; Pousson & Myers, 2018). Almost 90% of the world's financial wealth belongs to the more seasoned generations (Statista Research Department, 2022). Among other factors, there must be a connection to the success experienced by Boomers and Xers and the values that they bring to the workforce.

When considering how to increase CL in the context of multigenerational workplaces, being able to point the way to a common goal is paramount (Greenleaf, 2002). Communicating the road to impact in a relevant way to each generation can unify and inspire to the point that differences become less significant (Gumula, 2020; Vagnani et al., 2019). Encouraging a blending of working and living together has fostered creativity because of the increased comfort between coworkers (Gazzaroli et al., 2019). Increased comfort between coworkers aligns with the suggested interventions of Devine et al. (2012) to break racial biases, but could also apply to other cultural discrepancies. By identifying common ground and capitalizing on it, organizations can cultivate atmospheres conducive to CL that are sensitive to when an individual was born and the experience of their generation's cohort. Every generation has value in their values. Encouragement to be open-minded to the origin and experiences of others by taking time to consider their perspective as if it was their own could be fruitful (Devine et al., 2012). New ideas will have an opportunity to flourish without undue scrutiny that stifles innovative drive (Baer, 2012; Vagnani et al., 2019). Many of the most successful contemporary companies have leveraged the younger generations' passion and creativity with the older generations' experience and structure (The Big Picture

People, 2019; Quisenberry & Burrell, 2012). A conclusion of companies could be that within the multiplicity of experiences, a multigeneration workforce has worthy ideas from every level.

Creative Leadership in Nonprofit Organizations

There has been no explicit peer-reviewed research on CL in the multigenerational nonprofit sector. Transformational leadership has been found to increase organizational resiliency in nonprofit organizations (Bass & Riggio, 2006; Valero et al., 2015). Components of AL, such as self-awareness and balanced processing, have a significant impact on the governing body of a nonprofit organization (Takos et al., 2018). Nonprofit organizations that have leaders who exhibit SL have been found to have healthier succession processes for executive-level employment (Bennett, 2021; C.-A. Chen et al., 2013). Because CL is comprised of some of the more established leadership theories, considering the research that utilizes the theories would provide further context.

Servant Leadership in Nonprofit Organizations. The characteristics of SL are what many nonprofit organizations look for in employees and strive for in company culture (Greenleaf, 2002; Thacker et al., 2019). Within the medical field, empathy is an invaluable attribute for nurses, doctors, and administrators (Elcock, 2014; Tran et al., 2020). Selflessness is nearly nonnegotiable for pastors as they lead their congregations through tumultuous times (Erlacher, 2013; Parker, 2019). Teachers are expected to be active listeners to their students at all levels of academia (Baker et al., 2019; Ute, 2016). The attributes of SL are important in nonprofit organizations because the majority of their missions have an element of service at their core.

Followership Theory in Nonprofit Organizations. Followership theory considers leadership from the perspective of the follower (Pietraszewski, 2020; Uhl-Bien et al., 2014). FT can be examined in any leadership theory's consideration of nonprofit organizations by reversing the lens (Khan et al., 2020). For example, when considering the administrators of an education institution, FT would engage the views of those that take direction rather than the individuals giving direction. FT has been considered in government, medical, educational, and

many other nonprofit settings (Carsten & Uhl-Bien, 2013; Oc & Bashshur, 2013; Wang et al., 2021).

Transformational Leadership in Nonprofit Organizations. As one of the foremost leadership theories that has been researched, TL has a long list of credits to show the relation and impact transformational leaders have in nonprofit settings (Almas et al., 2020; Poghosyan & Bernhardt, 2018). An attribute of particular value that is exhibited by transformational leaders is the ability to create resilient teams and work cultures (Valero et al., 2015). There is no question that TL has become one of the most desirable attributes in a potential leader or team member.

Authentic Leadership in Nonprofit Organizations. There has been argument about whether AL is actually a leadership theory because of the implicit individualism within the theory & the challenge to measure its attributes (Maximo et al., 2019; Neider & Schriesheim, 2011). This negativity has not stopped researchers from examining the nuanced impacts in nonprofit organizations. Everything from government-funded sports programs to arts collectives have received research inquiries to examine the impact of authentic leadership (Rhine, 2015; Takos et al., 2018).

Summary

Creative leadership in nonprofit multigenerational organizations is challenging to identify in the current academic literature (Mainemelis et al., 2015). Utilizing the leadership theories that have elements that contribute to the definition of CL, a clearer picture of CL begins to emerge. Attributes such as innovation, empathy, teachability, and adaptability have complementary counterparts within CL literature that strengthens the theory's bond to AL, TL, FT, and SL. By examining the contributions of the more prevalent theories contribution to the nonprofit sector, CL becomes more perceivable.

Chapter 3 – Methodology

In this qualitative study, the researcher used a focus group research design to explore the perception of CL among multigenerational nonprofit private education sector employees in southwestern California (Creswell & Creswell, 2018). The focus group technique is “generally defined as a structured discussion with a small group of people, run by a facilitator or using a moderating team, to generate qualitative data on a precise topic of interest, using a set of open-ended questions” (Masadeh, 2012, p. 63). The focus group discussion in this study was centered around CL and perceptions of the tenants of CL in the multigenerational work context through the participants’ lived experience. The lived experiences of the participants of a focus group study are typically gleaned through a structured discussion (Creswell & Creswell, 2018). Open-ended research questions were used to allow participants to share their personal experiences. There were a total of two focus groups with eight people per group. There were at least two persons from the predominant generational cohorts (Baby Boomers, Gen X, Millennials, Gen Z) employed in the nonprofit private educational setting. The criterion for selection was being a current employee or volunteer of a nonprofit private education organization and a constituent of one of the predominant generations in the workplace.

Purpose of the Study

The purpose of this qualitative study was to explore the perceptions of CL in multigenerational nonprofit private education organizations. The nonprofit private education workplace is becoming more diverse, and the presence of CL offers a unique opportunity for progress and success in trying times (Mainemelis et al., 2015). The ethos behind conducting this research was the idea that there must be a way for people who serve their respective communities to be led to greater impact. The quickening of cultural change in and around organizations demands a style of leadership that can morph with the times while still prioritizing mission and vision (Page et al., 2019; van Hoorn, 2019). Identifying how CL is perceived allows for administrators, human resources personnel, frontline public servants, and

community culture bearers to identify and position creative leaders in contexts where their gifts can prosper.

Research Questions

The theory of CL has a deficiency of academic research, particularly in nonprofit multigenerational organizations (Thomson, 2011; Tilstra, n.d.). To explore CL in a meaningful way, the elements of CL (i.e., originality, problem sensitivity, fluency, and flexibility) can be analyzed qualitatively to evaluate effects of CL. Through this study, the researcher sought to answer the following research questions:

1. In what ways, if at all, do nonprofit leaders utilize creative leadership tenets to influence nonprofit organizations when leading multigenerational teams?
2. How do multigenerational teams respond to the utilization of creative leadership tenets within nonprofit education organizations?

Research Methodology

In the study of Dinh et al. (2014), the authors noted that in an analysis of 752 articles on leadership from 10 top-tier academic journals that CL had the greatest dissonance in theoretical thinking in comparison to actual research. The current researcher aimed to address the gap in actual research on CL. Focus group research design is an effective tool in gathering qualitative data (Creswell & Creswell, 2018). Focus group research design promotes self-disclosure and finding out what participants really think through a communal interview experience (Krueger & Casey, 2014). The interview often has five characteristics “(a) small group of people, who (b) possess certain characteristics, (c) provide qualitative data (d) in a focused discussion (e) to help understand the topic of interest” (Krueger & Casey, 2014, p. 23).

The sample for this focus group was up to eight individuals. A small number of individuals is suggested for a focus group to ensure that everyone can share while promoting diversity of perception (Krueger & Casey, 2014). The characteristics necessary in participants in this focus group were being employed by a nonprofit private educational organization and representing one of the primary

generational cohorts. The participants could be a teacher or administrator. The qualitative data were provided by the participants by way of their commonalities in employment in nonprofit organizations and responses to the interview questions (Krueger & Casey, 2014). The discussion centered on their perceptions of CL in their respective nonprofit organizations to assist the researcher in improving the understanding of this topic. Focus group methodology “works particularly well to explore perceptions” (Krueger & Casey, 2014, p. 25).

Participants and Sampling

The researcher conducted a focus group interview after recruiting participants from a southwestern California school. The number of participants was chosen to accommodate having eight representatives from each of three designated nonprofit education sector schools, with each group also having at least two members of the four predominant generational cohorts present in the workplace. The profile of the desired participant was an individual who either works or volunteers at a private nonprofit educational institution as a teacher or administrator. The individuals were required to have been born roughly between the years of 1945 and 2000. Within the organization that the participant works or volunteers, they were required to hold a leadership position or be a part of the staff as either a teacher or administrator. These participants were chosen using convenience and intentional sampling because of their proximity to the researcher, the intention to have a multigenerational presence within the focus group, and the perceived multigenerational presence of constituents (Creswell & Creswell, 2018). An initial conversation with the participants was followed by an email providing an official invitation to participate, additional information, and informed consent forms. The focus group was scheduled depending on the availability of the participants. There was no preference for gender, but the desire for different ages to represent the generational cohorts was expressed. The participants read, agreed to, and signed an informed consent form, and the process of nondisclosure was fully explained. Each interviewee was assigned a pseudonym in the interview transcript for confidentiality purposes.

Data Collection and Ethical Considerations

The participants, who were selected using convenience sampling, engaged in a five-step research procedure. The first step was initial contact from the researcher for an invitation to participate in the study and explain general information and the purpose of the study. Consent forms were then distributed, explained, and signed to ensure an understanding of anonymity and confidentiality. An interview at a location predetermined by the researcher was conducted. The interview was approximately 2 hours of conversation. The interview was audio-recorded on an iPhone using the Otter.ai application. Then, follow-up interviews via Zoom were conducted to further gather any additional data and allow participants to expound on CL. Participants were given the opportunity to receive the analyzed data document for the purpose of reviewing the material and deciding if they wish to add, omit, and clarify. Qualitative interviews help elicit unique perspectives from participants (Creswell & Creswell, 2018). To protect the confidentiality and minimize risk for the participants, names were omitted and any identifying comments were redacted.

The instrument used for the interview was a list of four questions curated by the researcher. The interviews were conducted face-to-face at a neutral location. A verbal review of the consent form preceded the start of the interview. The participants were reminded of both the recording of the interview on the Otter.ai application and anonymity of what was shared. The recorded and transcribed data were secured behind a password-protected computer. The researcher took notes on a password-protected iPad during the interview. The interview time period was no longer than 2 hours. If, for any reason, a participant became uncomfortable, the remainder of the interview would have been terminated.

Interview Questions

RQ1: In what ways, if at all, do nonprofit leaders utilize creative leadership tenets when leading multigenerational nonprofit education teams?

1. Can you tell me about a time you experienced empathy in your workplace?

2. How are new ideas or approaches to doing things handled by leadership in your workplace? What does that look like?
3. What has been your experience or view of learning from or teaching fellow coworkers?
4. Can you recall a situation you encountered where you felt caught off guard? How did you navigate it?

RQ2: How do multigenerational teams respond to the utilization of creative leadership tenets within nonprofit private education organizations?

1. Can you recall a notable time when your leadership team had to display empathy? Were there any tangible affects to how it impacted how you worked together with your team?
2. Has there been any changes in policy, operation, or personnel that have made you feel old or young? Explain.
3. Tell us about the person who helped you feel a part of the team? How did they do so?
4. Can you tell me about a time a fellow team member or administrator had to make a quick but challenging decision and how it made you feel?

Data Analysis

The focus group interviews were recorded using the Otter.ai application, transcribed, and analyzed using qualitative methods. The researcher reviewed the transcripts and then began the process of coding using winnowing, in vivo coding, and emotions coding (Saldana & Omasta, 2016). The collected data were coded, then collapsed into categories, and the categories were collapsed into themes. The focus was on analyzing perceptions of CL. The codes were analyzed for consistently occurring results. The researcher coded the transcripts by hand. The data were triangulated by member checking or “taking data, analyses, interpretations, and conclusions back to the participants so they can judge the accuracy and credibility of the account” (Creswell & Poth, 2016, p. 261). As themes emerged, the researcher prioritized the data that became most common.

Once the focus group is complete and the information is gathered and analyzed, the researcher will review and cluster the data using pseudonyms for confidentiality. After being organized and documented, the participants will be emailed a copy of the interview analysis document and allowed to voice any comments or concerns about the results. The comments and concerns will be recorded, transcribed, and reported in the study's "results reaction" section.

Scope and Limitations

The current researcher sought to explore the perception of CL in multigenerational nonprofit organizations. The scope of the study had many limitations. The dissertation was not focused on servant, authentic, or transformational leadership. The study's scope focused on the qualitative findings from a focus group of multigenerational individuals from hospitals, schools, and churches. The composition of the group was a limitation because the nonprofit sector is composed of far greater variety of nonprofit organizations and three individuals cannot fully encapsulate the ideals of an entire generation. It would be inaccurate to generalize the findings to all nonprofit organizations and all members of a generational cohort. Creative leadership, though nearly 1 decade in development, is still an emerging leadership theory and has limited literature and practical research in comparison to other more established leadership theories (Mainemelis et al., 2015). The lack of research is a limitation in defining CL.

Summary

The qualitative methodology outlined by Creswell and Creswell (2018) was used to conduct this study. Qualitative research describes trends and explains the relationship among variables found in the literature. Sixteen individuals representing the primary generational cohorts in the workplace were chosen as participants in focus group. Based on the qualitative validity strategies posited by Creswell and Creswell (2018), validity was ensured through member checking and clarifying the researcher's bias. The transcripts were shared with the participants to give the opportunity to qualify any thoughts they shared. To provide qualitative reliability, the researcher checked the transcripts for errors and continually

compared data with the codes to ensure that the coding aligned with the original definitions of the codes. The researcher also documented the protocols used for data analysis with memos about the codes and their definitions (Creswell & Creswell, 2018). The study's scope and limitations included the study's location and the researcher's bias.

