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## Should I Stay or Should I Go?

The Impact of Transformational and Transactional  
Leadership on Turnover Intent of Multicultural  
Millennial Newcomers

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## ABSTRACT

The aspect of leadership and its implications on the workforce have largely been discussed by scholars in recent years. Equally gaining scientific attention is the generational cohort of so-called *millennials*. Due to the sheer size of this ever-increasing global workforce (Tay, 2011), leaders of the 21<sup>st</sup> century need to understand what drives millennials towards long-term organizational commitment in order to retain a skilled and able workforce. The present study investigates the impact of transformational and transactional leadership on a rather specific work cohort – multicultural millennial newcomers. In order to do so, an experiment was designed where participants that fit into the criteria of the fore-mentioned cohort experienced one of two leadership scenarios, and consequently assessed their perceptions of their leader, and their intention to stay in the organization. Via means of an online questionnaire, this study tested whether the impact of transformational and transactional leadership on turnover intent had significantly differed from each other. A total of 103 (one-hundred and three) participants were randomized into the two scenarios. Results showed that multicultural millennial newcomers favored transformational leadership qualities over transactional leadership qualities, however the difference found was not significant. Further research is needed to concretize the findings and support the hypothesis. In conclusion, the study at hand serves as a base from which further research can be drafted from, in a way that can help point leaders of the 21<sup>st</sup> century and their millennial workforce in the right direction.

## INTRODUCTION

The effect of leadership on the retention of newcomers is a widely discussed topic. Literature on leadership and employee retention often refers to transactional and transformational leadership – leaders who motivate through rewards and punishments (Hamstra et al., 2014; Jacobsen & Andersen, 2015; Rothfelder et al., 2012), and leaders who motivate through emphasizing on group-benefits and organizational values (Avolio et al, 2004; Piccolo & Colquitt, 2006; Wright & Pandley, 2010). The success of the employed leadership style on newcomer retention is largely context dependent (Sheridan, 1992), and requires an understanding of the characteristics of today's newcomers. According to Tay (2011), millennials – tech-savvy individuals born between 1980 and 2000 - make up for the largest portion of the global workforce today. Additionally, the workforce of the 21<sup>st</sup> century is becoming more diverse every day, due to the interconnectivity brought about by the globalization push. Therefore, one can assume that most individuals entering the workforce today are culturally diverse millennials. In order to retain this workforce cohort, leaders of the 21<sup>st</sup> century must understand the implications that transactional and transformational leadership have on them.

Millennials (also known as “Generation Y”) make up for the largest portion of the global workforce today (Corporate Knights, 2015; Tay, 2011). They are often described by scholars as the generation that will substantially change the way organizations work today due to three reasons: (1) their sheer size; (2) the different work attitude than their previous generations; (3) their aptitude towards technology (Constanza et al., 2012; Erickson, 2012; Flynn, 2010; Gursoy et al., 2013; Kowske et al., 2010; Lee & Cho, 2016). Black (2010) and Erickson (2012) argue that, as a result of their sheer interactions with technology, millennials are able to quickly disseminate information, which can help organizations work efficiently. However, studies have found that millennials are the least committed generation in history to remain at the same organization over a long period of time due to their need of self-fulfilment in the workplace (Chaudhuri & Gosh, 2012; Knapp, 2017; Ng & Salamzadeh, 2020), which may result in high employee turnover rates and thus disrupt organizational success. This means that 21<sup>st</sup> century leaders are likely to deal with a substantial level of millennial newcomers in organizations and have difficulty in retaining them.

Now more than ever, employees with different cultural backgrounds are more likely to work alongside one another, as organizations are becoming increasingly more diverse with each passing day (Cheng et al., 2012; Jr., 1991). This means that the ability to retain diverse

newcomers is crucial for leaders of the 21<sup>st</sup> century. Therefore, the present study seeks to investigate the impact of transactional and transformational leadership on the retention of multicultural millennials newcomers. Despite ongoing research on the implications of culturally diverse employees and millennials on the workforce independently, current literature does not evaluate the context in which the workforce is made up of both constructs. This is relevant due to the likelihood that newcomers in 21<sup>st</sup> century organizations are culturally diverse millennials. Moreover, scholars have not yet examined the impact that these leadership styles have on this specific workforce cohort. It is relevant for leaders today to understand the practices that need to be employed to retain this cohort, and harness the synergetic benefits of effective leadership, and a culturally diverse millennial workforce. Therefore, the present study is aimed at answering the following research question: ***“Do transformational and transactional leadership styles differently impact the turnover intent of multicultural millennial newcomers in an organizational setting?”***

The goal of this study is to help both managers and employees understand what type of leaders are most likely to motivate their followers’ choice to stay at an organization over a long period of time. By highlighting the aspects of leadership that culturally diverse millennials are most likely to identify with, and therefore adopt as their own culture, leaders of the 21<sup>st</sup> century can use the results of this study to steer their efforts into a direction that results in less employee turnover, and higher organizational commitment. In order to address the research question, an experiment was designed where millennial participants are randomly assigned to one of two fictitious scenarios where each leadership style is present. Their perception of each leader is then measured, followed by their intent to stay at the organization as a result of the leadership style employed. This study starts out by outlining a theoretical framework that seeks to define each construct assessed in this research and their relationship and relevance in this specific context, which include leadership, newcomers, millennials, multiculturals, and retention. Furthermore, the theoretical framework will serve as a basis from which this study draws its hypothesis from. Following this is the method section, which explains the explicit research method used in this study. Additionally, the instruments designed to collect data will be presented. Next, the results section will consist of the outcomes derived from analysing the data collected during the research phase of the study. After that, a discussion of the results will be presented, where the hypothesis will be addressed, and possible limitations of the research and further steps. Lastly, the conclusion will combine the findings and provide a final answer to the fundamental research question.

## THEORETICAL FRAMEWORK

### *1. Turnover Intent*

The ability to retain a skilled workforce is a key determinant of a business' success anywhere in the world today (Maamari & Alameh, 2016; Mustamil & Najam, 2020; Ng & Salamzadeh, 2020). By promoting employee commitment and engagement towards the vision and values of the organization, leaders can avoid the development of a poor work culture, which can be a precedent to unexpected employee turnover (Cloutier et al., 2015). The unexpected loss of employees is an issue that negatively affects business performance regardless of industry (McCarthy et al., 2017). High employee turnover disrupts organizational efficiency by increasing costs related to recruitment, lost productivity, and possible resentment among existing employees and newcomers due to additional workload (Carter et al., 2019; Dixon & Hart, 2010; Doh et al., 2011). Although a major challenge for management, ongoing newcomer support is key to ensuring that organizations operate effectively. One way to prevent this from happening is by employing appropriate leadership, which according to several scholars, plays a vital role in the retention of employees (Avolio et al., 2004; Dixon & Hart, 2010; Griffeth et al., 2000; Sheridan, 1992; Vecchio, 1985), and newcomers (Josikaari & Nurmi, 2009; Nifadkar et al., 2012; Sluss et al., 2012).