Chapter 4 – Results or Findings

In Chapter 4, the researcher presents the results from the focus group interviews conducted during the study. The focus group interviews focused on the perceptions of CL within nonprofit multigenerational private education teams. This qualitative methodology study captured how CL tenets were utilized and responded to by the leaders and teams within the nonprofit educational sector. This chapter contains a presentation of the findings of the study and the data gleaned from the focus groups attempted to answer the following questions:

1. In what ways, if at all, do nonprofit private educational leaders utilize creative leadership tenets to affect nonprofit organizations when leading multigenerational teams?
2. How do multigenerational teams respond to utilization of creative leadership tenets within nonprofit private education organizations?

Three private schools were contacted and agreed to be a part of the study. Initial emails were sent with details of the focus group and participants were selected by administrators to satisfy the communicated criteria. When the designated time came to conduct the focus groups, one of the private schools alerted the researcher that they were unsuccessful in procuring participants. The researcher then had to maximize the utility of the focus groups that had already been conducted.

Private School Profiles

This section of Chapter 4 includes individual descriptions of the context that the research was conducted. These descriptions are vital to proper interpretation of the study because it gives the background details of the schools so the reader can be fully informed. The participants in this study all identified as current Seventh-Day Adventist Christians and were located in southwestern California. The organizational structure of the Adventist church and the religious culture shaped their interpretation of these experiences. All participants have similarities and differences, but the one common denominator was they are leaders in nonprofit

private education multigenerational teams. Pseudonyms were used for the schools and participants to ensure anonymity.

Seventh-Day Adventism

The SDA Church was founded on May 21, 1863, in Battle Creek, Michigan (SDAs, 1995). Birthed out of the Millerite movement, the SDA Church's beginnings coincided with the great awakening and made prophetic teaching a cornerstone of the church (SDAs, 1995). Sabbath observance was a vital doctrine that united and galvanized the church's early contingency (SDAs, 1995). With an emphasis on end-time preparedness, the church grew exponentially within the United States and eventually branched out to a worldwide church (SDAs, 1995). To manage the growth and influx of diversity, the church created a very formalized organizational structure.

Unlike many other Christian denominations, the SDA church is very formalized in its larger-system level (Burke, 2017). Generally, there are five different levels of organization within the SDA church. The local church is managed by a conference that covers a particular state or territory. Conferences are then governed by unions that encompass more extensive areas. Unions form divisions that typically cover entire continents or countries. Last is the General Conference of SDA, which is the headquarters of the world church. The schools that the study engaged fall within the Southeast California Conference. The Southeastern California Conference is a part of the Pacific Union, which is then a component of the North American Division. The North American Division is one of 14 divisions that make up the General Conference.

Hidden Valley Academy

Hidden Valley Academy is a K–12 Seventh-Day Adventist church-affiliated school which was established in 1903 and became a full K–12 program in 1983. It was the first private school in North County to offer Advanced Placement [AP] classes and is accredited by the Western Association of Schools and Colleges (WASC) and the Adventist Accrediting Association. Hidden Valley Academy is part of the Adventist Education system, the largest protestant educational system in the world. Its physical facilities include a large building which houses the

classrooms, science and computer laboratories, music department, fine arts studio, library, chapel, gymnasium, and cafeteria. The grounds include a softball and football/soccer field, hard court surfaces, a separate playground area for primary grades, an outdoor amphitheater, and a picnic area. The staff is comprised of individuals from the four predominant generational cohorts.

Oceanside Bay Academy

Ocean Bay Academy was founded in 1899 when Adventist pastor W. M. Healey rented a store at 17th and K St. The school served seventeen students its first year. In 1947, the school moved next to Paradise Valley Hospital and later opened its doors at the current location in August 2005. Ocean Bay Academy offers a range of classes that focus on preparing students' academic abilities, study habits, and character. Students who graduate from the school are qualified to attend any U.S. university. All students are taught how to grow and actively carry out their faith as individuals. Ocean Bay Academy has regular chapel sessions, Bible classes, and spiritual retreats that provide a solid Christian education and opportunities to put faith into practice. Students participate in a range of music classes and activities, including choir, chorale, band, and more. In addition to group classes, one-on-one music lessons are available. Students can participate in organized sports teams beginning in fifth grade. All students have opportunities to build leadership skills. This is especially emphasized in junior high and high school, where students can lead as Class Officers. In twelfth grade, students also can lead out in Family Groups made up of 15 students across all grades. The staff is comprised of individuals from the four predominant generational cohorts.

Summary of Themes

After the focus group interviews were conducted, that data were transcribed and analyzed. There were two focus groups with a total 16 participants. There were two Baby Boomers per group, two Gen Xers in one group and four in the other, three Millennials in one group and two in the other, and finally one Gen Zer in one of the groups. Through qualitative analysis, 569 data segments were identified. The 569 data segments were used to form 11 codes. From the 11 codes, three themes were developed. The first theme, *affiliation endears* (247), was broken down into

the following categories with the corresponding number of codes: consideration (78), humility (54), feeling supported (64), and sensitivity (51). The second theme, *experience galvanizes* (126), was broken down into the following categories with the corresponding number of codes: lack of clarity (31), adaptability (52), fear of failure (17), and structure (26). The third and final theme, *public management polarizes* (196) was broken down into the following categories with the corresponding number of codes: resourcefulness (67), awareness (85), and perspective (44). A summary of the themes is provided in Table 1. The category column in Table 1 represents the category that was used to group the codes within the data. The data segments column in Table 1 is the time the codes were present throughout all participants' interview data. Codes are presented in brackets and italics as demonstrated: [*code*].

Table 1

Summary of Themes

Theme	Categories	Data Segments
Affiliation	Consideration	78
Endears	Humility	54
	Supported	64
	Sensitivity	51
Experience	Lack of Clarity	31
Galvanizes	Adaptability	52
	Fear of Failure	17
	Structure	26
Public	Resourcefulness	67
Management	Awareness	85
Polarizes	Perspective	44

The structure of the research questions necessitates an intentional answer. The researcher concluded that the themes gleaned from the data address specifically Research Question 2, the response of multigenerational nonprofit private education teams to CL tenets. The focus of Research Question 1 was the

perceptions of the effects of utilization of CL tenets on multigenerational nonprofit private education teams. The following sections examine both perceptions of effects of utilization and responses to utilization of CL on multigenerational nonprofit private education teams.

Utilization of Creative Leadership

One of the objectives of this study was to explore how creative leaders utilize creative leadership tenets. The data gathered by way of the focus groups clarified the views of how CL tenets are used by multigenerational leaders and perceptions of their use by their multigenerational followers. The four highlighted tenets of CL are originality, problem sensitivity, fluency, and flexibility. This section discusses utilization of CL tenets by examining the responses to the interview questions that relate to the correlating tenet. Two interview questions per tenets were utilized in this study. A summary of the correlating tenet and interview questions is found in Table 2.

Table 2

Summary of Interview Question Correlations

Creative Leadership Tenet	Interview Question
Problem Sensitivity	1a. Can you tell me about a time you experienced empathy in your workplace? 1b. Can you recall a notable time when your leadership team had to display empathy? Were there any tangible affects to how it impacted how you worked together with your team?
Originality	2a. How are new ideas or approaches to doing things handled by leadership in your workplace? What does that look like?

Creative Leadership Tenet	Interview Question
Fluency	<p>2b. Has there been any changes in policy, operation, or personnel that have made you feel old or young? Explain.</p> <p>3a. What has been your experience or view of learning from or teaching fellow coworkers?</p>
Flexibility	<p>3b. Tell us about the person who helped you feel a part of the team? How did they do so?</p> <p>4a. Can you recall a situation you encountered where you felt caught off guard? How did you navigate it?</p> <p>4b. Can you tell me about a time a fellow team member or administrator had to make a quick but challenging decision and how it made you feel?</p>

Problem Sensitivity

Problem sensitivity describes a leader's ability to be empathetic towards the challenges that their followers are facing (Alshammri & Alenezi, 2021). In this study, to ensure that the questioning was not leading semantically, empathy was used in the interview questions because of the general familiarity with the trait. The nature of the first research question led to the codes being tenets. From the codes that highlighted problem sensitivity four categories were identified. The categories are consideration, awareness, sensitivity, and perspective. Within this tenet, the participants naturally answered the second interview question as they navigated

through the first. The following is a report of the responses to the interview questions.

The first interview question that focused on problem sensitivity was: “Can you tell me about a time you experienced empathy in your workplace?” The second interview question that focused on problem sensitivity was: “Can you recall a notable time when your leadership team had to display empathy? Were there any tangible affects to how it impacted how you worked together with your team?” The first aimed to glean data on utilization, while the second probed for data concerning responses to CL. In response, the participants shared the following:

Baby Boomer 2: I'll share one. I got to say, this guy grinning down here at the end. Sometimes he has to reschedule PE classes and that kind of thing, but he's always so quick to say [*empathetic*], “I will make this up to you because I know how much you teach, and you have very little breaks on your hand” [*understanding*]. It's true, I get 30 minutes a day [*understanding*]. So, he makes my day, let's just put it that way, and he really does make an effort if he has to miss a class to make it up, so it's awesome.

Millennial 1: Just like a lot of flexibility and understanding. And honestly, how empathy, understanding that other people are trying to [*empathy*]... We all have the same students [*consideration*], and we're all trying to maximize and min-max the resources we have, and recognizing that sometimes we step on each other's toes[self-aware]. Not on purpose, but then just being flexible [*adaptability*] to say, like, “Oh, I'm so sorry, I didn't mean to do that” [*empathetic*], or like, “Here, let me clear this schedule for you” [*consideration*], that kind of thing. Just being okay with that, and everybody's super nice about that here [*kindness*], and stuff, and just recognizing that.

Baby Boomer 1: Ten minutes ago, I walked into Pam's room. I asked Pam, I said, “So, I'll send you a bag of squirrels cheap.” Our sixth grade has been very challenging, and the two of us, we teach the same kids [*shared responsibility*]. The sixth grade was a bag of squirrels today. We shared a

moment [*in common*], you're not alone, we're not alone in dealing with this. We're all dealing with this [*shared responsibility*] who deals with sixth grade.

Baby Boomer 3: I had surgery this year, and I was rather stunned by the amount of empathy [*empathy*] I got when I walked out on campus with my neck brace. Wow, Kemp was very empathetic, and very accommodating [*accommodating*], and I'm not sure they even knew who I was yet [*hospitality*].

Gen Xer 5: I remember my first year teaching, I taught kindergarten since a long time ago, and I had to put on a graduation that I had never even thought of [*unprepared*]. I remember in the morning of... I had no program [*unprepared*], I had nothing. And, at that time, the teachers just showed up [*supported*] and did it for me, [*reliability*] and I will always be grateful for that...It was beautiful, my first-year teaching [*positive impression*].

Gen Xer 4: I will say that, mostly, everybody in this room have prayed personally for my kids [*caring*]. They can sense [*discerning*] when something's awry or amiss [*perceiving*], and so that's been very powerful and welcomed.

One of the findings apparent from the participant comments is that problem sensitivity boosts workplace morale and camaraderie. The creative leadership tenant of problem sensitivity is utilized by nonprofit private educational leaders to encourage high commitment levels and low turnover rates. One participant pointed out that the empathy that they experienced made them feel a part of the workplace and motivated them to put forth their best efforts and to know that they were not alone in their endeavor to make an impact within the school and the classroom. The participant pointed out that they were able to connect with their creative leader on things that were not related to school, and this made them feel a part of what was going on and a part of the team. In response to the question, "Tell us about the person who helped you feel a part of the team? How did they do so?" one participant responded,

Gen Zer 1: Mine was Russell, just because, you know, we connect on sports [*relating*], and I knew his kids from when they were freshman [*familiarity*], and I was a senior. So, we could talk about sports for hours. And he would just come in, you would say we have something to talk about and then end up being personal like talk about whatever [*relating*].

The significance of this particular interaction is highlighted by the fact that this particular participant is a Gen Zer. The Gen Zer pointed out that what made them feel as if they were a part of the team was their administrator's ability to connect with them on things beyond the work that was being done. The leader made them feel as if they were cared about as a person and beyond being an employee. For the multigenerational nonprofit private education sector, creative leaders must be sensitive and empathetic in order to build the camaraderie to maintain the closeness and the morale and the chemistry of multigenerational teams.

Another participant, who has been teaching for 25 years, spoke about what made them feel a part was the appreciation that was expressed for those that they assisted with their classrooms. This team member shared,

Baby Boomer 2: For me, it's a little different because I came off teaching full time for 25 plus years, to when we moved here not having a job for the first time in my career. And so, my first introduction to this school was as a substitute teacher. And there were two elementary teachers who just made me feel on top of the world [*appreciation*]. And that was Marie and Cynthia. They just were always so appreciative [*appreciation*]. And I learned they did that to every sub, but it still made me feel like wow, they really appreciate me [*recognition*], but then in the high school, more specifically, it was the kids. It was like, I mean, I was a high school history and English teacher for many, many years. And it was like, I still got it. They actually liked what I said they liked what I did. And yeah, so it was it's a little different perspective from what they all had coming in as full-time teachers. But the kids are amazing here. And I still have that connection with the older kids, because I've seen them as subs over the years.

Based on participant perspectives, it seems continued communication from peers is impactful in multigenerational teams and allows a sense of empathy among team members. Whenever team members perceive that they are cared about, their work is cared about, and their person and personality is cared about, morale and camaraderie improve (Tracey & Baaki, 2022).

Originality

Originality is a leader's ability to be innovative in their dealing with their team and execution of their responsibility. In this study, to ensure that the questioning was not leading semantically, innovation was used because of the general familiarity with the trait. From the codes that highlighted originality three categories were identified. The categories are lack of clarity, fear of failure, and structure. The following is a report of the responses to the interview question: "How are new ideas or approaches to doing things handled by leadership in your workplace? What does that look like?" A lively discussion ensued within the Hidden Valley focus group.

Gen Xer 2: Sometimes I think it depends on what's going on that given day or week or month. "You're going to throw something else at me now, really?" [*frustration*] Or, "Oh, cool. I can roll with that." It really sometimes just depends on what else is going on [*context*]. I think, sometimes, that's a factor.

Millennial 1: Definitely. I definitely second that. I think even when [*context*] it's a negative reaction, it comes from a place of, "How am I going to get all of this done?" [*daunting*]. Rather than in avoidance to new things [*context*]. It's usually just like, "Oh, my goodness" [*shock*].

Millennial 2: If they had a game plan like [*direction*], "Okay, this is what we want to do [*instructions*], this is how it's going to look like" [*clarity*].

"Okay, cool. All right, fine."

That's good, but it's not like, "Oh, we want you to do this" [*direction*].

"Okay, how does that look like that?" [*clarity*]. "We'll get back to you"

[*lost*]. "When is it going to happen?" "Soon." "Soon this year, soon next year?" [*direction*].

Gen Xer 2: Which is funny because, if you have standards-based instruction, you would expect that standards come with that [*direction*], so we should have standards too [*parameters*]. So, you've got to tell us what those standards are, and like, yeah [*clarity*]. You make this up as you go when you talk [*clarity*].

Gen Xer 1: Yeah. They're going to turn everything into standards-based learning which, okay, it's fine, but there's no instructions, [*instruction*] and there's no system of how that's going to work, and there's no, "I want to see this outcome in your classroom" [*clarity*], kind of a thing. There is nothing other than, "We're going to standards-based learning."

Baby Boomer 1: I can tell you from having been at the meeting at the conference office last week that there will be days of training [*instruction*] during on it, train precession. I know this, you're not being thrown under the bus [*abandonment*].

Oceanside shared the following concerning Question 2a:

Millennial 3: I can say within our local school, I can't say, necessarily, with conference leadership, that with the principle that we have the privilege of working with, new ideas are taken in. I think, partially, that maybe because she's new as well [*common experience*], but anytime I need to bounce off ideas, or want to try to do something new and different, she always has been very receptive to those ideas. So, at the local school level, I can definitely say that it's been a good environment [*conducive context*] for that. For me, particularly [*supported*].

Gen Xer 7: I think, just this morning, I remember hearing Kemp say something along the lines of, "Okay, so what's another idea? How would you do that? What are you thinking, then?" [*brainstorming*] Because an idea that she had put out maybe was... There were some more discussions about that, so she was very open to saying, "Okay, well then, let's see what kind of other ideas are out there" [*openness*]. I think, feel like that's how it is most of the time. Just, "Okay, then let's brainstorm and see if we can

come up with something different” [*innovation*]. So, it's very open, it's a very open [*structure*].

The participant responses suggested that originality cultivates freedom to grow. Participants demonstrated that they perceived that originality or innovation is an attribute that is deeply personal. The comments from the participants suggested that the way that one person innovates is different from the way that another person innovates. Participants perceive that innovation creates space for the growth of individuals personally, professionally, and organizationally. Within the study, the way that originality or innovation manifested was in response to the question: “How are new ideas or approaches to doing things handled in your workplace? What does that look like?” One of the ways that it was responded to in the interview was as follows:

Baby Boomer 3: I've been (with four) administrators [*perspective*], and they've all been pretty open [*open-minded*], some to more degree than others, some of the walls a little thicker. Kemp's been wonderful, by the way. It's critical to a growing program [*prioritizes growth*]. Without that open-mindedness in that, “I haven't thought of it that way before” [*humility*], or, “Let's look at that and discuss it with faculty,” a program doesn't grow [*aware of outcomes*]. We've seen a lot of growth in the 13 years I've been here, and that's because the administrators have been open to those conversations.

There is great significance in this participant's statement that the program would not grow without an openness to new ideas because it suggests that within the nonprofit, private educational sector, growth is encouraged. The participants demonstrate support for the belief that leaders must cultivate freedom for new ideas to be able to take root.

The creative leadership tenant of originality is utilized by nonprofit private educational leaders in this study to perpetuate program development and growth and ward off organizational stagnation. Originality allows for team members, teachers, and administrators to have the space that they need to exercise their ideas (Alshammri & Alenezi, 2021). If a creative leader does not allow for originality or

innovation, the development of the team, the individuals, and the institution can be stagnated because there is a lack of space for individuals to grow. One of the reasons that originality is significant in a program's development and growth is because each team member has their own personal experience that informs how they navigate challenges and situations (Tao et al., 2020). A creative leader is tasked with creating an atmosphere that allows people to grow and because of the structure of nonprofit private educational institutions and organizations, there must be encouragement for individuals to be original and authentic (Maximo et al., 2019).

In the nonprofit private educational sector, another way that originality perpetuates program growth and development is that teachers are constantly dealing with new students on a yearly basis. Every 4 years, depending on the structure of the educational institution, teachers are dealing with a different generation of children that have a unique experience that calls for them to exercise their originality while dealing with a new culture. By allowing teachers to be authentic to who they are, and faithful to the values, mission, and vision of the school, perpetual program development and growth are encouraged (Munyaka et al., 2017). The teachers, the administrators and the team must be able to continue to develop and come up with original ways to engage and interact with the new group of kids. The challenge to engage new children in the changing times arose in the study. One participant in response to the question, “How are new ideas or approaches to doing things handled by leadership in your workplace?” said,

Millennial 4: Yeah, without being cliché, times change, and then we’ve seen it from COVID [*context*]. Things that were happening before COVID, and then, COVID in lockdown, and then, everything changed. So, how we need to be open [*open to adjustment*] to how are we going to teach online? The way we're going to go shopping, disinfecting, all those measures [*attention to detail*]. Then now, we're on the time of after COVID, which needs to be open to, “Okay, how do we start opening again, and how do we come back [*apprehension*] again to the new normal?” I think also, in the environment of education, we have our kids...they change, and then times

change, language change [*changing times*]. We see some kids talking to each other, or having a conversation, we might not understand how or what are they saying because some of the words that they are using are not the same ones we used to use then 20 years ago, 10 years ago, or 5 years ago. So, every 4 years, there is a new generation [*changing times*], that it keeps changing. So, as leadership, we need to be open to, “How do we help? How do we improve? How do we grow?” [*concerned about outcomes*] if we just get stuck, then we won't be helping. If we want to be leaders, and we want to help, if we are close to those ideas, then we want to be able to...that leadership just breaks.

This participants comments convey that originality allows for creative leaders to be able to deal with different challenges. Based on the perceptions of the participants in this study, originality incentivizes leaders to cultivate a space where team members, teachers, and administrators are able to help in ways that are organic to that particular team member. A creative leader must be original in their approach to continue remain competitive in the always in the always-evolving educational sector (Alshammri & Alenezi, 2021).

Fluency

The responses of the focus group participants suggested that fluency or teach-ability encourages perpetual progress. The CL tenant of fluency appears to be utilized by nonprofit private educational leaders in this study to combat employees feeling isolated and to bring calm and clarity in dramatic transition. The codes that highlighted fluency produced three categories. The categories are humility, resourcefulness, and awareness. In this particular portion of the study, in both focus groups, the conversation immediately shifted to the transition from teaching in-person to virtually because of the COVID-19 pandemic. There was significance in the moving of the conversation to the subject of the pandemic. When it comes to the creative leadership tenant of fluency, participants highlighted that being teachable was a significant attribute that impacted the team's ability to face obstacles and challenges and to have a sense of assurance that things were going to work out.

Both educational institutions where the focus group were held, pointed out that the time period that they were given to transition from in-person to online classes was less than 3 days. Teachers, some of whom had been teaching for decades, had to move to teaching on a platform that they had never taught before. Highlighted in both focus groups were how the teachers then had to be teachable when it came to using technology and presenting the best product of education to their students. One participant highlighted how in the 3 days that the transition happened, that teachers banded together and began to knowledge share the different techniques and ways that they knew:

Gen Xer 1: It was all the way, from conference, to our administration at that time, to just other teachers in the conference. The conference will call them up and say, “Hey, you seem to be using this particular digital tool, well, can you do a webinar on it?” [*open to peer direction*] The next day, there was a webinar on it, or they made a video that we could just see, “Okay, this is how I set up this particular tool.”

Some of the other challenges that were highlighted were how now the onus was on the parents to be the educator within the household and how some households were challenged with only one computer in one phone to have multiple students receive their education.

Baby Boomer 4: I agree because we found out [*caught off guard*] Thursday that Friday was going to be the last day in school, and that Monday, we had to start online. No training for the staff members. What was worse was there was no training for the parents [*detail oversight*] and the kids when they had multiple children attending the school. “Okay, we've got one computer and an iPhone, how are we going to handle all four classes at the same time to get the work done [*compassionate*]? Also, let's see, I work, so who's going to be watching my kids while this is happening?” So, it was a radical change in education.

The individuals in the focus group explained how if it had not been for their fellow teachers, administration, and leaders above them creating space and creating the opportunity for knowledge to be shared, then they would have not been able to

have made the transition as smoothly as they did. There was a story shared about how one of the leaders of the school took time to help one of the more seasoned teachers to assemble the technology necessary for the AP class that was supposed to happen:

Gen Xer 1: Yeah. We had to do AP testing online for the first time. So, we were working on these Chromebooks, we were sitting on the floor in the office over there. He was on one, I was on another trying to... With Cole, our IT guy who's all the way in Carolina, on speakerphone, as he was telling us how to set up these Chromebooks so our kids could take this locked AP test on these Chromebooks. He was right there with me [*servant leadership*] the whole time [*longsuffering*], just we're sitting on the floor, going through all the Chromebooks, getting it set up...And that took like 4 or 5 hours [*longsuffering*], yeah.

The verbiage that stood out was striking when describing the leadership of this particular leader. As one participant was talking, another finished the sentence:

Baby Boomer 1: Russell was unusually empathetic [*empathy*], and right before he would give us something particularly onerous, he'd go, "Guys, I really hate this" [*understanding*]. He says, "But this is what we're going to have to do" [*directing*]. It makes it a little bit more palatable [*accepting*] when...they suffer with you.

Participants' perceptions suggested that teachability or fluency is utilized by creative leaders to combat their team members facing obstacles in isolation. It is paramount that leaders do not allow team members to face obstacles in isolation because when individuals face obstacles in isolation, they are more prone to feel despondent, defeated, and downtrodden (Scott & Lovell, 2015). Creating an atmosphere where not knowing what to do is an acceptable reality is a healthy directive for a creative leader (Schwantes, 2016). It can be gleaned from participants' responses that not knowing what to do is an opportunity for teachers and administrators to be teachable and therefore not operate in isolation and be able to engage challenges in community.

In this study, participants who were willing to suffer, sit, and transition with their teams and fellow administrators, teachers and teams were able to bring calm. As highlighted by the participants comments, leaders in the nonprofit private education sector were able to see for themselves what the challenges were and to clearly and concisely communicate the directives and the directions necessary to move forward as the transition transpired. The tension that arose generationally when it came to the creative leadership tenant of fluency or teach ability was that Gen X and Baby Boomers were deeply desiring, clear, tangible direction. One Gen Xer in particular was vehement about their challenge with a directive from leadership that did not come with clear direction. The following are their input from various points on this topic:

Gen Xer 2: Which is funny because, if you have standards-based instruction, you would expect that standards come with that [*direction*], so we should have standards too [*instruction*]. So, you've got to tell us what those standards are, and like, yeah. You make this up as you go when you talk. The new curriculum which, supposedly, for history, starts next year. So, for those of us who are teaching history, that's where we're like, "What are we doing?" [*lost*] When should I feel like I've done a good job [*clarity*], where I'm another failure? [*fear of failure*] I don't know what my lane is [*structure*].

There was palpable distress from the Baby Boomers and Gen Xers concerning the lack of measurable and tangible steps as to how to execute the desired directives given by leadership. The silence of Millennials and Gen Zers suggested to the researcher that they were more comfortable figuring it out on their own than Gen. X or Baby Boomers. Although it was stated by a Millennial that they appreciated direction, the tension that was obvious among the older generations was not as perceivable among the younger generations. Creative leaders can note that as they lead multigenerational nonprofit private educational teams that clear, tangible directives with measurable steps are important to each generation, but are more important to the more seasons generation that are often the most tenured team members within a given organization.

Flexibility

Flexibility or adaptability allows for nimble navigation of challenges (Alshammri & Alenezi, 2021). One of the findings of the focus group is that the CL tenant of flexibility is utilized by nonprofit private educational leaders to encourage situational adjustments and personal value application. Flexibility, not to be confused with originality or innovation, was highlighted as a necessary attribute because of the situational nature of leadership within educational nonprofit private organizations. From the codes that highlighted flexibility, two categories were identified. The categories are adaptability and feeling supported. Nonprofit private educational leaders are constantly dealing with different people and situations that vary. According to the experiences shared by the participants flexibility must be an attribute that is identified and encouraged and even cultivated by creative leaders. So that the myriad of situations that will be faced can be faced in an ethical way. Interestingly, of all the creative leadership tenets, the generational responses were more evident in this particular tenant. The variance suggests to the researcher that what flexibility looks like to one generation may be different to another generation. One Gen Xer shared,

Gen Xer 3: This is what's on my mind, but I'm not sure how it relates, and I have to be careful how I state it. So, I'm a product of the '60s and the '70s where it was values clarification [*personal value*]. Then the home that I was raised in, it was reflective. But I found myself, this week, in a situation where I had to address behavior [*context*], and the reason behind it didn't matter because of the outcome. The potential outcome of the behavior could have been so severe, and so it was a moment of not necessarily feeling old, but wondering what is relevant for today [*contextual application*]. "How do I balance that values clarification I've been marinated in?" [*self-awareness*] with, "Some things are just not hard enough." Period. Because of the times that we're living in.

Being a product of the 60s and 70s where values clarification was a major tenet of the culture made it challenging to deal with an individual in which none of those particular values held true. The values that were ingrained in them from a

young age no longer had bearing because of the change in culture and the unique situation. The Baby Boomer had to be flexible in how they dealt with the situation, because the values that had that were indispensable to them had no bearing on what they were dealing with in the moment.

A Gen Zer in this study pointed out that their ability to read the young people that they dealt with, that they felt they were better equipped to understand what they were going through because of their proximity to their age, and the fact that they had a sibling who was the same age as some of the students they were dealing with.

Gen Zer 1: I am going to say something. I will say that being closer in age to the kids, I can look at them and they're like, the same age as my younger brother, and I catch a lot of the things [*awareness*] that they say that probably other teachers won't catch [*attuned*]. A lot of things that would have just happened on social media, and they should not be talking about it. I'm like, "Oh, maybe you shouldn't be talking about that at school," but another teacher might just be like, "What are you talking about?"

[*perceptive*]

This Gen Zer was able to be more flexible because of their understanding of the demographic that they were serving. It is clear from this research that flexibility was valued because situational adjustments are a necessary part of the everyday experience of the nonprofit private educational leader.