In his study of the relationship between organizational culture and employee retention, Sheridan (1992) found that retention varies significantly with organizational cultural values. Cultures that employ rewards for accomplishment do not offer long-term security, and therefore its employees do not offer loyalty. Contrarily, cultures that employ teamwork, security, and respect for individual members foster loyalty and long-term commitment from employees. While investigating HRM practices on turnover intent, Wheeler et al. (2010) found that the ideas proposed by Sheridan (1992) were supported. They found that leadership "control" systems, which are designed to enforce employees to comply with a specific set of rules and procedures, lead to increased turnover and decreased performance. Contrarily, they found that leadership "commitment" systems, which shape desired employee behavior by forging psychological links between organizational and employee goals, decreased turnover and increased performance. In a more recent, however, similar study, Mustamil & Najam (2020) once again found that employees value altruistic leadership qualities, learning opportunities and support from superiors, which then lead to higher levels of commitment and job satisfaction, and consequently lower turnover rates. The idea that job satisfaction is a

significant determinant of turnover intent is also supported by several scholars throughout recent years (Asgari et al., 2020; Lee & Cho, 2016; McCarthy et al., 2017; Morrison, 2002).

## 2. Newcomers & Organizational Socialization

How long an employee is considered a newcomer is largely context specific (Nifadkar et al., 2012). In the context of a long-term job, Josikaari and Nurmi (2009) define this period as lasting at least 21 months after organizational entry. In the context of this study, the same definition is adopted. During the period of organizational entry, newcomers are often unaware of organizational norms and performance standards. However, they are still faced with the pressure to start performing as quickly as possible (Nifadkar et al., 2012). This can be deteriorating towards their performance and adjustment in a new organization. In order to facilitate the adjustment process during organizational entry, newcomers strive to learn the culture of the organizations and define themselves within this setting (Schaubroeck et al., 2013; Sluss et al., 2012), a process called organizational socialization (Van Maanen & Schein, 1979).

Organizational socialization theorists suggests that the use of intraorganizational referents for sense-making can positively affect newcomer adjustment (Morrison, 1993), and have long-lasting effects on their job attitudes and behavior (Josikaari & Nurmi, 2009). For socialization to be considered effective, newcomers must adopt the organization's central values and norms, and thereby become attached to the organization and their immediate work groups (Cable et al., 2013; Morrison, 2002), resulting in higher organizational commitment. Organizational commitment is defined by Avolio et al. (2004) as the strength which an individual identifies with his/her involvement in a particular organization. Synonymously, scholars also suggest that organizational identification can have impacts on newcomer adjustment (Gioia et al., 2000). Pratt (1998, as cited in Sluss et al., 2012) suggests that identification occurs when an employee has affinity – recognizing similarities – or emulation – changing to become similar – towards perceived organizational values. Affinity with organizational values can help newcomers understand and adhere to norms and regulations (Cable et al., 2013), and consequently facilitate the socialization process. This is likely to result in less absenteeism, less turnover, and higher organizational commitment (Sluss et al., 2012).

Several studies have shown that supervisors play an important role in a newcomer's socialization process, and their behaviors may trigger newcomer behaviors (Josikaari & Nurmi, 2009; Nifadkar et al., 2012; Settoon & Adkins, 1997; Sluss et al., 2012). Newcomers often see their supervisors as credible sources of information, and as representatives of the entire organization (Nifadkar et al., 2012; Settoon & Adkins, 1997). Therefore, newcomers are likely

to evaluate whether this supervisory relationship positively fulfills psychosocial needs such as organizational identification and adjustment, and extent this assessment to the rest of the organization (Sluss et al., 2012). Morisson (1993) states that obtaining feedback from supervisors significantly helps with adjustment and performance of newcomers. Similarly, Feldman (1981) argues that when newcomers have confidence in their perceived job mastery, they are likely to put more effort in achieving their goals and cooperate with co-workers. This is also supported by Cable et al. (2013), who bring forth the idea that when newcomers are able to reflect how to use their strengths in a job – something that happens due to feedback collection - they are likely to frame the job as an opportunity for improvement and therefore be more motivated. Finally, Josikaari & Nurmi (2009) support these statements as well. They found in their study that the greater the decline in newcomer's supervisor support, the greater the decrease in role clarity and job satisfaction. By drawing conclusions from these studies, one can assume that perceived leadership is significantly related to the adjustment of newcomers in an organizational setting. Therefore, it is relevant to understand the characteristics and implications of specific leadership styles, the needs and characteristics of the newcomers in this specific context, and the expected relationship between these constructs.

### 3. *Transformational & Transactional Leadership*

Leadership is generally defined as the pivotal process of influencing and directing the activities of followers towards the attainment of specific organizational or societal goals (Asgari et al., 2020; Carter et al., 2019; Doh et al., 2011; Gong et al., 2009; Hamstra et al., 2014; Rothfelder et al., 2012). Good leaders are said to have high moral standards, interpersonal skills, patience, perseverance, charisma, and an ability to motivate their followers, minimize turnover, and facilitate team collaboration (Dixon & Hart, 2010; Doh et al., 2011; Joplin & Daus, 1997; Maznevski & DiStefano, 2000; Mustamil & Najam, 2020; van Wart, 2013; Zhang & Bartol, 2010). However, different leaders are bound to adopt different aspects of leadership based on their preferred method, organizational culture, or personality. In the context of this study, it is necessary to understand the characteristics of transformational and transactional leaders, and its implications in an organizational setting.

The definition and characteristics of transformational leaders can be found in abundance throughout recent scientific studies. Rothfelder et al. (2012) describe transformational leaders as individuals who willingly sacrifice their own interests for the benefit of the group or organization. Similarly, other scholars describe them as individuals who influence their followers by clearly communicating the value of an organization's mission, and



persuading them to forgo personal interests for the sake of the collective (Groves & LaRocca, 2011; Moynihan et al., 2012; Piccolo & Colquitt, 2016). They aim to inspire and transform the thought process of their followers (Chaudry et al., 2012; Jacobsen & Andersen, 2015), encouraging them to look at things from different perspectives (Asgari et al., 2020). They are determined, persistent, highly competent, and provide constructive feedback, which results in trust, respect, and admiration from their followers (Hamstra et al., 2014). Moreover, they emphasize values such as honesty, loyalty, fairness, justice, and equality (Groves & LaRocca, 2011), and serve as role models for followers (Gong et al., 2009). Transformational leaders have the ability to intrinsically motivate employees and lead to higher levels of organizational commitment (Avolio et al., 2004; Smith et al., 1983), by emphasizing on the linkage between effort and goal achievement, leading followers to a common vision, mission, or organizational goal (Wright & Pandley, 2010), and acting with a high sense of morality and ethics (Groves & LaRocca, 2011). Followers under transformational leaders are less likely to experience conflict in the workplace (Lee & Cho, 2016), and are more likely to accomplish tasks out of motivation (Rothfelder et al., 2012) and perform beyond the organization's expectations (Bahadori & Nayeri, 2017).