Overview of Themes

Affiliation Endears

Affiliation endears multigenerational nonprofit private education teams to respond to creative leadership tenants with increased motivation and team chemistry. The categories that are related to the theme of affiliation endears are consideration, humility, feeling supported, and sensitivity. McClelland (1970) shares that affiliation as a motivating factor is one of the three motivating factors of individuals in a given workplace. Affiliation, unlike power and accomplishment, entails an individual's desire to be a part of a harmonious and effective team. Exploring CL within nonprofit private multigenerational teams, it was found that a

big part of the participants reason for being a part of the team and enjoying the work that they do, was because they felt as if those that they work with were on their side. And will support them through any challenge.

One of the standout statements gleaned during the focus group was that in response to being asked who made them feel a part of the team. Multiple participants stated that multiple team members went out of their way to make sure that they were comfortable.

Baby Boomer 1: Stacy, Rhonda, and Cherie. I felt very cut off from the high school when I moved here, because it's on another floor, and then, I never see people from up there. Stacy, Rhonda, and Cherie were the lower floor contingent who were always just, "How's everything going?" [*considerate*] And reinforcing each other's as, "We're going to get through this" [*hopeful*].

Millennial 1: Michael invited me [*consideration*] to a musical just for us to dedicate the music program at the beginning of the year. Danitha has been super awesome, we share that we're coming into new roles at the same time [*relating*], and that kind of thing. Yeah, everybody has just been super, super welcoming, and the kids have been great and very kind. Part of that was my predecessor [*referring*], he got me included [*including*] and involved here for weeks of prayer, and helping out with the praise band upstairs, and that kind of stuff, before I even knew that this was a possibility [*unknown opportunity*], and that really paid dividends in the end.

Millennial 3: I would say, being new to the area from the East Coast, I can mirror the same comments that everyone in this room, everyone on staff has been helpful [*feels supported*] to me and my wife to become acclimated here [*supported*], for sure, whether personally or here professionally. My boss, our boss, our principal, I remember where I was when I first got her phone call [*welcomed*] just to welcome me to the staff, and just, from that time, I knew I was supported. Even though she was new herself, I always felt that I could go to her if I didn't understand something [*listened to*], if it was last minute, or there was time in-between something that was supported

to be happening. She's always made herself available [*consideration*]. I've appreciated that greatly.

A significant factor to feel as if those one is working with has their back and are on their side. One of the Baby Boomers, noted above, that one of the factors that helped the team that he was a part of navigate the COVID-19 pandemic transition was that their leader communicated in multiple ways that they were going to make it through and that they were going to make it through. It is significant that this was stated by Baby Boomer on a team with three other generations, because it shows that the feeling of affiliation is not relegated to the younger generations. From the perceptions of participants in this study, it seems that a creative leader is able to endear themselves to their team and inspire them to be motivated by creating an atmosphere that is conducive to a familial feel within the team. The focus group participants reported that they experienced increased motivation when they feel a sense of family with their coworkers.

A creative leader benefits from creating a familial atmosphere by having motivated team members (Kapp et al., 2020). The creative leadership tenets that are utilized by leaders within the private educational sector were seen in the study to be tangibly responded to by team members with increased motivation and team chemistry. Participants who expressed that they enjoyed working with each other when they believed that their coworkers have shared vision, mission, goals, and values. The participants responses convey that there is no workplace that is able to stay progressive without continually motivated employees and team members.

Experience Galvanizes

Experience galvanizes nonprofit multigenerational private educational teams. Team members in this sector respond to creative leadership tenants with renewed vigor for the work being done. Being galvanized or re-inspired is a significant response to the utilization of creative leadership tenets. Not to be confused with being motivated, being galvanized is the enthusiasm with which one does their work. The categories associated with the theme, experience galvanizes, are lack of clarity, adaptability, fear of failure, and structure. One of the takeaways from the focus groups concerning CL tenets was that team members are not only

motivated by affiliation, but more enthusiastic about the work that they do because of a creative leader's ability to inspire those that they lead. The ways in which a creative leader galvanizes or inspires, according to the focus groups, is by exhibiting transformational and servant leadership-like attributes. When a team member is given inspiring direction where they can see that the directions that they are given, has tangible outcomes that positively affect the demographic that is being served within the school, they are able to engage in their work with a heightened sensitivity and a heightened level of energy and enthusiasm that has that has a myriad of effects on those that they serve.

Baby Boomer 2: Even though I've only taught full-time here this year, I've been subbing for the last 4 years, 3 years, and I was subbing as a COVID teacher for teachers who couldn't do it from home, or whatever. You talked about the difference between leadership on high and leadership local, I got to tell you, I went to several of the conference-wide webinars and went, "Mmmm" [*clarity*]. But then, Miller comes in, he was our principal at the time, and he just says, "Oh, this is all you have to do" [*teachable*]. And I'm writing notes, boom, I had it [*eureka moment*]. So, that's an example of how the local leadership was far superior, in my opinion, with the technology.

One Gen Z participant spoke about how their leader was intentional about giving direction as this was the Gen Zer's first job out of college, and it just so happened that the leader once had the job that they had the Gen Z are made statements about how because their leader had the job that they had before they were able to let them not only have insight into methodology as to how to do their job, but also make clear the impact and outcomes of giving maximum effort and enthusiasm for the young people that were being served.

Gen Zer 1. So, he was my job way before me, and he helped... Throughout my first year teaching, he helped me do the whole year [*mentoring*]. Then during my exit interview, he was like, "You know, my only regret..." Maybe not my only regret, but, "One of my biggest regrets this year was that I couldn't help you enough" [*regret*]. In my head I'm like, "You were doing the whole job with me the entire time [*mentoring*], what else do you

need to help me with?” That’s just what type of guy he was, he’s never thought he was doing enough, but...

This is significant in the current workplace, as many of the younger generation have been found to move on from one job more easily to another (Arendt et al., 2014; Panwar & Mehta, 2019). There is a stark difference in the turnover rate based on generations, where the younger generations are often more likely to seek other occupational opportunities. If they do not, if they are not engaged and inspired by the work that they are doing (Hung Kee et al., 2019).

Public Management Polarizes

Based on the data presented by focus group participants, public management polarizes nonprofit multigenerational private educational teams. Public management in this study refers to teachers and administrators who are decision-makers within their respective institutions. Teams respond to creative leadership tenets in such a way that shows that public management polarizes. Public management to the researcher is the way that conflict is responded to in the eyes of those viewing the resolution or lack thereof. The way that a creative leader handles things private is significant, but the management of public challenges has a significant impact on how multigenerational teams view, interact, and follow their creative leader. Polarization is the act of dividing something, especially something that contains different people or opinions into two completely opposing groups. The categories related to the theme of public management polarizes are resourcefulness, awareness, and perspective.

Within the focus groups, there were some experiences shared where the researcher asked if the participants had witnessed a team member or administrator have to make a quick but challenging decision and how did it make them feel. In response to that question, some experiences were shared.

Baby Boomer 3: A horrible bullying situation took place a couple of years ago, must have been 2 years. A student came to me telling me about what had happened, and I went in to our principal at the time [*respect for authority*]. I remember my impression of my principal went up very quickly because he just was on it [*assertive*]. He got criticism later, I think, because

a lot of people didn't see that he was on it [*decisive*]. I remember, at the time, being quite surprised how quickly he just instantly knew some of the steps [*resourcefulness*] he needed to take at that moment. I don't think I would have been quite so quick on my feet in that chair [*increased respect*].

There was an intense racial interaction at the school, and the team member pointed out how the situation at hand was not only a sensitive one, but a public one. The team member noted that they believed that the way that their leader handled that particular situation was not only impressive, but raise their level of respect and even loyalty to that leader. They also noted that they did not believe that they themselves would have been able to navigate the situation with such poise with such a prompt and prompt response.

Within the focus group, another situation was relayed where one team member noted how their administrator handled a situation and they saw the toll of dealing with this very public challenge.

Gen Xer 1: Yeah. Miller really was an example of always being in the trenches with you constantly. Whatever the problem was, he was there [*presence*].

Baby Boomer 2: That sure is empathize right there. Yeah.

Gen Xer 2: That's scary, though. That's scary because I think we all saw what that did to him [*concern*].

Baby Boomer 2: Yeah, agreed. Yeah.

Baby Boomer 1: It killed him.

The unique verbalization of how these experiences were received shows that all generations are sensitive to how public challenges are dealt with by the ones that they follow. Not enough data was gathered to differentiate how each generation fully perceives how public things are handled. But one needs only tap into the public domain of social media to realize that younger generations are very sensitive to how the public domain recognizes or sees or judges, how public challenges are handled.

Summary

The findings of this study revealed the ways that multigenerational nonprofit private educational leaders utilize CL tenets and how their teams respond to them. Although CL is still an emerging leadership theory, the identification and examination of the tenets at work revealed the dynamics of when a creative leader is sensitive to problems, fluent in adversity, original in operation, and flexible in the face of change. Under the first theme, *affiliation endears*, CL tenets were found to be used to create a familial work environment and endear teams to their leaders. Under the second theme, *experience galvanizes*, team members were found to be more enthusiastic about the work they were doing when lead by some who has been where they were going. Lastly, the theme of *public management polarizes* highlights the utility of CL and the volatility of a team in high-visibility situations.

Chapter 5 – Discussion

In this final chapter, the researcher provides a discussion and summarization of the findings from this study. The chapter begins with a brief review of the purpose of the study. Next is a concise discussion of the research questions. This section is followed by the implications of the findings of the study. Lastly, the chapter concludes with the researcher's recommendations for future practice and studies on this topic.

Purpose of Research

The purpose of this qualitative study was to explore the perceptions of CL in multigenerational nonprofit private education organizations. The nonprofit private education workplace is becoming more diverse, and the presence of CL offers a unique opportunity for progress and success in trying times (Mainemelis et al., 2015). The ethos behind this research study was the idea that there must be a way for people who serve their respective communities to be led to greater impact. The quickening of cultural change in and around organizations, specifically in nonprofit private education, demands a style of leadership that can morph with the times while still prioritizing mission and vision (Page et al., 2019; van Hoorn, 2019). Identifying how CL is perceived allows for administrators, human resources personnel, frontline public servants, and community culture bearers to identify and position creative leaders in contexts where their gifts can prosper.

Research Questions

The researcher of this study intentionally explored the perceptions of CL with the following questions:

1. In what ways, if at all, do nonprofit private education leaders utilize creative leadership tenets to affect nonprofit organizations when leading multigenerational teams?
2. How do multigenerational teams respond to the utilization of creative leadership tenets within nonprofit private education organizations?

These questions were created to guide the study and give an increased understanding of the perception and utilization of CL in the multigenerational nonprofit private education organizations.

Research Question 1

The first research question was crafted to examine the utilization of CL tenets so that the perceptions could be translated into practical exposition. The data was analyzed for evidence of the four identified tenets of CL: problem sensitivity, originality, fluency, and flexibility. The responses of the participants revealed that CL tenets are present and in use. The responses also revealed how each tenet is utilized. The following is a synthesis of utilization of each CL tenet.

Problem Sensitivity. The CL tenet of problem sensitivity is derived from the SL tenet of empathy (Greenleaf, 2002). Problem sensitivity was found in this study to boost workplace morale and camaraderie. The creative leaders questioned within the focus groups utilize problem sensitivity to encourage high levels of multigenerational commitment and decrease turnover rates in the younger generations. The empathetic leader is one willing to work beside instead of above the ones they lead. The creative leader finds unique ways to come alongside those they lead (Bennett, 2021).

Originality. The CL tenet of originality is derived from the AL tenet of innovation. Originality was found in this study to cultivate freedom to grow within multigenerational nonprofit private education teams. The creative leaders questioned within the focus groups utilize originality to perpetuate program development and ward off organizational stagnation. The innovative leader is one who is open to new ideas and encouraged conversations that challenge the status quo (Lenz & Shier, 2021). The creative leader finds unique ways to promote progress organizationally and with those they lead (Maximo et al., 2019).

Fluency. The CL tenet of fluency is derived from the FT tenet of teachability. Fluency was found in this study to encourage perpetual progress when faced with occupational and personal obstacles. The creative leaders questioned within the focus groups utilize originality to combat employees facing challenges in isolation and to bring calm and clarity in dramatic transition. The teachable leader

is one who remains vigilant over the condition of their followers and communicative when change is necessary (Bridges & Bridges, 2019). The creative leader listens and learns to ensure forward movement (Baker et al., 2019).

Flexibility. The CL tenet of flexibility is derived from the TL tenet of adaptability. Flexibility was found in this study to allow for nimble navigation of challenges. The creative leaders questioned within the focus groups utilize flexibility to encourage situational adjustment and personal value application. The adaptable leader is able to balance being proactive and responsive (Buil et al., 2019). The creative leader can both create and go-with-the-flow when needed.

Research Question 2

The second research question was crafted to examine the responses to utilization of CL tenets so that the perceptions could be translated into practical exposition. The data were analyzed for evidence of the four identified tenets of CL (problem sensitivity, originality, fluency, and flexibility) with a focus on responses. The responses of the participants revealed that CL tenets are responded to in tangible ways. The responses also revealed how each tenet is integral in positively interacting with a multigenerational team. The following is a synthesis of the responses to utilization of each CL tenet.

Problem Sensitivity. The responses to the CL tenet of problem sensitivity were present in the study in the form being considerate and in gaining perspective. The teams and leaders questioned within the focus groups responded to problem sensitivity by being empathetic and understanding of their team members and students. The teams were also prone to gain perspective whenever situations that benefited from empathy were encountered (Bairaktarova, 2022; Tran et al., 2020). The leaders and team members who experienced consideration were more likely to be considerate (Tran et al., 2020).

Originality. The responses to the CL tenet of originality manifested in the study in the form of the desire for organizational clarity and consistent direction (Russell & Haston, 2015). The teams and leaders questioned in the focus groups were found to respond to originality by being hopeful, yet concerned, for their instructions for particular tasks. The teams were also liable to become fearful of

personal failure when originality without clarity was encountered. The leaders and team members who experience clear mission and vision were more likely to be supportive of originality (Yarborough, 2018).

Fluency. The responses to the CL tenet of fluency were present in the study in the form of awareness and resourcefulness. The teams and leaders questioned in the focus groups responded to fluency by being humble in their working with their team and inquisitive when met with challenges. The teams were also prone to knowledge share and brainstorm when unexpected situations arose (Carmeli et al., 2013). The leaders and team members who embodied fluency were likely to find solutions to the most daunting challenges.

Flexibility. The responses to the CL tenet of flexibility manifested in the study in the form of feeling supported and accommodated (Barry, 2014). The teams and leaders questioned in the focus groups responded to flexibility by having deeper connection to the team and heightened sensitivity to others concerns. The teams were also prone to being willing to make sacrifices for the good of the rest of the team (C.-Y. Chen et al., 2013). The leaders and team members who experienced flexibility were more likely to be flexible in their dealing with their coworkers and students.

Implications

Affiliation Endears

Affiliation is a motivating factor where an individual's desire to be a part of a harmonious and effective team drives them (McClelland, 1970). The multigenerational nonprofit private education teams in this study were found to respond to CL tenets with increased motivation and team chemistry. Creative leaders endear themselves to their followers by being competent and affective in caring for people and the work that is being done.

The research on affiliation is plentiful. Based in motivational theory, affiliation customarily refers to the perceptions of team members to one another (Kapp et al., 2020; McClelland, 1970). The more comfortable and positive a member of team feels towards their fellow coworkers, the better the results of their work and overall performance. In this study, the researcher found McClelland's

(1970) assertions to be true in respect to the leaders of a team. The leaders were found to be motivated by a harmonious and effective team, as well as benefit from an endearment from those they lead.

The data from the focus groups suggested that even when a leader had moved on to other occupational opportunities that the teams they lead exhibited continued loyalty, appreciation, motivation, and admiration if their tenure was one characterized by team harmony. Participants in the focus groups highlighted the ability of their leader to make them feel like they were a part of something that was not just a job. In both groups, there were experiences shared that elevated the given leader's ability to convey that they cared beyond the superficial and consistently paused to prioritize interpersonal connection. The creative leader creates space to connect.

The data from this study demonstrated that creative leaders are endearing because they are intentional about prioritizing the relationships of those they lead. The contexts where creative leaders operate become areas of entrepreneurial spirit because they cultivate cultures that cause people to want to do and become their best. Getting the best out of a team necessitates sensitivity to the stories and experiences of each individual. Knowing and caring about the stories of a team empowers a creative leader to motivate teams to commit to the institution's mission and vision wholeheartedly.

Creative leadership is utilized by nonprofit private educational teachers and administrators in this study to encourage high commitment levels. According to the data from participants of this study, the team members of creative leaders are more prone to have high commitment levels because of empathy, and problem sensitivity. A creative leader's ability to make individuals and team members feel as if they are a part of the team will raise their commitment levels and lower turnover rates (Bajaba et al., 2022). One of the challenges cited in the existing literature of multigenerational teams is the heightened turnover rates of younger generations (Bajaba et al., 2022). The Millennials and Gen Zers represented in this focus group research feel a part of the team, have heightened commitment levels, higher workplace morale, and feel a sense of camaraderie with those who care

about what's going on in their lives outside of work. The heightened commitment is not relegated to Gen Z and Millennials. The Baby Boomers and Gen Xers who experience continued compliments and affirmation of the work that is being done, communicate that they are being seen in the workplace. A creative leader can positively impact workplace morale and camaraderie by just being empathetic to what people accomplish in the workplace and the lives of their team members outside of the workplace.

Workplace morale cannot be underestimated within the nonprofit private educational sector in an industry that is based on service to youth. Making sure that work is a place where people can come in and feel good not only about themselves, but the work that they are doing is paramount. From the participant data, it can be understood that whenever someone can come into work and know that what they are doing is making a difference; it has a significant impact on their ability to fully commit and to put their best foot forward in transforming the lives of those that they are serving. The data collected in this study showed that empathy is something that allows creative leaders to cultivate an atmosphere that allows individuals to come in and know that they are a part of something that does not just mean something to them, but means something to the team that they are a part of.

The emotional health revolution that the country is currently experiencing is influencing Gen Zers and Millennials to be less likely to continue to show up and engage in work that they feel is a waste of their time, energy, and effort (Cansel & Varol, 2022). Creative leaders are tasked with continually re-emphasizing the impact and the necessity of the work that's being done in such a way that it does not infringe on the Gen Z or Millennial team members ability to continue to live a happy, healthy, physical, mental, and spiritual life (Calfas, 2017; Panwar & Mehta, 2019).

Experience Galvanizes

A leader galvanizes when they can re-inspire a passion for serving or completing work. Multigenerational teams in this study were found to respond to CL tenets with renewed vigor for the work they were doing. Creative leaders can communicate both, that they have been where they are leading the team, or that

they are dedicated to being there with them. No team member of a creative leader feels alone for long.

Effort is a challenging construct to quantify. Creative leaders can facilitate more effort by experiencing what their teams are experiencing. It has been found to be helpful to have leadership that has at a point in time already achieved the current goal (Peralta et al., 2015; Whitehead, 2019). Mentorship assumes a level of accomplishment and competency (Elcock, 2014). The findings of this study suggest that what could be comparably impactful is a leader that is able to navigate daily challenges with their team.

The data from the focus groups suggested that the way creative leaders galvanize their multigenerational teams is by coming alongside them in the work being done. Leadership that is perceived as elevated and untouchable does not inspire. What inspires, according to the participants of this study, is leadership that is beside them dealing with the mundane, yet important tasks that are ever-present in the private education sector.

The implications of the theme, experience galvanizes, are that leaders must be creative in the way that they partner with their multigenerational teams. Depending on the generation that is being engaged, a leader must tailor their approach to be sensitive to the unique views of the team member. A Baby Boomer or Gen X leader must become informed on the cultural norms of Millennials and Gen Zers so that they can tactfully give direction in ways that do not trigger. Millennials and Gen Z leaders must also consider the experience of Baby Boomers and Gen Xers and not lead with detrimental presuppositions. Creating space for shared experiences and teachability will ward off occupational isolation.

Teachability is utilized by creative leaders to combat their team members facing obstacles in isolation. It is paramount that leaders do not allow team members to face obstacles in isolation because when individuals face obstacles in isolation, they are more prone to feel despondent, defeated, and downtrodden. Creating an atmosphere where not knowing what to do is an acceptable reality is a healthy directive for a creative leader. Not knowing what to do is an opportunity for

teachers and administrators to be teachable, not operate in isolation, and be able to engage challenges in community.

Creative leaders who were willing to suffer, sit, and transition with their teams and fellow administrators were able to bring calm. Leaders in the nonprofit private education sector were able to see for themselves what the challenges were and to clearly and concisely communicate the directives and the directions necessary to move forward as the transition transpired.

Public Management Polarizes

Public management refers to the decisions a leader makes that are in the public eye. Polarization is when there are two extremes when it comes to the options for opinions in the public domain. The multigenerational teams of nonprofit organizations in this study were found to respond to CL that was exercised publicly with extreme variance. Creative leaders must be aware that the decision they make that are highly visible will have great impact, good and bad, on the multigenerational team.

The literature concerning management is vast and diverse (Asiabar & Ardestani, 2018; Chen et al., 2014; Quick & Goolsby, 2013). The literature that deals with challenging public management is scarcer. The terminology that pervades public consciousness is scandal (Grolleau et al., 2020). No institution wants to be embroiled in a scandal, but the way that leadership navigates situations that have comparable volatility has immeasurable impact on multigenerational teams.

The data from the study suggests that management of public issues can either increase respect for leadership or compromise faith in administration. One of the leaders cited in the study was able to garner collective team support and respect because of the way they quickly and knowledgeably responded to a sensitive situation. Conversely, another group of leaders had their motives questioned and methodology dismissed because of lack of clarity in a school-wide curriculum transition. The polarizing nature of the responses are indicative of how important it is for creative leaders to be nimble in their dealing with public problems. The

nature of public problems is that if they are not dealt with, the institution can get stuck, and the growth of the institution can be negatively impacted.

The CL tenant of originality complements a creative leader in the private education sector when navigating polarizing situations. Originality is utilized by nonprofit private educational leaders to perpetuate program development and growth and ward off organizational stagnation. Originality provides the space that team members, teachers, and administrators need to exercise their ideas. A creative leader is tasked with creating an atmosphere that allows people to grow. The structure of nonprofit private educational institutions and organizations necessitate that there must be an encouragement for individuals to be original & authentic.

Limitations

The current study yielded new and important information on CL in multigenerational nonprofit private education teams. Yet, there were many limitations the researcher encountered when seeking to execute the study. Firstly, there is still a lack of literature to support CL as a legitimate leadership theory. Supporting the tenets through strictly CL literature was nearly impossible. Next, the initial desire of the researcher was to explore perceptions of CL in two additional sectors, but the span of execution was too wide.

When the private education sector was engaged, the plan of the researcher was to have three focus groups to ensure data saturation. When the time came to conduct the third focus group, the researcher was informed that the institution did not have the personnel to fulfil the requirements of the focus group protocol. The data gleaned were sufficient, yet limited by the lack of a third focus group. Lastly, the Seventh-Day Adventist religious subculture is unique and would have not been as significant if the study had been expanded as originally intended.

Suggestions for Future Research

The findings of the study contribute new definition into the literature of CL and the multigenerational nonprofit private education sector. More specifically, the researcher explored perceptions of CL by way of the tenets related to TL, SL, AL, and FT. The findings also unearthed additional questions and research opportunities

regarding CL. Additional studies are required to clarify and crystalize the emerging leadership theory. Some recommendations for further research are offered. Firstly, the study was conducted in southern California within the United States. One recommendation for further research is to replicate the current study by collecting data in different state, national, or international contexts. The increased data would allow for further exploration. Also, the participants of this study were all a part of the Seventh-Day Adventist denomination. Studies in other denominational or non-denominational contexts are subject to different religious cultures.

In addition to conducting the study in alternate geographical or religious culture contexts, there is an opportunity to conduct the study in other nonprofit sectors. The researcher originally desired to conduct the study within the healthcare and religious sectors. The literature on CL is nearly void of data from the nonprofit sector. Also, the data present in CL literature are predominantly qualitative in nature. There are very few readily available measures of CL. Therefore, another recommendation for future research is to conduct additional research to establish measures of CL and increase the quantitative pool of research.

Summary

The purpose of this study was to examine perceptions of creative leadership in multigenerational nonprofit private education teams. The study was guided by two research questions, and the findings contributed to critical consideration for private education institutions that have multigenerational leadership and teams. The considerations developed in this chapter are valuable for intentional reflection and practical utility. Through this study, it became evident that creative leadership is present and active in private education. The following conclusions can be drawn from the study's findings:

1. Affiliation endears creative leaders to their teams because they are intentional about cultivating relationships and work cultures where people can be comfortable striving to become and do their best.
2. The experience of a creative leader galvanizes their teams because they are willing to partner with one another and creative shared experiences and values to bridge generational gaps.

3. Public management is polarizing but is tempered when authenticity is encouraged by creative leaders because healthy conflict is necessary for a functional team.

The researcher drew these conclusions from the conversations of the research participants who were multigenerational nonprofit private educational team members. These reflections were captured through focus group interviews and contributed to a better understanding of perceptions of creative leadership.

References

- Adcox, S. (2021). *Generational differences and their causes*. Very Well Family. <https://www.verywellfamily.com/looking-at-the-generation-gap-1695859#citation-1>
- Adegboyega, A., Boddie, S., Dorvie, H., Bolaji, B., Adedoyin, C., & Moore, S. E. (2021). Social distance impact on church gatherings: Socio-behavioral implications. *Journal of Human Behavior in the Social Environment, 31*(1–4), 221–234. <https://doi.org/10.1080/10911359.2020.1793869>
- Ali, S. B. (2020). Does political turbulence encourage fight or flight for federal employees? Examining political environments and turnover intent. *Public Personnel Management, 49*(2), 262–289. <https://doi.org/10.1177/0091026019863460>
- Almas, S., Chacón-Fuertes, F., & Pérez-Muñoz, A. (2020). Direct and indirect effects of transformational leadership on volunteers' intention to remain at nonprofit organizations: Los efectos directos e indirectos del liderazgo transformacional en la intención de los voluntarios de permanecer en organizaciones sin ánimo de lucro. *Psychosocial Intervention, 29*(3), 125–132. <https://doi.org/10.5093/pi2020a17>
- Al-Serafi, M. (2003). *Leading management*. Dar Al-Safa for Publishing and Distribution.
- Alshammri, F. S., & Alenezi, A. K. (2021). Creative leadership and its relationship to thinking styles among Saudi university leaders. *International Journal of Education and Practice, 9*(2), 340–353.
- Alvesson, M., & Blom, M. (2018). Beyond leadership and followership. *Organizational Dynamics, 48*. <https://doi.org/10.1016/j.orgdyn.2017.12.001>
- Arendt, S. W., Roberts, K. R., Strohbahn, C., Arroyo, P. P., Ellis, J., & Meyer, J. (2014). Motivating foodservice employees to follow safe food handling practices: Perspectives from a multigenerational workforce. *Journal of Human Resources in Hospitality & Tourism, 13*(4), 323–349. <https://doi.org/10.1080/15332845.2014.888505>

- Asiabar, A. S., & Ardestani, A. S. (2018). Factors affecting the leadership effectiveness of hospital managers: A systematized review. *Medical Journal of the Islamic Republic of Iran*, 32(1), 1–6.
<https://doi.org/10.14196/mjiri.32.6>
- Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *Leadership Quarterly*, 16(3), 315–338. <https://doi.org/10.1016/j.leaqua.2005.03.001>
- Baer, M. (2012). Putting creativity to work: The implementation of creative ideas in organizations. *Academy of Management Journal*, 55(5), 1102–1119.
<https://doi.org/10.5465/amj.2009.0470>
- Bairaktarova, D. (2022). Caring for the future: Empathy in engineering education to empower learning. *Journal of Engineering Education*, 111(3), 502–507.
<https://doi.org/10.1002/jee.20476>
- Bajaba, S., Azim, M. T., & Uddin, M. A. (2022). Social support and employee turnover intention: The mediating role of work-family conflict. *Revista Brasileira de Gestão de Negócios*, 24(1), 48–65.
<https://doi.org/10.7819/rbgn.v24i1.4153>
- Baker, E. L., Dunne-Moses, A., Calarco, A. J., & Gilkey, R. (2019). Listening to understand: A core leadership skill. *Journal of Public Health Management & Practice*, 25(5), 508–510.
<https://doi.org/10.1097/PHH.0000000000001051>
- Balwant, P. T. (2022). Teaching flexible leadership via an experiential learning exercise: A simulation and self-reflection. *Journal of Education for Business*, 97(8), 562–574. <https://doi.org/10.1080/08832323.2021.2005511>
- Barry, M.-E. (2014). Creating a practice environment that supports multigenerational workforce collaboration. *American Nurse*, 46(1), 13–13.
<https://www.myamericannurse.com/>
- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership*. Psychology Press.