Contrastingly, scholars describe transactional leaders as individuals who focus on the self-interest of their followers and exert influence through a reward-punishment system (Groves & LaRocca, 2011; Jacobsen & Andersen, 2015). They emphasize on close performance monitoring, specifying standards that need to be met, and what constitutes effective and ineffective performance (Hamstra et al., 2014). Rothfelder et al. (2012) propose an idea that is supported by Asgari et al. (2020), that transactional leadership is composed of two dimensions: (1) contingent reward, which rewards employees for meeting agreed-upon performance standards; (2) "management-by-exception", which entails applying corrective behavior either readily (active) or after performance standards are not met (passive). Contrarily to transformational leaders, transactional leaders emphasize individual as opposed to collective goals. Followers of such leaders are more likely to experience reduced cooperation and increased competition within teams (Hamstra et al., 2014), lower job satisfaction (Rothfelder et al., 2012), and increased turnover intent (Asgari et al., 2020).

#### 4. *Millennials*

Literature on what defines millennials does not always agree on a specific timespan. In the context of this study, millennials are defined by the generation of individuals who are born between 1980 and 2000 (Black, 2010). "Generation" refers to a group of individuals that share

similar attitudes and general dispositions due to shared experiences in their lifetime (Constanza et al., 2012). As more millennials enter today's workforce due to their sheer size (Tay, 2011), managers must understand the characteristics of this cohort, and apply leadership methods that can effectively keep them satisfied and lead to their retention (Lee & Cho, 2016).

Erickson (2012) claims that one of the most ubiquitous characteristics of millennials is a sense of immediacy. They demand work/life balance at every stage of their careers (Ng et al., 2010), which consequently means that they are more likely to negotiate the terms under which they work. This suggests that millennials strongly value their relationship with their supervisor, and expect employers to be open-minded, honest, flexible, and to provide them with ample development opportunities such as coaching, mentoring, and participative decision-making (Erickson, 2012; García et al., 2018; Hershatter & Epstein, 2010). Millennials who feel valued and appreciated respond with loyalty, particularly in organizations that provide a supportive environment (Hershatter & Epstein, 2010). However, if millennials do not meet their needs at an organization, they are likely move to an employer that does meet those needs (Corporate Knights, 2015; Knapp, 2017; Lee & Cho, 2016).

Millennials are more embracing of diversity than the generations before them (Myers & Sadaghiani, 2010). This is also linked with their commitment to the betterment of the environment around them, their preference for teamwork and personal development, and the importance they give to carrying out work that drives positive change (Hershatter & Epstein, 2010; Knapp, 2017). Millennials are motivated by more than the simple promise of money. They are motivated by their desire to improve themselves, create meaningful connections with their peers, and work for firms that they strongly identify themselves with (Ng et al., 2010). Millennials are also more group oriented than individualistic (VanMeter et al., 2013). They have stronger team instincts and prefer to perform tasks collaboratively (Corporate Knights, 2015; Erickson, 2012). In contrast, millennials are also referred to as self-confident, self-absorbed, and narcissistic, craving feedback, recognition of their ideas, and strongly believing they are "right" (Constanza et al., 2012; Corporate Knights, 2015; Hershatter & Epstein, 2010; Myers & Sadaghiani, 2010; VanMeter et al., 2013).

##### 5. Multicultural Workforce

Multicultural individuals – regardless of their generational cohort - are defined as individuals who have internalized and identified with more than one cultural group (Brannen & Thomas, 2010; Fitzsimmons et al., 2016). They understand more than one societal culture, which allows them to interpret culture in multiple contexts, and adopt several cultural values as their own.

Culture in this context is defined as norms, values and beliefs that influence interpretation, communication, and overall functioning in society (Fitzsimmons et al., 2016; Lücke et al., 2014).

Recent studies have consistently found that a culturally diverse workforce brings about benefits that can be leveraged by organizations, such as creativity, employee retention, and the ability to operate across borders and cultures (Cloutier et al., 2015; Dixon & Hart, 2010; Ely & Thomas, 2001; Guzman, 2000; Hong & Doz, 2013; Joplin & Daus, 1997; Lücke et al., 2014). However, if not managed correctly, diversity can also have potential drawbacks, which include less efficient communication, lower organizational commitment, and higher turnover rates (Dixon & Hart, 2010; Jr., 1991; Polzer et al., 2002). By committing to diversity and retention of multicultural employees, leaders can turn this “two-edged knife” situation into a “win-win” scenario. Guzman (2000) argues that, in order to attract and retain a multicultural workforce, organizations need to make a conscious effort to reflect their commitment to diversity. This suggests recognizing that meaningful contributions can come from all citizens of the world, regardless of their age, gender, or ethnicity. This is further supported by Morrison (2002), who states that, by not being diversity friendly, organizations negatively impact the behaviors of culturally diverse newcomers. By embracing culturally diverse employees, leaders are more likely to become proficient in handling cultural differences and cross-cultural communication (Dickson et al., 2003). Additionally, diverse employees act as a catalyst that facilitate the adoption of diversity within their organization (Fitzsimmons et al., 2016).

Drawing from the fore-mentioned studies and their findings, one can conclude that organizational culture – more specifically, leadership – is a significant determinant of turnover intent among multicultural millennial newcomers. Findings steer one towards the idea that leadership cultures that focus on compliance, control, and rewards, do not offer long-term security to newcomers, and are therefore more likely to increase turnover intent. Contrarily, leadership cultures that foster teamwork, personal development, and an appropriate integration of employees with the cultural values and norms of the organization, are more likely to decrease turnover intent. Next, it is necessary to understand how each leadership style will impact the turnover intent of multicultural millennial newcomers, specifically.

## 6. *Hypotheses Formulation*

The present study seeks to investigate the effects of transformational and transactional leadership on the turnover intent of newcomers, specifically multicultural millennials. Using

the information provided above, this paragraph will create connections between the fore-mentioned constructs and draw hypotheses that will serve as guiding points to this study.

In the context of this study, it is necessary to combine the constructs of multicultural employees and millennial employees. Based on the literature previously discussed in this study, multicultural millennials are defined by the characteristics that compose both of these workforce cohorts: (1) employees who have adopted more than one culture as their own and belong to multiple cultural groups; (2) employees who are born between the years of 1980 and 2000; (3) employees who are tech-savvy and value openness, diversity, teamwork, organizational values and norms, flexibility, meaningful work, self-fulfillment, and supervisor relationships.