- Bastardo, N., & Van Vugt, M. (2019). The nature of followership: Evolutionary analysis and review. *Leadership Quarterly*, *30*(1), 81–95.
<https://doi.org/10.1016/j.leaqua.2018.09.004>
- Bennett, D. (2021). Servant leadership and job satisfaction in different types of organizations in the Caribbean. *Indian Journal of Positive Psychology*, *12*(2), 126–129. <https://www.i-scholar.in/index.php/ijpp>
- The Big Picture People. (2019, October 9). *Espoused values don't drive organizations to success*. <https://thebigpicturepeople.co.uk/blog/espoused-values-and-success/>
- Blosser, A. H. (2017). Considerations for addressing diversity in Christian schools. In D. B. Hiatt-Michael (Ed.), *Family and community engagement in faith-based schools* (pp. 33–55). Information Age Publishing.
- Bonica, M. J., & Bewley, L. W. (2019). A comparison of mentorship attitudes and attributes between civilian and Army healthcare leaders. *Military Medicine*, *184*(5/6), e255–e262. <https://doi.org/10.1093/milmed/usy301>
- Bornemann, B., & Christen, M. (2020). Navigating between complexity and control in transdisciplinary problem framing: Meaning making as an approach to reflexive integration. *Social Epistemology*, *34*(4), 357–369.
<https://doi.org/10.1080/02691728.2019.1706120>
- Botha, R. J. (2013). The need for creative leadership in South African schools. *African Studies*, *72*(2), 307–320.
<https://doi.org/10.1080/00020184.2013.812876>
- Branch, J. (2015). *Creative educational leadership: A practical guide to leadership as creativity*. Bloomsbury.
- Bratton, V. K., Dodd, N. G., & Brown, F. W. (2011). The impact of emotional intelligence on accuracy of self-awareness and leadership performance. *Leadership & Organization Development Journal*, *32*(2), 127–149.
<https://doi.org/10.1108/01437731111112971>
- Bridges, W., & Bridges, S. (2019). *Transitions: Making sense of life's changes*. Hachette Books.

- Buil, I., Martínez, E., & Matute, J. (2019). Transformational leadership and employee performance: The role of identification, engagement and proactive personality. *International Journal of Hospitality Management*, 77, 64–75. <https://doi.org/10.1016/j.ijhm.2018.06.014>
- Burke, W. W. (2017). *Organizational change: Theory and practice*. SAGE Publications.
- Calfas, J. (2017). *Millennials want jobs and education, not marriage and kids*. Time Magazine. <https://time.com/4748357/millennials-values-census-report/>
- Cansel, N., & Varol, F. İ. (2022). Burnout, mental health symptoms, and empathy in healthcare workers who care for children treated in a liver transplant center. *Pediatric Transplantation*, 1. <https://doi.org/10.1111/petr.14430>
- Carlotto, M. S., & Câmara, S. G. (2019). Burnout syndrome in public servants: Prevalence and association with occupational stressors. *Síndrome de Burnout En Funcionarios Públicos: Prevalencia y Asociación a Estresores Ocupacionales.*, 24(3), 425–435. <https://doi.org/10.1590/1413-82712019240302>
- Carmeli, A., Gelbard, R., & Reiter-Palmon, R. (2013). Leadership, creative problem-solving capacity, and creative performance: The importance of knowledge sharing. *Human Resource Management*, 52(1), 95–121. <https://doi.org/10.1002/hrm.21514>
- Carsten, M. K., & Uhl-Bien, M. (2013). Ethical followership: An examination of followership beliefs and crimes of obedience. *Journal of Leadership & Organizational Studies*, 20, 49–61. <https://doi.org/10.1177/1548051812465890>
- Carsten, M. K., Uhl-Bien, M., West, B. J., Patera, J. L., & McGregor, R. (2010). Exploring social constructions of followership: A qualitative study. *Leadership Quarterly*, 21(3), 543–562. <https://doi.org/10.1016/j.leaqua.2010.03.015>
- Chaleff, I. (2009). *The courageous follower: Standing up to and for our leaders* (3rd ed.). Berrett-Koehler.

- Charan, R. (2006, January). *Conquering a culture of indecision*. Harvard Business Review. <https://hbr.org/2006/01/conquering-a-culture-of-indecision>
- Chen, C.-A., Hsieh, C.-W., & Chen, D.-Y. (2014). Fostering public service motivation through workplace trust: Evidence from public managers in Taiwan. *Public Administration*, 92(4), 954–973. <https://doi.org/10.1111/padm.12042>
- Chen, C.-Y., Chen, C.-H. V., & Li, C.-I. (2013). The influence of leader's spiritual values of servant leadership on employee motivational autonomy and eudaemonic well-being. *Journal of Religion and Health*, 52(2), 418–438. <https://doi.org/10.1007/s10943-011-9479-3>
- Clary, P. (2022). *Community matters: Introduction*. <https://patriciaclary.com/community-matters-introduction/>
- Cleary, M., Walter, G., Horsfall, J., & Jackson, D. (2013). Promoting integrity in the workplace: A priority for all academic health professionals. *Contemporary Nurse: A Journal for the Australian Nursing Profession*, 45(2), 264–268. <https://doi.org/10.5172/conu.2013.45.2.264>
- Clem, C. (2022). *The impact of burnout on career commitment among physicians, clergy, and law enforcement during the COVID-19 pandemic: A quantitative study* [Doctoral dissertation, Southeastern University] <https://firescholars.seu.edu/org-lead/1>
- Collins, J., Collins, J. L. S., & Cooley, M. (2013). *Creative followership: In the shadow of greatness*. Looking Glass Books.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications.
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. SAGE Publications.
- Devine, P. G., Forscher, P. S., Austin, A. J., & Cox, W. T. L. (2012). Long-term reduction in implicit race bias: A prejudice habit-breaking intervention. *Journal of Experimental Social Psychology*, 48(6), 1267–1278. <https://doi.org/10.1016/j.jesp.2012.06.003>

- Di Domenico, S. I., & Ryan, R. M. (2017). The emerging neuroscience of intrinsic motivation: A new frontier in self-determination research. *Frontiers in Human Neuroscience, 11*. <https://doi.org/10.3389/fnhum.2017.00145>
- Dinh, J. E., Lord, R. G., & Gardner, W. L. (2014). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. *Leadership Quarterly, 25*, 36–62. <https://doi.org/10.1016/j.leaqua.2013.11.005>
- Directorfsm. (2019). *Church dropouts have risen to 64%—but what about those who stay? – Barna Group*. Faithful Steward Ministries and FSM Women’s Outreach. <https://fsmandfsmwo.blog/2019/09/05/church-dropouts-have-risen-to-64-but-what-about-those-who-stay-barna-group/>
- Doherty, D., Mott, S., Connor, J., & Lyons, A. (2014). Creating a culture of a healthy work environment in the medical surgical intensive care unit. *American Journal of Critical Care, 23*(3), e33–e33. <https://aacnjournals.org/ajconline>
- Douglas, S. M. (2014). Developing leaders for pastoral ministry. *Journal of Applied Christian Leadership, 8*(2), 84–90. <https://digitalcommons.andrews.edu/jacl/>
- Dunbar, S., Frederick, T., Thai, Y., & Gill, J. (2020). Calling, caring, and connecting: Burnout in Christian ministry. *Mental Health, Religion & Culture, 23*(2), 173–186. <https://doi.org/10.1080/13674676.2020.1744548>
- Elcock, K. (2014). Ensuring a quality placement: The importance of the mentor. *British Journal of Nursing, 23*(5), 288–288. <https://doi.org/10.12968/bjon.2014.23.5.288>
- Erlacher, J. C. (2013). *Millennials in ministry: The experiences, values and vision of rising church leaders* [Doctoral dissertation, University of St. Thomas]. UST Research Online.
- Fatima, S., & Zafar, M. A. (2018). Servant leadership and meaningfulness at work: The contingency effect of leader ethical sensitivity. *Pakistan Journal of Social Sciences, 38*(1), 12–22. <https://pjss.bzu.edu.pk/index.php/pjss>

- FitzGerald, F. (2017). *The Evangelicals: The struggle to shape America*. Simon & Schuster.
- Freed, S. (2014). Leaders eat last. *Journal of Applied Christian Leadership*, 8(2), 4–6. <https://digitalcommons.andrews.edu/jacl/>
- Gazzaroli, D., Gozzoli, C., & Sanchez-Gardey, G. (2019). The living and working together perspective on creativity in organizations. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.02733>
- Germain, M.-L. (2012). Traits and skills theories as the nexus between leadership and expertise: Reality or fallacy? *Performance Improvement*, 51(5), 32–39. <https://doi.org/10.1002/pfi.21265>
- Giacomino, D. E., Brown, J., & Akers, M. D. (2011). Generational differences of personal values of business students. *American Journal of Business Education*, 4(9), 19–30. <https://clutejournals.com/index.php/AJBE>
- Gilead, T., & Dishon, G. (2022). Rethinking future uncertainty in the shadow of COVID-19: Education, change, complexity and adaptability. *Educational Philosophy and Theory*, 54(6), 822–833. <https://doi.org/10.1080/00131857.2021.1920395>
- Goleman, D., & Boyatzis, R. (2008). *Social intelligence and the biology of leadership*. Harvard Business Review. <https://hbr.org/2008/09/social-intelligence-and-the-biology-of-leadership>
- Graystone, R. (2019). How to build a positive, multigenerational workforce. *Journal of Nursing Administration*, 49(1), 4–5. <https://doi.org/10.1097/NNA.0000000000000698>
- Green, C., Mynhier, L., Banfill, J., Edwards, P., Kim, J., & Desjardins, R. (2020). Preparing education for the crises of tomorrow: A framework for adaptability. *International Review of Education*, 66, 859–879. <https://doi.org/10.1007/s11159-020-09878-3>
- Greenleaf, R. K. (2002). *Servant leadership: A journey into the nature of legitimate power and greatness*. Paulist Press.

- Greere, A., & Crozier, F. (2022). Quality assurance expectations for online higher education: Stepping stones to support post-pandemic decisions in Georgia. *Quality in Higher Education*, 1–26.
<https://doi.org/10.1080/13538322.2022.2123266>
- Grolleau, G., Marciano, A., & Mzoughi, N. (2020). The strategic use of scandals. *Kyklos*, 73(4), 524–542. <https://doi.org/10.1111/kykl.12249>
- Gumula, J. (2020). Creativity training in organizations: A ready-to-implement concept. *Gruppe. Interaktion. Organisation. Zeitschrift für Angewandte Organisationspsychologie*, 51(1), 95–102.
<https://doi.org/10.1007/s11612-020-00501-5>
- Hall, E. R. (2021). “Maybe Jesus was suicidal too”: A United Church of Christ pastor reflects on his suicide attempt. *Religions*, 12(11), 930.
<https://doi.org/10.3390/rel12110930>
- Hazlegreaves, S. (2019, January 20). *2020 workforce will be dominated by millennials*. Open Access Government.
<https://www.openaccessgovernment.org/2020-workforce-will-be-dominated-by-millennials/55775/>
- Heyns, M. M., McCallaghan, S., & Roos, C. E. (2021). Creative leadership and employee work wellness: Supervisor support as a mediator. *Journal of Psychology in Africa*, 31(1), 12–18.
<https://doi.org/10.1080/14330237.2020.1871233>
- Hung Kee, D. M., Ching, S. L., & Ng, M. (2019). How work values and organizational outcomes differ by generational cohort in Malaysia’s manufacturing sector. *Global Business & Organizational Excellence*, 39(1), 37–45. <https://doi.org/10.1002/joe.21976>
- Hunter, S. T., Tate, B. W., Dzieweczynski, J. L., & Bedell-Avers, K. E. (2011). Leaders make mistakes: A multilevel consideration of why. *Leadership Quarterly*, 22(2), 239–258. <https://doi.org/10.1016/j.leaqua.2011.02.001>

- Hurt, K. J., & Heath, M. (2015). Antecedents and outcomes of servant leadership: Understanding the effects of leader motivation, character, and perceived organizational support. *International Journal of Servant-Leadership, 11*(1), 101–137. <https://www.gonzaga.edu/school-of-leadership-studies/community/scholarship-publications/international-journal-of-servant-leadership>
- Iliashenko, I. (2020). The entrepreneurial mindset adjustment as a tool to foster innovations in public sector organizations. *Economia Aziendale Online, 11*(2), 145–164. <https://doi.org/10.13132/2038-5498/11.2.145-164>
- Jackman, W. M. (2014). Assessing the practicality and relevance of Adventist educational philosophy in a contemporary education paradigm. *Journal of Research on Christian Education, 23*(3), 307–325. <https://doi.org/10.1080/10656219.2014.966874>
- Jaskyte, K. (2018). Board attributes and processes, board effectiveness, and organizational innovation: Evidence from nonprofit organizations. *Voluntas: International Journal of Voluntary & Nonprofit Organizations, 29*(5), 1098–1111. <https://doi.org/10.1007/s11266-017-9945-y>
- Jaskyte, K. (2020). Technological and organizational innovations and financial performance: Evidence from nonprofit human service organizations. *Voluntas: International Journal of Voluntary & Nonprofit Organizations, 31*(1), 142–152. <https://doi.org/10.1007/s11266-019-00191-8>
- Joubert, L., Hampson, R., Acuto, R., Powell, L., Latiff, M. N. L. A., Tran, L., Cumming, S., Dunn, P., Crehan, S., Flewellen, R., Boddenberg, E., Ng, W. S., & Simpson, G. (2022). Resilience and adaptability of social workers in health care settings during COVID-19 in Australia. *Social Work in Health Care, 61*(4), 199–217. <https://doi.org/10.1080/00981389.2022.2096170>
- Junker, N. M., & van Dick, R. (2014). Implicit theories in organizational settings: A systematic review and research agenda of implicit leadership and followership theories. *Leadership Quarterly, 25*(6), 1154–1173. <https://doi.org/10.1016/j.leaqua.2014.09.002>

- Kane, S. (2015). *Baby boomer analysis*. Bartleby.
<https://www.bartleby.com/essay/Sally-Kane-Baby-Boomer-Analysis-FCH4W96Z8V>
- Kang, E. S., Di Genova, T., Howick, J., & Gottesman, R. (2022). Adding a dose of empathy to healthcare: What can healthcare systems do? *Journal of Evaluation in Clinical Practice*, 28(3), 475–482.
<https://doi.org/10.1111/jep.13664>
- Kapp, K. M., Valtchanov, D., & Pastore, R. (2020). Enhancing motivation in workplace training with casual games: A twelve month field study of retail employees. *Educational Technology Research and Development*, 68(5), 2263–2284. <https://doi.org/10.1007/s11423-020-09769-2>
- Katz, R. L. (1974, September 1). *Skills of an effective administrator*. Harvard Business Review. <https://hbr.org/1974/09/skills-of-an-effective-administrator>
- Keamy, R. (2016). Creative leadership? “It’s just the norm.” *School Leadership and Management*, 36(2), 1–18.
<https://doi.org/10.1080/13632434.2016.1196173>
- Khalili, H. (2020). Online interprofessional education during and post the COVID-19 pandemic: A commentary. *Journal of Interprofessional Care*, 34(5), 687–690. <https://doi.org/10.1080/13561820.2020.1792424>
- Khan, S. N., Abdullah, S. M., Busari, A. H., Mubushar, M., & Khan, I. U. (2020). Reversing the lens: The role of followership dimensions in shaping transformational leadership behaviour: Mediating role of trust in leadership. *Leadership & Organization Development Journal*, 41(1), 1–18.
<https://doi.org/10.1108/LODJ-03-2019-0100>
- Kienle, P. C. (2019). Nimble leadership: A framework for future success. *American Journal of Health-System Pharmacy*, 76(4), 221–224.
<https://doi.org/10.1093/ajhp/zxy044>
- Kinnaman, D., & Hawkins, A. (2013). *You lost me discussion guide: Starting conversations between generations...on faith, doubt, sex, science, culture, and church* (CSM ed.). Baker Books.

- Krueger, R. A., & Casey, M. A. (2014). *Focus groups: A practical guide for applied research*. SAGE Publications.
- Lee, M. H., & Cheng, A. (2021). The preparation and practice of Protestant school leadership: Evidence from a nationally representative U.S. sample. *Journal of Research on Christian Education*, 30(3), 244–269.
<https://doi.org/10.1080/10656219.2021.1986443>
- Lenz, T., & Shier, M. L. (2021). Supporting transformational social innovation through nonprofit and local government relations: A scoping literature review. *Human Service Organizations: Management, Leadership & Governance*, 45(5), 454–478.
<https://doi.org/10.1080/23303131.2021.1887033>
- Li, T., & Yue, C. (2019). Working with creative leaders: An examination of the relationship between leader and team creativity. *Social Behavior & Personality: An International Journal*, 47(6), 1–12.
<https://doi.org/10.2224/sbp.8084>
- Luu, T. T., Rowley, C., Dinh, C. K., Qian, D., & Le, H. Q. (2019). Team creativity in public healthcare organizations: The roles of charismatic leadership, team job crafting, and collective public service motivation. *Public Performance & Management Review*, 42(6), 1448–1480.
<https://doi.org/10.1080/15309576.2019.1595067>
- MacKellar, L. (2014). Paul Taylor, The next America: Boomers, Millennials, and the looming generational showdown. *Population and Development Review*, 40, 570–571. <https://doi.org/10.1111/j.1728-4457.2014.00706.x>
- Mainemelis, C., Kark, R., & Epitropaki, O. (2015). Creative leadership: A multi-context conceptualization. *Academy of Management Annals*, 9(1), 393–482.
<https://doi.org/10.5465/19416520.2015.1024502>
- Martínez-Córcoles, M., & Stephanou, K. (2017). Linking active transactional leadership and safety performance in military operations. *Safety Science*, 96, 93–101. <https://doi.org/10.1016/j.ssci.2017.03.013>

- Masadeh, M. (2012). *Focus group: Reviews and practices*.
https://www.researchgate.net/publication/313399085_Focus_Group_Reviews_and_Practices
- Maximo, N., Stander, M. W., & Coxen, L. (2019). Authentic leadership and work engagement: The indirect effects of psychological safety and trust in supervisors. *South African Journal of Industrial Psychology, 45*, 1–11.
<https://doi.org/10.4102/sajip.v45i0.1612>
- McClelland, D. C. (1970). The two faces of power. *Journal of International Affairs, 24*(1), 29–47. <https://jia.sipa.columbia.edu/>
- McGahey, J. (2019). *Transformational leadership: A soldier's need for creativity in the Maine Army National Guard* [Doctoral dissertation, University of Southern Maine]. <https://digitalcommons.usm.maine.edu/etd/349>
- Meduri, Y., & Jindal, P. (2021). Manager's role in employee turnover intentions: A special study during Covid-19. *IUP Journal of Organizational Behavior, 20*(4), 98–122. <https://www.iupindia.in/405/ijob.asp>
- Montemayor, C., Halpern, J., & Fairweather, A. (2022). In principle obstacles for empathic AI: Why we can't replace human empathy in healthcare. *AI & Society, 37*(4), 1353–1359. <https://doi.org/10.1007/s00146-021-01230-z>
- Moody, H. R. (2017). Baby Boomers: From great expectations to a crisis of meaning. *Generations, 41*(2), 95–100.
<https://generations.asaging.org/generations-journal>
- Mortier, A. V., Vlerick, P., & Clays, E. (2016). Authentic leadership and thriving among nurses: The mediating role of empathy. *Journal of Nursing Management, 24*(3), 357–365. <https://doi.org/10.1111/jonm.12329>
- Munyaka, S. A., Boshoff, A. B., Pietersen, J., & Snelgar, R. (2017). The relationships between authentic leadership, psychological capital, psychological climate, team commitment and intention to quit. *SAJIP: South African Journal of Industrial Psychology, 43*, 1–11.
<https://doi.org/10.4102/sajip.v43i0.1430>
- NCCS Team. (2020, June 4). *The nonprofit sector in brief 2019*.
<https://nccs.urban.org/publication/nonprofit-sector-brief-2019>

- Neeley, K. A. (2014). *Problem framing as a teachable skill: A practical approach to teaching leadership communication*. ASEE Peer.
<https://peer.asee.org/problem-framing-as-a-teachable-skill-a-practical-approach-to-teaching-leadership-communication>
- Neider, L. L., & Schriesheim, C. A. (2011). The Authentic Leadership Inventory (ALI): Development and empirical tests. *Leadership Quarterly*, 22(6), 1146–1164. <https://doi.org/10.1016/j.leaqua.2011.09.008>
- Norris-Tirrell, D. (2014). THE changing role of private, nonprofit organizations in the development and delivery of human services in the United States. *Journal of Health and Human Services Administration*, 37(3), 204–326.
<https://jhhsa.spaef.org/>
- Northouse, P. G. (2019). *Leadership: Theory & practice*. SAGE Publications.
- Noumair, D. A., Winderman, B. B., & Burke, W. W. (2010). Transforming the A K Rice Institute: From club to organization. *Journal of Applied Behavioral Science*, 46(4), 473–499. <https://doi.org/10.1177/0021886310381113>
- Oc, B., & Bashshur, M. R. (2013). Followership, leadership and social influence. *Leadership Quarterly*, 24(6), 919–934.
<https://doi.org/10.1016/j.leaqua.2013.10.006>
- Ogunmokun, O. A., Unverdi-Creig, G. I., Said, H., Avci, T., & Eluwole, K. K. (2021). Consumer well-being through engagement and innovation in higher education: A conceptual model and research propositions. *Journal of Public Affairs*, 21(1), 1–12. <https://doi.org/10.1002/pa.2100>
- Olawoye-Mann, S. (2021). Surviving a pandemic: The adaptability and sustainability of nonprofit organizations through COVID-19. *Canadian Journal of Nonprofit & Social Economy Research / Revue Canadienne de Recherche Sur Les OSBL et l'économie Sociale*, 12, 82–85.
<https://doi.org/10.29173/cjnser.2021v12nS1a435>
- Oldham, G. R., & Da Silva, N. (2015). The impact of digital technology on the generation and implementation of creative ideas in the workplace. *Computers in Human Behavior*, 42, 5–11.
<https://doi.org/10.1016/j.chb.2013.10.041>

- Oreg, S., & Berson, Y. (2011). Leadership and employees' reactions to change: The role of leaders' personal attributes and transformational leadership style. *Personnel Psychology, 64*(3), 627–659.
<https://doi.org/10.1111/j.1744-6570.2011.01221.x>
- Otobo, F. I. (2020). “Neither on this mountain nor in Jerusalem” (John 4:21): A reflection on the closure of churches in the face of COVID-19. *Stimulus: The New Zealand Journal of Christian Thought & Practice, 27*(2), 67–70.
<https://www.laidlaw.ac.nz/stimulus/>
- Otter, K., & Paxton, D. (2017). A journey into collaborative leadership: Moving toward innovation and adaptability. *New Directions for Adult & Continuing Education, 156*, 33–42. <https://doi.org/10.1002/ace.20248>
- Padgett, D. K. (2017). *Qualitative methods in social work research* (2nd ed.). SAGE Publications.
- Page, L., Boysen, S., & Arya, T. (2019). Creating a culture that thrives: Fostering respect, trust, and psychological safety in the workplace. *OD Practitioner, 51*(1), 28–35. <https://www.worldcat.org/title/od-practitioner-journal-of-the-national-organization-development-network/oclc/11803073>
- Panwar, S., & Mehta, A. (2019). Fostering leadership in Generation Z: Onus on whom? *IUP Journal of Soft Skills, 13*(3), 65–70.
<https://www.iupindia.in/307/ijss.asp>
- Paolucci, N., Dimas, I. D., Zappalà, S., Lourenço, P. R., & Rebelo, T. (2018). Transformational leadership and team effectiveness: The mediating role of affective team commitment. *Journal of Work and Organizational Psychology, 34*(3), 135–144. <https://doi.org/10.5093/jwop2018a16>
- Parker, B. K. (2019). *Let me tell it! An analytical examination of the responses and reactions of millennials to the Black Church* [Doctoral dissertation, Virginia Union University]. ProQuest Information & Learning.
- Pater, R. (2013). The art of creative, high-performance leadership. *Professional Safety, 58*(9), 37–39. <https://www.assp.org/publications/professional-safety>

- Peralta, C. F., Lopes, P. N., Gilson, L. L., Lourenço, P. R., & Pais, L. (2015). Innovation processes and team effectiveness: The role of goal clarity and commitment, and team affective tone. *Journal of Occupational & Organizational Psychology*, 88(1), 80–107. <https://doi.org/10.1111/joop.12079>
- Petan, L., & Bocarnea, M. (2016). Follower perceptions of authentic leadership: A comparison between respondents from Romania and the United States. *Procedia – Social and Behavioral Sciences*, 221, 142–150. <https://doi.org/10.1016/j.sbspro.2016.05.100>
- Phimkoh, P., Tesaputa, K., & Somprach, K. (2015). Program development for enhancing creative leadership among school administrators in local government organizations of Thailand. *International Journal of Behavioral Science*, 10(2), 79–93. <https://www.behavsci.ir/>
- Pietraszewski, D. (2020). The evolution of leadership: Leadership and followership as a solution to the problem of creating and executing successful coordination and cooperation enterprises. *Leadership Quarterly*, 31(2), 101299. <https://doi.org/10.1016/j.leaqua.2019.05.006>
- Poghosyan, L., & Bernhardt, J. (2018). Transformational leadership to promote nurse practitioner practice in primary care. *Journal of Nursing Management*, 26(8), 1066–1073. <https://doi.org/10.1111/jonm.12636>
- Pousson, J. M., & Myers, K. A. (2018). Ignatian pedagogy as a frame for universal design in college: Meeting learning needs of Generation Z. *Education Sciences*, 8. <https://www.mdpi.com/journal/education>
- Powell, K., Mulder, J., Griffin, B., & Greenway, T. (2017). Growing young: Six core commitments of churches effectively engaging young people. *Journal of Youth Ministry*, 15(2), 5–33. <https://www.aymeducators.org/journal-youth-ministry/>

- Press, J., McLean, S., & McCauley, C. (2020). Innovation in a turbulent world: The case for creative leadership. In N. Pfeffermann (Ed.), *New leadership in strategy and communication: Shifting perspective on innovation, leadership, and system design* (pp. 391–405). Springer International. https://doi.org/10.1007/978-3-030-19681-3_23
- Purdue Global. (n.d.). *Generational differences in the workplace* [Infographic]. <https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/>
- Quick, J. C., & Goolsby, J. L. (2013). Integrity first: Ethics for leaders and followers. *Organizational Dynamics: A Quarterly Review of Organizational Behavior for Professional Managers*, 42(1). <https://www.econbiz.de/Record/organizational-dynamics-a-quarterly-review-of-organizational-behavior-for-professional-managers/10000353819>
- Quisenberry, W., & Burrell, D. N. (2012). Establishing a cycle of success by utilizing transactional leadership, technology, trust, and relationship building on high performing self-managed virtual teams. *Review of Management Innovation & Creativity*, 5(16), 97–116. <https://journalseek.net/cgi-bin/journalseek/journalsearch.cgi?field=issn&query=1934-6727>
- Rainer, T. S., & Geiger, E. (2011). *Simple church: Returning to god's process for making disciples*. B&H Publishing Group.
- Rhine, A. S. (2015). An examination of the perceptions of stakeholders on authentic leadership in strategic planning in nonprofit arts organizations. *Journal of Arts Management, Law & Society*, 45(1), 3–21. <https://doi.org/10.1080/10632921.2015.1013169>
- Ronquillo, J. C., Popa, A., & Willems, J. (2021). Toward an understanding of the role of human resources in cultivating a climate for innovation in nonprofit and public organizations. *Voluntas: International Journal of Voluntary & Nonprofit Organizations*, 32(5), 1126–1138. <https://doi.org/10.1007/s11266-021-00325-x>