The leadership style employed by managers have consistently found to be predictors of retention among millennials (Corporate Knights, 2015; Lee & Cho, 2016; Ng et al., 2010). In relation to the leadership styles discussed in this study, transformational leadership is arguably the most reflecting of multicultural millennial's job attitudes. Transformational leaders, similarly to multicultural millennials, foster a culture of group-mentality, where each employee is led to believe that their individual contribution plays a role in achieving the greater good. This focus on organizational citizenship behavior is likely to resonate with this workforce cohort (Hamstra et al., 2014), aiding the process of organizational socialization as newcomers, and providing a sense of belongingness and identification (Asgari et al., 2020; Morrison, 2002). Employees that see similarities between them and their leaders, and are able to identify with them, are more likely to have greater job satisfaction, organizational attachment, and job security than employees who do not (Dixon & Hart, 2010; Lankau, 2007; Nifadkar et al., 2012).

Contrarily, transactional leadership is arguably the least reflecting of multicultural millennials' job attitudes. Transactional leaders emphasize on compliance, close monitoring, reward and punishment, and individualistic work mentalities. They do not offer job security nor stability that is sought out by multicultural millennials, and consequently, this is likely to not resonate with the workforce cohort. Building on the previous statement from Lankau (2007) that employees who identify with their leaders are likely to experience more organizational attachment, multicultural millennial newcomers are not likely to identify with transactional leaders, and therefore experience lower organizational attachment. By suppressing their authentic selves and focusing on aspects that do not fulfill their psychosocial needs such as self-interests over group-interests, low job security, and a lack of organizational socialization and identity, multicultural millennial newcomers working under transactional managers are

more likely to show higher levels of turnover intent. Based on these findings, the following hypotheses for this study are drawn:

*H0: There is no difference between the effects of transformational and transactional leadership on the intent to stay of multicultural millennial newcomers.*

*H1: There is a difference between the effects of transformational and transactional leadership on the intent to stay of multicultural millennial newcomers.*

## METHODS & INSTRUMENTS

### *1. Method*

To assess the fore-mentioned hypotheses and investigate the effect of leadership styles on the turnover intent of multicultural millennial newcomers, this study was designed with two different fictitious scenarios. The scenarios were implemented via means of an anonymized online questionnaire. This method was chosen as online questionnaires have the advantage that they enable an easier collection of several responses in a short period of time (Rowley, 2014). Additionally, the research was anonymized to encourage a higher response rate. Participants were also asked to encourage others to take part in the study, a method known as snowball sampling. Finally, practices that embody transformational and transactional leadership were implemented in each scenario to examine the effect they have on employees' turnover intent.

### *2. Procedure*

At the start of the data collection process, participants were given an informed consent form to read over (Appendix A). This consent form briefly explained the topic of the research and introduced it as "Leadership in Organizational Contexts". The aim behind this is to not divulge too much information about the study, and consequently result in biased answers. Before being able to take part in the research and answer the questionnaire, participants had to read the informed consent and agree to participating in the research. Upon giving active consent, participants were then asked to fill-in questions regarding their demographics, which concerned age, cultural background, working experience and educational background. Following this step, participants were given a scenario description (Appendix B), which provided information about the setting and context of the research. The description outlined that the participant was to see him/herself in a fictitious scenario, where he/she had been employed at a new, potentially long-term job for a total of 6 months, and he/she was about to address terms for a contract extension with their direct supervisor. After this, they had to rank several statements regarding their perception of their leader, and their turnover intent. Through a built-in randomization procedure, the participant was then assigned to one of the two different leadership scenarios.

Participants were assigned to either a transformational leader (Appendix C), or transactional leader (Appendix D). During this scenario, each leader expresses to their employee that they want to extend their working contract by a period of 12 (twelve) months, and why. The transformational leader emphasized on aspects of organizational culture and vision, teamwork efficiency, and group-interest. Contrastingly, the transactional leader

emphasized on aspects of individual performance, long-term profitability, and self-interest. After this interaction, participants were then asked to rate statements about their direct supervisors from “Strongly Disagree” (1) to “Strongly Agree”(5) , using a five-point Likert-Scale. This was done to ensure that the participants had a similar view on their assigned supervisors, and whether they possessed either transformational or transactional leadership attributes. The statements were adapted from Avolio & Bass’ (2004) *Multifactor Leadership Questionnaire 5X* (Appendix E), which originally consisted of 21 (twenty-one) items pertaining to transformational leadership, and 12 (twelve) items pertaining to transactional leadership. In order to avoid bias, strike a balance in the answers from participants, and not excessively ask questions about one leader more than the other, participants were given 11 (eleven) items pertaining to transformational leadership, and 9 (nine) items pertaining to transactional leadership. These items were chosen randomly. Lastly, participants were then asked to, in a similar fashion, rate statements regarding their turnover intent. The statements were adapted from Ng & Salamzadeh’s (2020) *Turnover Intent Scale* (Appendix F), which originally consisted of 4 (four) items. However, as one of the items asked participants to answer questions based on their specific profession, and this was not listed in the experiment, this item was removed.

### 3. *Instruments*

The online questionnaire was comprised of a scenario description, two different leader-employee interactions, and consequently two measurements of leader perception and turnover intent of the employee. Moreover, the scenario description was uniform for all participants. In this description, participants were informed that they were part of a fictional organization and were new at a fictional job. Details regarding the organization – such as industry, size, or nature – were kept undisclosed, so that participants’ answers would not be affected by these details. The same principle applied for the fictional job mentioned in the scenario description, which does not mention details such as specific tasks, level of seniority, or workload. By doing so, this enables the answers from participants to be analyzed using the same frame of reference and avoids biased responses.

An automated randomization process was employed using the questionnaire’s own online platform *Qualtrics*, which ensured that participants were only shown one of the two leadership scenarios. In each of the scenarios, participants were praised for their first 6 months at their new job. However, the aspects in which the supervisors focus on stems from either transformational or transactional leadership practices. In the instance of transformational

leaders, participants are praised due to how they fit in with the organizational culture and how well they get along with the team. Additionally, the leader clearly steers the discussion in the direction of “group-benefit”, aiming to inspire motivation in the participant by creating a shared sense of organizational core values, and aligning them with the participant’s own values. These aspects were chosen to be the focus of transformational leaders due to the overwhelming amount research that re-instates these as core characteristics of these leaders (Avolio et al., 2004; Gong et al., 2009; Groves & LaRocca, 2011; Moynihan et al., 2012; Piccolo & Colquitt, 2006; Wright & Pandey, 2010). On the other hand, in the instance of transactional leaders, participants are praised due to how well they have performed and delivered, and how they are likely to help the company achieve their goals in the future. Contrarily to their counterpart, the transactional leader clearly steers the discussion in the direction of “self-interest”, aiming to inspire motivation by clearly outlining the rewards and punishments to be gained by the participant for either over-performing or under-performing. These aspects were, equally to their counterpart, chosen as the focus due to previous research that emphasizes on the characteristics of transactional leaders (Asgari et al., 2020; Groves & LaRocca, 2011; Hamstra et al., 2014; Rothfelder et al., 2012).