- Rožman, M., Treven, S., & Čančer, V. (2017). Motivation and satisfaction of employees in the workplace. *Business Systems Research*, 8(2), 14–25. <https://doi.org/10.1515/bsrj-2017-0013>
- Rush, B. (1786). Thoughts upon the mode of education proper in a republic. In T. Dobson (Ed.), *A plan for the establishment of public schools and the diffusion of knowledge in Pennsylvania*. Thomas Dobson Publishing.
- Russell, J. A., & Haston, W. (2015). The impact of supervised mentorship on music education master's degree students. *Music Education Research*, 17(2), 211–233. <https://doi.org/10.1080/14613808.2014.969216>
- Salamon, L. M., & Newhouse, C. L. (2019). *The 2019 nonprofit employment report*. Johns Hopkins University, Center for Civil Society Studies.
- Saldana, J., & Omasta, M. (2016). *Qualitative research: Analyzing life*. SAGE Publications.
- Saleem, M., Tufail, M. W., Atta, A., & Asghar, S. (2015). Innovative workplace behavior, motivation level, and perceived stress among healthcare employees. *Pakistan Journal of Commerce & Social Sciences*, 9(2), 438–446. <https://www.jespk.net/>
- Salman, D. A., & Auso, K. A. (2022). The sequential influence of creative leadership and organizational environment on strategic performance. *Journal of Environmental & Public Health*, 1–8. <https://doi.org/10.1155/2022/5948806>
- Samarasekera, D. D., Lee, S. S., Yeo, J. H. T., Yeo, S. P., & Ponnampereuma, G. (2023). Empathy in health professions education: What works, gaps and areas for improvement. *Medical Education*, 57(1), 86–101. <https://doi.org/10.1111/medu.14865>
- Scazzero, P. (2015). *The emotionally healthy leader: How transforming your inner life will deeply transform your church, team, and the world*. Zondervan.
- Schroer, W. J. (2015). *Generations X, Y, Z and the others*. Social Marketing Newsletter. <http://www.socialmarketing.org>

- Schroth, H. (2019). Are you ready for Gen Z in the workplace? *California Management Review*, 61(3), 5–18.
<https://doi.org/10.1177/0008125619841006>
- Schullery, N. M. (2013). Workplace engagement and generational differences in values. *Business Communication Quarterly*, 76(2), 252–265.
<https://doi.org/10.1177/1080569913476543>
- Schwantes, M. (2016, November 22). *Google's insane approach to management could transform your company*. Inc.com. <https://www.inc.com/marcel-schwantes/googles-insane-approach-to-management-could-transform-your-company.html>
- Schwieger, D., & Ladwig, C. (2018). Reaching and retaining the next generation: Adapting to the expectations of Gen Z in the classroom. *Information System Education Journal*, 16(3), 45–54. <http://isedj.org>
- Scott, G., & Lovell, R. (2015). The rural pastors initiative: Addressing isolation and burnout in rural ministry. *Pastoral Psychology*, 64(1), 71–97.
<https://doi.org/10.1007/s11089-013-0591-z>
- Seversen, B. (2018). *Millennials connecting to contemporary congregations: Effectively reaching and incorporating emerging adults in North American Evangelical Covenant Churches* [Doctoral dissertation, Trinity International University]. ProQuest Information & Learning.
- Shier, M. L., & Handy, F. (2020). Leadership in nonprofits: Social innovations and blurring boundaries. *Voluntas: International Journal of Voluntary & Nonprofit Organizations*, 31(2), 333–344.
<https://doi.org/10.1007/s11266-018-00078-0>
- Slater, R. G. (2019). *A Christian America restored: The rise of the Evangelical Christian school movement in America, 1920–1952*. Pickwick Publications.
- Smith, G. M. (1967). Usefulness of peer ratings of personality in educational research. *Educational and Psychological Measurement*, 27(4, PT. 2), 967–984. <https://journals.sagepub.com/home/epm>
- Spring, J. H. (2018). *The American school: From the Puritans to the Trump era* (10th ed.). Routledge/Taylor & Francis Group.

- Statista Research Department. (2022). *Age distribution of billionaires globally 2021*. <https://www.statista.com/statistics/621046/age-distribution-of-billionaires-globally/>
- Struckell, E. M. (2019). Millennials: A generation of un-entrepreneurs. *Journal of Business Diversity*, 19(2), Article 2. <https://doi.org/10.33423/jbd.v19i2.2062>
- Takos, N., Murray, D., & O'Boyle, I. (2018). Authentic leadership in nonprofit sport organization boards. *Journal of Sport Management*, 32(2), 109–122. <https://doi.org/10.1123/jsm.2017-0282>
- Tao, Y., Cai, Y., Rana, C., & Zhong, Y. (2020). The impact of the Extraversion-Introversion personality traits and emotions in a moral decision-making task. *Personality & Individual Differences*, 158. <https://doi.org/10.1016/j.paid.2020.109840>
- Thacker, C., Sullivan, G., & Self, S. (2019). How servant leadership principles affect employee turnover at a solid waste management firm. *Journal of Leadership, Accountability & Ethics*, 16(2), 64–79. <https://doi.org/10.33423/jlae.v16i2.2023>
- Thakore, S., Baldie, D., & Teeling, S. P. (2022). Enabling innovation and sustainable improvement in person-centred healthcare during the first wave of the Covid-19 pandemic—A reflective account. *International Practice Development Journal*, 12(1), 1–8. <https://doi.org/10.19043/ipdj.121.007>
- Thomson, P. (2011). Creative leadership: A new category or more of the same? *Journal of Educational Administration & History*, 43(3), 249–272. <https://doi.org/10.1080/00220620.2011.586493>
- Tilstra, K. (n.d.). *Leadership programs designed to develop creative leaders: A multi-case study* [Doctoral dissertation, Andrews University]. Digital Commons @ Andrews University.
- Tracey, M. W., & Baaki, J. (2022). Empathy and empathic design for meaningful deliverables. *Educational Technology Research & Development*, 70(6), 2091–2116. <https://doi.org/10.1007/s11423-022-10146-4>

- Tran, H., Hardie, S., & Cunningham, K. M. W. (2020). Leading with empathy and humanity: Why talent-centred education leadership is especially critical amidst the pandemic crisis. *International Studies in Educational Administration*, 48(1), 39–45. <https://journalseek.net/cgi-bin/journalseek/journalsearch.cgi?field=issn&query=1324-1702>
- Uhl-Bien, M., Riggio, R., Lowe, K. B., & Carsten, M. K. (2014). *Followership theory: A review and research agenda*. <https://doi.org/10.1016/J.LEAQUA.2013.11.007>
- Ute, Y. (2016). Leading by ear: Listening as a key leadership skill. *Journal of Property Management*, 81(1), 26–27. <https://www.irem.org/learning/publications-news/journal-of-property-management>
- Vagnani, G., Gatti, C., & Proietti, L. (2019). A conceptual framework of the adoption of innovations in organizations: A meta-analytical review of the literature. *Journal of Management & Governance*, 23(4), 1023–1062. <https://doi.org/10.1007/s10997-019-09452-6>
- Valero, J. N., Jung, K., & Andrew, S. A. (2015). Does transformational leadership build resilient public and nonprofit organizations? *Disaster Prevention & Management*, 24(1), 4–20. <https://doi.org/10.1108/DPM-04-2014-0060>
- VanderWaal, C., Sedlacek, D., & Lane, L. (2017). The impact of family rejection or acceptance among LGBT+ millennials in the Seventh-Day Adventist Church. *Social Work & Christianity*, 44(1–2), 72–95. <https://www.nacsw.org/publications/journal-swc/>
- van Dierendonck, D., & Nuijten, I. (2011). The Servant Leadership Survey: Development and validation of a multidimensional measure. *Journal of Business & Psychology*, 26, 249–267. <https://doi.org/10.1007/s10869-010-9194-1>
- van Hoorn, A. (2019). Generational shifts in managerial values and the coming of a unified business culture: A cross-national analysis using European social survey data. *Journal of Business Ethics*, 155(2), 547–566. <https://doi.org/10.1007/s10551-017-3488-4>

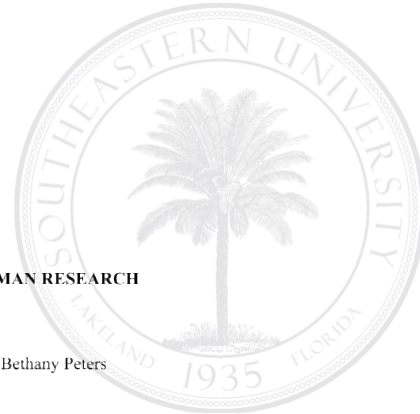
- Vernooij, M., & Wolfe, R. (2015). *What is creative leadership?* THNK.
<https://www.thnk.org/insights/the-need-for-creative-leadership/>
- Wang, L., Wu, Y., Liu, C., & Wan, Y. (2021). Leaders' positive and implicit followership theory and team creativity in a university scientific research team. *Social Behavior & Personality: An International Journal*, 49(4), 1–14. <https://doi.org/10.2224/sbp.9903>
- Weldearegay, H. G., Kahsay, A. B., Godefay, H., Petrucka, P., & Medhanyie, A. A. (2022). The effect of catchment based mentorship on quality of maternal and newborn care in primary health care facilities in Tigray Region, Northern Ethiopia: A controlled quasi-experimental study. *PLoS ONE*, 17(11), 1–21. <https://doi.org/10.1371/journal.pone.0277207>
- Whitehead, D. B. (2019). *The impact of mentoring and reverse-mentoring with baby boomers and millennials on Church engagement* [Doctoral dissertation, Lancaster Bible College]. ProQuest Information & Learning.
- White House. (2021, February 14). *Fact sheet: President Biden reestablishes the White House Office of Faith-Based and Neighborhood Partnerships*.
<https://www.whitehouse.gov/briefing-room/statements-releases/2021/02/14/fact-sheet-president-biden-reestablishes-the-white-house-office-of-faith-based-and-neighborhood-partnerships/>
- Wiedmer, T. (2015). Generations do differ: Best practices in leading Traditionalists, Boomers, and Generations X, Y, and Z. *Delta Kappa Gamma Bulletin*, 82(1), 51–58.
<https://www.dkg.org/DKGMember/Publications/Journal/DKGMember/Publications/Bulletin-Journal.aspx?hkey=7fdf8372-9c18-4b96-8150-dcb6f4ae8ce1>
- Williams, D. R., & Thompson, P. (2022). Encouragement as a protective factor for new Christian pastors. *Pastoral Psychology*, 71(4), 455–470.
<https://doi.org/10.1007/s11089-022-01011-5>

- Willis, E. (2022). *From Egypt to Canaan: A phenomenological study of the racial messaging Black males received while attending conservative Christian schools* [Doctoral dissertation, University of North Carolina Charlotte]. UNC Charlotte Electronic Theses and Dissertations.
- World Health Organization. (2020, March). *Coronavirus disease (COVID-19) pandemic*. <https://www.who.int/europe/emergencies/situations/covid-19>
- Wyatt, T. M. M. (2019). Cultivating creative leadership: Art-making as a pedagogical tool for training spiritual leaders. *Journal of Religious Leadership, 18*(1), 94–120. <https://arl-jrl.org/journal-of-religious-leadership/>
- Yarborough, J. P. (2018). The role of coaching in leadership development. *New Directions for Student Leadership, 158*, 49–61. <https://doi.org/10.1002/yd.20287>
- Zahra, T. T., Ahmad, H. M., & Waheed, A. (2017). Impact of ethical leadership on innovative work behavior: Mediating role of self-efficacy. *Journal of Behavioural Sciences, 27*(1), 93–107. <https://so06.tci-thaijo.org/index.php/IJBS>

Appendix A

IRB Form

SOUTHEASTERN
UNIVERSITY



NOTICE OF APPROVAL FOR HUMAN RESEARCH

DATE: February 9, 2023

TO: Rashad Burden, Joshua Henson, Bethany Peters

FROM: SEU IRB

PROTOCOL TITLE: Creative Leadership in Nonprofit, multi-generational organizations

FUNDING SOURCE: NONE

PROTOCOL NUMBER: 23 BE 01

APPROVAL PERIOD: Approval Date: February 9, 2023 Expiration Date: February 8, 2024

Dear Investigator(s),

The Institutional Review Board (IRB) for the protection of human subjects has reviewed the protocol entitled, Creative Leadership in Nonprofit, multi-generational organizations. The project has been approved for the procedures and subjects described in the protocol.

Any changes require approval before they can be implemented as part of your study. If your study requires any changes, the proposed modifications will need to be submitted in the form of an amendment request to the IRB to include the following:

- Description of proposed revisions;
- If applicable*, any new or revised materials;
- If applicable*, updated letters of approval from cooperating institutions

If there are any adverse events and/or any unanticipated problems during your study, you must notify the IRB within 24 hours of the event or problem.

At present time, there is no need for further action on your part with the IRB.

This approval is issued under Southeastern University's Federal Wide Assurance 00006943 with the Office for Human Research Protections (OHRP). If you have any questions regarding your obligations under the IRB's Assurance, please do not hesitate to contact us.

Sincerely,

Rustin Lloyd
Chair, Institutional Review Board
irb@seu.edu

Appendix B

Interview Protocol

Research Questions	Interview Questions
<p>RQ1: In what ways, if at all, do nonprofit leaders utilize creative leadership tenets when leading multigenerational nonprofit education teams?</p>	<p>Can you tell me about a time you experienced empathy in your workplace?</p> <p>How are new ideas or approaches to doing things handled by leadership in your workplace? What does that look like?</p> <p>What has been your experience or view of learning from or teaching fellow coworkers?</p>
<p>RQ2: How do multigenerational teams respond to the utilization of creative leadership tenets within nonprofit private education organizations?</p>	<p>Can you recall a situation you encountered where you felt caught off guard? How did you navigate it?</p> <p>Can you recall a notable time when your leadership team had to display empathy? Were there any tangible affects to how it impacted how you worked together with your team?</p> <p>Has there been any changes in policy, operation, or personnel that have made you feel old or young? Explain.</p> <p>Tell us about the person who helped you feel a part of the team? How did they do so?</p> <p>Can you tell me about a time a fellow team member or administrator had to</p>

make a quick but challenging decision
and how it made you feel?