Following their encounter with either of the leaders, participants were asked to fill-in an adapted version of Avolio & Bass’ (2004) *Multifactor Leadership Questionnaire 5X* – a leadership assessment instrument that is widely regarded as pioneering in the field of transformational and transactional leadership. For each leadership style, Avolio & Bass propose a series of statements that employees must answer regarding their leaders, in the form of a scale. By making 20 (twenty) statements that directly pertain to the leadership characteristics mentioned above, employees can use a scale to either agree or disagree to a certain statement, which further enables researchers to identify whether employees perceive their leaders as transformational, or transactional. In the context of this study, a five-point Likert-Scale was used, where 1 stands for “Strongly Disagree” and 5 stands for “Strongly Agree”. The same set of statements about the supervisor were made to each participant to ensure the validity of the answers. Additionally, Cronbach’s Alpha was taken as a way to test whether the questions equally measured transformational leadership (e.g. “Goes beyond self-interest for the good of the group”,  $\alpha = .87$ ) and transactional leadership (e.g. “Keeps track of all mistakes”,  $\alpha = .62$ ), respectively.

Lastly, participants are asked to use a five-point Likert-Scale to measure their intention to stay with the organization. These statements are part of the *Turnover Intent Scale* and were adapted from Ng & Salamzadeh (2020). Once again, Cronbach’s Alpha was taken to measure



whether all questions equally measured the same construct (e.g. “I am not thinking of moving to another organization/company”,  $\alpha = .78$ ).

#### 4. *Participants*

138 participants in total took part in this study. The questionnaire was distributed online and by using the fore-mentioned snowball sampling procedure. 35 participants did not finish answering the questionnaire, and therefore their answers were discarded. The final sample yielded 103 respondents, from which 100% were millennials born between 1980 and 2000. Moreover, participants' nationality spanned across 32 (thirty-two) different countries, and five different continents, including North America, South America, Europe, Asia, and Africa. In terms of cultural background, 79 participants (76.7%) stated that they have lived in a country different to the one they were born in, as opposing to 24 (23.3%) who have not. Additionally, 99 (96.1%) of participants stated that they had to adapt cultures different than the one from their country of origin, as opposed to 4 (3.9%) who stated they have not. This means that the entirety of respondents of this study are millennials, and in its majority, millennials who can be considered as multicultural, successfully depicting the target group of this study. To collect additional information that could be useful when analyzing the results of this study, participants were also asked to fill-in their highest achieved level of education, and total working experience. 76 participants (73.8%) have already acquired a Bachelor or Master diploma, and 27 (26.2%) had acquired a High-school diploma or other. Additionally, 81 participants (78.7%) expressed that they had at least one year of working experience, and 22 (21.4%) had less than a year of working experience. This means that, in its majority, participants have received higher education and have already had contact with an organization/company in the past. Lastly, participants were randomly assigned either one of two leadership scenarios. Table 1 shows that 44 participants (42.7%) were randomly assigned to the transformational leader scenario, and 59 participants (57.3%) were randomly assigned to the transactional leader scenario.

**Table 1**  
*Participants per Leadership Scenario*

Leadership Scenario	Participants	
	n	%
Transformational Leader	44	42.7
Transactional Leader	59	57.3

## RESULTS

### *1. Descriptive Statistics*

In order to test for the two fore-mentioned hypotheses, it is necessary to first assess the data in terms of its descriptive information. In the context of this study, it is first necessary to assess the information pertaining the participant's perception of their leaders in their respective scenarios. By doing so, it is possible to confirm that the participant indeed perceives their leaders as they are meant to – either transformational or transactional. 44 (forty-four) participants came across the transformational leader scenario, and their perception scores are shown below in Table 2. Items A1 - A11 (Appendix G) were made up of statements specific to transformational leadership characteristics, and the participant's mean scores ranged from 2.93 to 4.34. The total average for items A1 – A11 is 3.49.

**Table 2**

*Leadership Assessment (Transformational Scenario)*

Construct	N	Minimum	Maximum	Total Mean	Std. Deviation
Transform. Leadership	44	1	5	3.49	.921
Transac. Leadership	44	1	5	2.95	1.041

On the other hand, items B1 – B9 were made up of statements specific to transactional leadership, and participant's mean scores ranged from 2.18 to 4.05. The total average for items B1 – B9 is 2.95. This highlights the fact that participants who came across the transformational leader scenario rate qualities of transformational leadership higher than qualities of transactional leadership, meaning that the characteristics portrayed by the leader of this particular scenario are in line with the expected characteristics of transformational leaders. A paired T-Test showed that the difference between average scores is statistically significant (Appendix H).

**Table 3**

*Leadership Assessment (Transactional Scenario)*

Construct	N	Minimum	Maximum	Total Mean	Std. Deviation
Transform. Leadership	59	1	5	3.05	.916
Transac. Leadership	59	1	5	3.33	1.025

59 (fifty-nine) participants came across the transactional leader scenario, and their average perception scores are shown below on Table 3. In this case, the mean scores from items A1 – A11 (Appendix I) ranged from 2.63 to 4.22, and the total average for said items is 3.05. Moreover, participant's mean scores for items B1 – B9 ranged from 2.59 to 4.37, and the total average for said items is 3.33. This highlights the fact that participants who came across the transactional leader scenario rate qualities of transactional leadership higher than qualities of transformational leadership, meaning that the characteristics portrayed by the leader of this particular scenario are, once again, in line with the expected characteristics of transactional leaders. A paired T-Test showed that the difference between average scores is statistically significant (Appendix J).

Building towards the assessment of the fore-mentioned hypothesis, it is also necessary to assess participant's turnover intent after their encounter with their respective leader. Table 4 and Table 5 show the results collected from participants in the transformational and transactional scenario, respectively. In the first scenario, participant's mean scores for items C1 – C3 range from 2.80 to 3.41, and the total average for said items is 3.02. In the latter scenario, participant's mean scores for items C1 – C3 range from 2.25 to 3.05, and the total average for said items is 2.72. This highlights the fact that, on average, participants who came across the transformational leader show a higher score for intention to stay when compared to participants who came across the transactional leader.

**Table 4**

*Turnover Intent Assessment (Transformational Scenario)*

Construct	N	Minimum	Maximum	Mean	Std. Deviation
Turnover Intent	44	1	5	2.86	1.322
	44	1	5	2.80	1.322
	44	1	5	3.41	1.335

**Table 5**

*Turnover Intent Assessment (Transactional Scenario)*

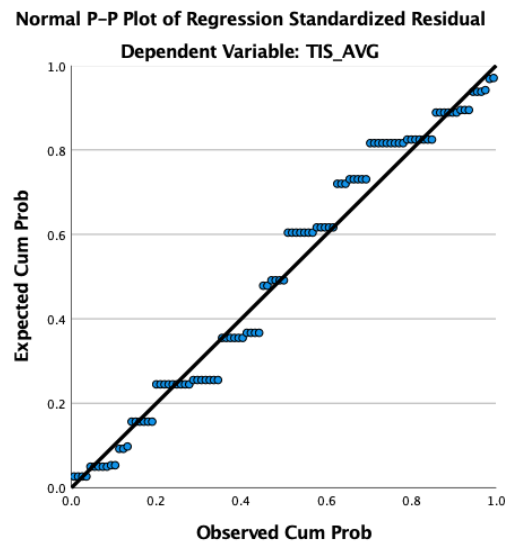
Construct	N	Minimum	Maximum	Mean	Std. Deviation
Turnover Intent	59	1	5	2.86	1.293
	59	1	5	2.25	1.108
	59	1	5	3.05	1.181

## 2. Univariate Analysis of Variance

In order to ensure the reliability and validity of the data, the assumptions of normality were checked for this analysis of variance. An analysis of collinearity showed that there is not multicollinearity in the data, with VIF scores below 10 and tolerance scores above 0.2. Additionally, the assumptions of normality and homoscedasticity were also checked by plotting a normal distribution plot, as seen on Figure 1, and by plotting the residuals against predicted values, as seen on Figure 2. Both figures show that the assumptions are not violated.

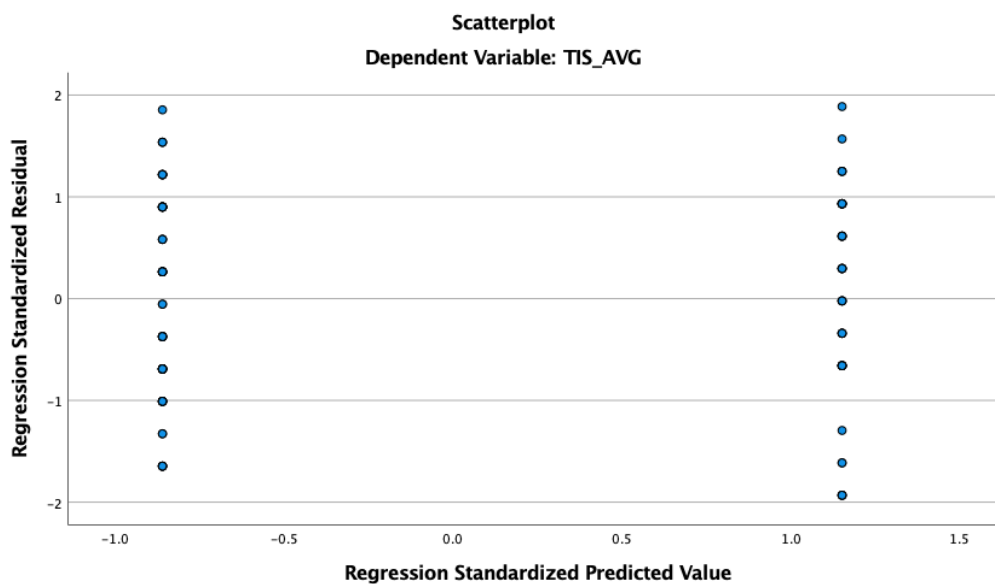
**Figure 1**

*Normal P-P Plot*



**Figure 2**

*Scatterplot Residuals x Predicted Values*



In order to test the fore-mentioned hypotheses, it is necessary to assess whether the difference found in average turnover intent between participants of both scenarios is statistically significant. To do that, a univariate analysis of variance was performed in SPSS. The dichotomous variable “Scenario” was coded as 1 = Transformational Leader, 2 = Transactional Leader. An alpha of .05 was used to indicate the statistical significance. The results are shown below in Table 6.

**Table 6**

*Parameter Estimates*

Dependent Variable: TIS\_AVG

Parameter	B	Std. Error	t	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Intercept	2.723	.136	19.972	<.001	2.453	2.994
[Scenario=1]	.300	.209	1.436	.154	-.114	.713
[Scenario=2]	0 <sup>a</sup>	.	.	.	.	.

a. This parameter is set to zero because it is redundant.

A univariate analysis of variance was performed with average turnover intent as the dependent variable, and leadership scenario as the independent variable, to test the hypothesis that the mean effect of leadership on turnover intention is different for each scenario. A non-significant main effect of leadership scenario on turnover intent was found,  $b = .300$ ,  $SE = .209$ ,  $t(101) = 1.436$ ,  $p = .154$ . Based on the analysis, the hypothesis cannot be supported, since there is no statistically significant difference between the means of both populations.

## DISCUSSION

### *1. General Discussion*

The study at hand aimed at answering the research question of whether transformational and transactional leadership styles differently impact the turnover intent of multicultural millennial newcomers in an organizational setting. Based on the analysis of the data gathered, an impact has been found, however that impact is not statistically significant. Therefore, the study at hand does not provide sufficient grounds under which to reject the null-hypothesis, and consequently does not find a significant effect of leadership style on turnover intent of multicultural millennial newcomers. However, this study shines light into potential job behaviours of multicultural millennial newcomers, as the data suggests that there is a degree of influence of leadership style on turnover intent, although not significant.

Firstly, the data gathered suggests that participants are clearly able to perceive the desired leadership qualities of their designated supervisor. Participants who came across the transformational leader scenario ranked statements pertaining to characteristics of transformational leadership higher than their transactional counterparts, and vice-versa. This indicates that during the experiment, the desired characteristics of the transformational/transactional leaders stood out to participants successfully in their respective scenarios. While the transformational leader aimed to motivate by fostering a sense of group-interest, commitment to organizational values, and morally ethical decision-making, the transactional leader aimed to motivate by focusing attention on performance, meeting organizational objectives, and self-interest. As suggested by the data, these two scenarios clearly led to different perceptions of the leaders at hand, and therefore are likely to have had an extent of influence in the answers given by participants.

Following the assessment of their leaders, participants also ranked statements pertaining to their turnover intent following their participation in the experiment. Turnover intent was measured via 3 (three) questions, that pertained to short-term (“I am not thinking of moving to another organization/company”), medium-term (“I would like to work for this organization/company for at least another 5 years”), and long-term organizational commitment (“I would like to stay in this organization/company to advance my career”). Participants across both scenarios had the same mean score for the short-term question. This is arguably due to the fact that the leadership scenario at hand portrayed a positive job experience, as the participant’s supervisor had already expressed their content in extending their contract for a period of 12 months. Although the characteristics of each leader differ per scenario, the positive appraisal

of the employee's first 6 (six) months at the company is likely to outshine the benefits/drawbacks of the leadership style employed, in the short-term. However, for the remaining two questions, participants from the transformational leadership scenario ranked the statements higher than the participants of the transactional leadership scenario. This is arguably because multicultural millennials identify more with transformational leaders than transactional leaders, leading to higher levels of organizational commitment. Therefore, by taking the perceived characteristics of their leaders into account for the long-term, transactional leadership values seem to be less favoured by multicultural millennial newcomers as opposed to transformational leadership values.

## *2. Limitations and Recommendations for Future Research*

The study at hand had a number of limitations which in turn may have influenced the results. First of all, the experiment did not account for a control group that presented a neutral type of leader. In that sense, it could have been useful to measure the turnover intent of multicultural millennial newcomers after the interaction with both a neutral leader, and a transformational or transactional leader. By doing so, the results could have shone a deeper light onto the effects that the employed leadership has on their turnover intent. Another limitation of the the experiment at hand is that it had participants experience a positive appraisal of their performance, with both leaders expressing content and willingness to retain their employees after a period of 12 months. This positive appraisal may have also influenced the results, as participants are likely to have overlooked the drawbacks of the leadership that they did not favour due to the fact that they had just been praised for their work over the past 6 months.

Moreover, another limitation of the study at hand is the uneven distribution of participants among both scenarios. Participants of the transformational leadership scenario rated statements regarding turnover intent with a higher score than participants of the transactional scenario. However, only 42% of participants were assigned to the first, as opposed to 58% assigned to the latter. Although the difference is not major, the slight unevenness of participants may have caused the results to not be statistically significant. This is due to the fact that, via the online questionnaire platform *Qualtrics*, a "total randomization of participants" was chosen as a means to split participants among groups, as opposed to "even randomization of participants".

Lastly, the study at hand was done via quantitative means as opposed to qualitative, which may also have influenced the results. Although fitting for experiments looking for a large pool of participants that can be reached easier than via other methods (Rowley, 2014),

quantitative studies can lead to more superficial results as opposed to qualitative studies such as interviews. In the context of this study, interviews have the potential to more accurately measure the participant's perceptions and opinions regarding their designated leadership style, enabling them to make provide more in-depth information about their state of mind during participation.

### *3. Theoretical and Practical Implications*

The study at hand also had theoretical and practical implications that need to be acknowledged. One example of this is the fact that the results did not directly support the hypothesis, although the theoretical framework clearly suggests so. Data suggests that there is an extent of influence of leadership style of turnover intent amongst multicultural millennial newcomers, however, further research is needed to understand why this difference was found to be not significant. This research can entail: (1) a further exploration of the characteristics of multicultural millennials based on their age, country of origin, or total work experience; (2) a further specification of the implications of newcomers within an organizational setting; (3) a further specification of the employment situation in which the participant finds itself, e.g. specifying the job title, the nature, industry, or size of the organization; (4) a further specification of the leadership scenario, e.g. during a positive and/or negative appraisal.



## CONCLUSION

To conclude, the study at hand explored the impact of transformational and transactional leadership on the intent to stay of multicultural millennial newcomers in an organizational setting, and whether there is a difference between the effects of each employed leadership style. To accomplish this, the experiment at hand made use of a univariate experimental design (type of leader: transformational vs transactional) in order to measure participant's perceptions of their leaders, and participant's turnover intent following their designated scenario. A thorough theoretical background was examined in order to unveil the underlying characteristics of millennials, multiculturals and newcomers separately, and to understand the characteristics of a cohort that is made up of all of these constructs. Additionally, theoretical background was also examined to create a deeper understanding of transformational and transactional leaders, and their potential implications on the fore-mentioned cohort.

This study yielded findings that affirmatively point in the direction of the proposed hypothesis but cannot support it. Indeed, the data suggests that multicultural millennial newcomers favor characteristics of transformational leadership over transactional leadership, especially in the long-term, however that difference is not significant. This suggests that, with further exploration from both a theoretical standpoint and practical standpoint, scholars that delve onto this topic are likely to find a significant correlation between turnover intent and transformational/transactional leadership. In order to do this, future research should implement qualitative methods onto this experiment, the addition of a leadership control group to help better contrast results, and a further exploration of the characteristics of millennials.

By understanding how to optimize their employee retention efforts, drive organizational commitment, and create a sense of belongingness, leaders are likely to experience the synergetic benefits brought about by a dedicated and skilled workforce. As recent literature on leadership extensively covers the aspects of transformational and transactional leadership, and as scientific studies regarding millennials also gain traction, this study investigates a topic that is highly relevant and applicable in the workplace of the 21<sup>st</sup> century. With the ever-increasing millennial portion of the global workforce dominating the job market, leaders of the 21<sup>st</sup> century – regardless of the leadership style employed – can only benefit from understanding what drives and motivates this generational cohort in an organizational setting.

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## APPENDIX A

### INFORMED CONSENT FORM



You are being invited to participate in a research study titled “Leadership in organizational contexts”. This study is being carried out by **Sergio Vidal Lopes** from the Faculty of Behavioural, Management, and Social Sciences at the University of Twente. The purpose of this research study is to assess leadership in organizational contexts and will take you approximately 5-10 minutes to complete.



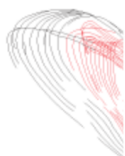
The data collected will be used for a Bachelor Thesis project. Your participation in this study is entirely voluntary and you can withdraw at any time. You are free to omit any question. We believe there are no known risks associated with this research study; however, as with any online related activity, the risk of breach is always a possibility. To the best of our ability, your answers in this study will remain confidential. We will minimize any risks by anonymizing the data and storing it only for and until the end of the Bachelor Thesis project. Only the researcher will have access to the data.

For further information, please contact Sergio Vidal Lopes at [s.g.a.vidalopes@student.utwente.nl](mailto:s.g.a.vidalopes@student.utwente.nl)

Clicking on the *agree* button below indicates that:

- You have read the information above;
- You are at least 18 years old;
- You voluntarily agree to participate in this study;

If you do not wish to participate in the research study, please decline participation by clicking on the *disagree* button.



- ☐ I AGREE to participate
- ☐ I DISAGREE to participate



## APPENDIX B

### SCENARIO DESCRIPTION



#### SCENARIO DESCRIPTION

**The following description explains the fictional setting of this study. Please read the information below carefully.**



You are part of the international workforce of your company, where you have been employed for a total of 6 months in a potential long-term job. After these 6 months, you and your direct supervisor now have a meeting to discuss the renewal of your work contract. Both you and your supervisor agree on extending the contract for a period of 12 (twelve) months, however, neither of you have signed the agreement yet.

Upon agreeing on the period of 12 (twelve) months, your direct supervisor will now talk to you about the implications of this extension on your job. After that, you will have a couple of days to decide whether to stay sign the agreement and stay in the organization or not.



**Please take your time in reading the implications brought up by your supervisor and deciding on your intention to stay in the organization.**




## APPENDIX C

### TRANSFORMATIONAL LEADER SCENARIO




#### SPEECH FROM SUPERVISOR



*"I have to say, we're happy to hear that you want to stay with us for another year. You've proven to be a good asset over the past 6 months, and I'm confident that we'll benefit from having you around for another year.*

*I've noticed that you really fit in here. Not just with the team, but with our culture as well. You're friendly, reliable, dedicated, and most of all, you're a real team player. We really value people like that in our company. We believe that what makes a good workplace are the people, not the targets we meet. Of course, at the end of the day, the targets matter. But if you haven't managed to meet one or two of them, who cares. With the energy you bring with you to work every day, and the positive impact you've had on the team so far, I'm honestly not even paying too much attention to that. I'd rather fail to meet targets with someone I enjoy working with, than meet targets with someone I don't. Be it a pass or a fail, better together than alone, am I right?*



*Having that said, we'd love to have you around for another year. I honestly think that your presence benefits everyone here. Now, I understand you want a couple of days to decide and sign the contract, that's all fine with me. But hey, at least you know where we stand. So, take your time, and we'll catch up about it next week over a cup. How does that sound?"*



## APPENDIX D

### TRANSACTIONAL LEADER SCENARIO



#### SPEECH FROM SUPERVISOR

*"I have to say, we're happy to hear that you want to stay with us for another year. You've proven to be a good asset over the past 6 months, and I'm confident that we'll benefit from having you around for another year."*

*"I've noticed that you work very efficiently. Not only are you driven and organized, but you also have a peculiar eye for detail. Your contributions have really made a good impression on me. And I have to say, I value people like that. I believe that what makes a good team are efficient players, people who can meet their targets no matter what. After all, at the end of the day, meeting the targets is what it's all about, am I right? Success comes at a price, and that price is dedication. And you've shown me that you are willing to pay that price. Otherwise, we would be having a very different conversation right now, trust me. Failing to meet targets is something that won't help you secure a promotion, I promise you that. But hey, that's just food for thought. For now, just focus on the good stuff."*

*"Having that said, I'd love to have you around for another year. I honestly you will help get our targets through the roof. Now, I understand you want a couple of days to decide and sign the contract, that's all fine with me. But hey, at least you know where I stand. So, take your time, and we'll catch up about it next week over a cup. How does that sound?"*



## APPENDIX E

### MULTIFACTOR LEADERSHIP QUESTIONNAIRE 5X

*You will now be asked to assess the characteristics of your direct supervisor. Please rank the following statements from “Strongly Disagree” to “Strongly Agree”. Please rank the following statements as truthfully as possible.*

Statement	Item	Strongly Disagree	Somewhat disagree	Neither agree nor disagree	Agree	Strongly Agree
Instills pride in me for being associated with him/her.	A1	1	2	3	4	5
Goes beyond the self-interest of the group.	A2	1	2	3	4	5
Acts in a way that builds my respect.	A3	1	2	3	4	5
Provides complete trust.	A4	1	2	3	4	5
Talks about his/her most important values and beliefs.	A5	1	2	3	4	5
Considers the moral and ethical consequences of decisions.	A6	1	2	3	4	5
Emphasizes the importance of having a collective sense of missions.	A7	1	2	3	4	5
Treats me as an individual rather than just a member of the group.	A8	1	2	3	4	5
Considers me as having different needs, abilities, and aspirations from others.	A9	1	2	3	4	5
Helps me to develop my strengths.	A10	1	2	3	4	5
Seeks differing perspectives when solving problems.	A11	1	2	3	4	5
Fails to interfere until problems become serious.	B1	1	2	3	4	5
Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.	B2	1	2	3	4	5
Keeps track of all mistakes.	B3	1	2	3	4	5
Expresses satisfaction when I meet expectations.	B4	1	2	3	4	5
Provides me with assistance in exchange for my efforts.	B5	1	2	3	4	5

Concentrates his/her full attention on dealing with mistakes, complaints, and failures.	B6	1	2	3	4	5
Waits for things to go wrong before taking actions.	B7	1	2	3	4	5
Directs my attention towards failure to meet standards.	B8	1	2	3	4	5
Makes clear what one can expect to receive when performance goals are achieved.	B9	1	2	3	4	5

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## APPENDIX F

### TURNOVER INTENTION SCALE

*You will now be asked to assess your willingness to stay in the company following the discussion with your direct supervisor. Please rank the following statements from “Strongly Disagree” to “Strongly Agree”. Please rank the following statements as truthfully as possible.*

Statement	Item	Strongly Disagree	Somewhat disagree	Neither agree nor disagree	Agree	Strongly Agree
I am not thinking of moving to another organization/company.	C1	1	2	3	4	5
I would like to work for this organization/company for at least another 5 years.	C2	1	2	3	4	5
I intend to remain in this organization/company to advance my career.	C3	1	2	3	4	5



## APPENDIX G

### LEADERSHIP ASSESSMENT – TRANSFORMATIONAL SCENARIO

#### *Leadership Assessment (Transformational Scenario)*

Construct	Item	N	Minimum	Maximum	Mean	Std. Deviation
Transform. Leadership	A1	44	1	5	3.41	1.148
	A2	44	1	5	3.80	1.153
	A3	44	1	5	3.39	1.262
	A4	44	1	5	3.55	1.150
	A5	44	2	5	4.34	.805
	A6	44	1	5	3.07	1.108
	A7	44	1	5	3.86	1.091
	A8	44	2	5	3.86	1.002
	A9	44	1	5	3.14	1.173
	A10	44	1	5	3.14	1.047
	A11	44	1	5	2.93	.974
<del>Transac.</del> Leadership	B1	44	1	5	2.93	1.043
	B2	44	1	5	2.68	1.325
	B3	44	1	5	2.30	1.133
	B4	44	2	5	4.05	1.011
	B5	44	2	5	3.52	.902
	B6	44	1	5	2.18	1.126
	B7	44	1	5	3.07	1.189
	B8	44	1	5	2.61	1.316
	B9	44	1	5	3.20	1.231

## APPENDIX H

### PAIRED T-TEST – TRANSFORMATIONAL SCENARIO

#### *Paired Samples Test*

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Transformational_AVG - Transactional_AVG	.54844	.92194	.13899	.26814	.82874	3.946	43	<.001

## APPENDIX I

### LEADERSHIP ASSESSMENT – TRANSACTIONAL SCENARIO

#### *Leadership Assessment (Transactional Scenario)*

Construct	Item	N	Minimum	Maximum	Mean	Std. Deviation
Transform. Leadership	A1	59	1	5	3.27	1.243
	A2	59	1	5	3.10	1.282
	A3	59	1	5	2.92	1.236
	A4	59	1	5	2.78	1.327
	A5	59	2	5	4.22	.872
	A6	59	1	5	2.49	1.194
	A7	59	1	5	3.69	1.290
	A8	59	2	5	3.05	1.224
	A9	59	1	5	2.63	1.285
	A10	59	1	5	2.64	1.200
	A11	59	1	5	2.75	.993
Transac. Leadership	B1	59	1	5	3.08	1.119
	B2	59	1	5	3.29	1.175
	B3	59	1	5	3.42	1.303
	B4	59	2	5	4.37	.807
	B5	59	1	5	3.05	1.041
	B6	59	1	5	2.59	1.052
	B7	59	1	5	3.17	1.069
	B8	59	1	5	3.34	1.295
	B9	59	1	5	3.68	1.238

## APPENDIX J

### PAIRED T-TEST – TRANSFORMATIONAL SCENARIO

#### *Paired Samples Test*

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Transformational_AVG - Transactional_AVG	-.28403	1.01380	.13199	-.54822	-.01983	-2.152	58	.036